

This document was provided, as is, to the California Department of Education (CDE) by the **Mary L. Booker Leadership Academy**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.



July 25, 2018

Via Electronic Delivery

Lisa Constancio, Director
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

Re: Appeal of San Francisco Unified School District Board of Commissioners' Denial of Mary L. Booker Leadership Academy Charter Petition

Dear Director Constancio,

This letter is to inform you that Mary L. Booker Leadership Academy ("Booker Academy" or the "Charter School") hereby appeals the denial of its charter petition by San Francisco Unified School District ("SFUSD" or the "District") to the State Board of Education (the "SBE") as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967(a).

Overview of the District Petition and Appeal Timeline

- Booker Academy submitted its establishment charter petition at the District Board meeting on April 24, 2018, seeking a 5 year charter term of July 1, 2019 – June 30, 2024.
- The Curriculum and Program Committee held a public meeting on May 21, 2018 and the Budget and Business Services Committee held a public meeting on May 30, 2018 to hear the charter petition.
- On June 12, 2018, the District Board denied the Booker Academy establishment charter petition and adopted the Superintendent's Proposal and Staff Findings in Support of Denial of the Charter Petition.
- San Francisco does not have a county office or board of education that is distinct from the District.

Because it is within 180 days since the District Board denied the charter petition, this appeal to the State Board of Education is timely, pursuant to Title 5, California Code Regulations Section 11967(a).

Contents of Appeal Submission

Title 5, California Code Regulations Section 11967(b) requires that a charter school whose petition has been denied and that wishes to appeal its petition to the State Board of Education must submit specific information, which is included herein.



The submission includes the following documents:

1. ! A complete copy of the original petition submission as denied by SFUSD. Attached in Binder 1 and 2, please find:
 - a. ! A copy of the charter petition.
 - b. ! A copy of all appendices submitted with the charter petition to the District, including signatures required by Education Code Section 47605.
2. ! Evidence of the SFUSD Board of Commissioners' denial of the petition and the District's factual findings for denial. Attached in Binder 3, please find:
 - a. ! Agenda and minutes from June 12th Board Meeting with SFUSD's Denial of the Charter Petition.
 - b. ! The Superintendent's Proposal and District Staff Findings Recommending Denial of the Charter Petition
 - c. ! Booker Academy's overall Responses to the District's Findings for Denial of the Charter Petition.
 - d. ! Agenda from SFUSD's Curriculum and Program Committee meeting
 - e. ! A copy of the District's Charter Petition Review Matrix for Curriculum and Program Committee meeting
 - f. ! Booker Academy's response to the District Review Matrix for Curriculum and Program Committee
 - g. ! Agenda from SFUSD's Budget and Business Services Committee Meeting
 - h. ! A copy of the District's Charter Petition Review Matrix for Budget and Business Services Committee Meeting
 - i. ! Booker Academy's response to the District Review Matrix for Budget and Business Services Committee Meeting
3. ! A signed certification with the assurance that the petitioner will comply with applicable laws. (Attached in Binder 3.)
4. ! A description of changes to the petition necessary to reflect the State Board of Education as the chartering entity, as applicable. (Attached in Binder 3.)

Conclusion

At its June 12, 2018 meeting, the District Board voted to deny Booker Academy's establishment charter petition.

The Booker Academy team was disappointed in this decision, as we believe that the charter petition meets all legal requirements for approval, and the District did not use factual findings to deny the petition. Rather, as described in further detail in our Response to the District Findings (See Tab 2), we find that the District's critiques were subjective, based on



preferences about charter school practices, rather than the legal threshold for charter approval.

Furthermore, the District Board did not provide a rationale or basis for denial on the night of the vote. Rather, only one Commissioner spoke and discussed why he was committed to supporting District schools. During the meeting, the petitioner was denied an opportunity to discuss the school model, and he was not asked a single question about the petition.

Therefore, Booker Academy is submitting this appeal of an establishment charter petition to the SBE, pursuant to Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967(a), for the SBE's decision to grant or deny the establishment charter petition, pursuant to Section 11967(c).

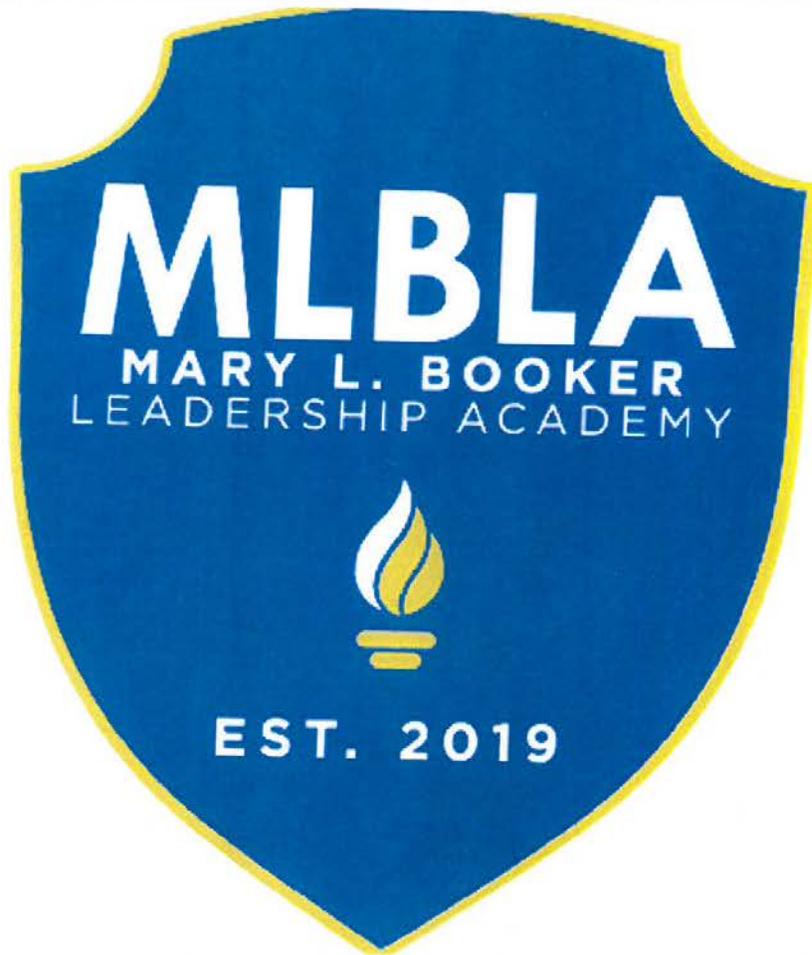
By signing below, I confirm that I wish to submit this petition for appeal to the State Board of Education and certify that Booker Academy will comply with all laws applicable to charter schools in California. We look forward to working with the SBE and the California Department of Education during consideration of the Booker Academy charter petition appeal. Please feel free to contact me via email tdavis@mlbla.org or phone (619) 569-0414 if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to be 'TD' with a flourish, written over a white background.

Terrence Davis
School Founder and Head of School !
Mary L. Booker Leadership Academy !

Appendix A: Signatures





Signatures for Charter Submission

It is our intention to submit the following teacher signatures to meet the requirement for charter submission. During our first year, we plan to hire four core teachers, one STEM teacher, one elective teacher and one learning specialist. To meet our requirement for submission, we have submitted eleven teachers who have expressed meaningful interest in teaching at Mary L. Booker Leadership Academy. In addition, we have additional signatures from parents and community members that can be found in **Appendix B**.

Latrice Bennett
Sarah Gzesh
Celeste Hoffpauir
Dane Huling
Lucas Jackson
Briana Juregui
Christina Luu
Crystal Maglio
Mikki McMillion
Diana Phuong
Adam Siegel

PETITION FOR THE ESTABLISHMENT MARY L. BOOKER LEADERSHIP ACADEMY CHARTER SCHOOL.

We the undersigned believe that the attached charter for the creation of Mary L. Booker Leadership Academy Charter School (the "Charter School") merits consideration and hereby petition the governing board of the San Francisco Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Lead Petitioner to negotiate any non-substantive amendments to the charter necessary to secure approval. Signatures are attached to this petition upon signature. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL AND CREDENTIAL NUMBER	EXPIRATION DATE	DATE
1.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2.	Latrice Bennett	[Signature]	2407 Ranison Ave Oakland, CA 94601	(510) 450-6633	Edubon Specialist 150175623	8/1/2020	3/24/16
3.	Mike McMillan	[Signature]	10225 Carman Road Dubuque, IA 52002	(319) 807-9414	Single Clear 1402933887	8/1/2020	3/26/18
4.	W. J. [REDACTED]	[Signature]	452 7th St #112 Oakland CA 94609	510 305 8501			
5.							
6.							
7.							
8.							
9.							
10.							

PETITION FOR THE ESTABLISHMENT MARY L. BOOKER LEADERSHIP ACADEMY CHARTER SCHOOL.

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL AND CREDENTIAL NUMBER	EXPIRATION DATE	DATE
1. CHRISTINA LUB		40 N Rochester St San Mateo, CA 94401	(213) 766-6053	500021047004 150220237	12/1/2020	3/26
2. Lucas Tolson		1625 3rd St Oakland, CA 94608	(415) 253-1975	150174342	7/1/20	3/26
3. Celeste Hoffmann		1015 V. 57th St Oakland, CA 94602	(805) 698-3441	140194227	11/1/19	3/26
4. Dora Huhner		1456 40th Ave Hayward, CA 94514	572263	170177672	7/1/2022	3/26
5. Briana Chavez		1926 6th Ave #106 Oakland, CA 94608	(540) 926-6126	170249229	9/1/2022	3/26
6. Claire Dutton		27850 Dixon St Hayward, CA 94544	(415) 944-3460			
7. Alan Siegel		1500 1st St Hayward, CA 94501	(415) 468-5006	150176456 555552	8/1/2020	3/26
8. Sara L Green		410 Fir Canyon Ave Oakland, CA 94611	(415) 605585	150137565	8/1/2020	3/26
9. Julian Gonzalez		1424 Falcon Ave San Leandro, CA 94681	(408) 507-0283			
10. Shyanna Baker		1520 15th Ave San Leandro, CA 94681	510529 7680			

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL AND CREDENTIAL NUMBER	EXPIRATION DATE	DATE
1	Diana Phuong		1010 S 6th St San Jose, CA 95128	(408) 604-0455	Clear Multiple Subject	5/1/2020	3/15/17
2							
3							
4							
5							
6							
7							
8							
9							
10							

PETITION FOR THE ESTABLISHMENT MARY L. BOOKER LEADERSHIP ACADEMY CHARTER SCHOOL.

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL AND CREDENTIAL NUMBER	EXPIRATION DATE	DATE
1.	Cystal Maglio		325 May Ct. Oakland, CA	650 776 5411	Clear Social Science	5/1/23	4/4/ 18
2.							
3.					180053421		
4.							
5.							
6.							
7.							
8.							
9.							
10.							

4/9/2018

CTC Online

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name: BENNETT
 First Name: LATRICE
 Middle Name: ANDREA

Document Information:

Document Number: 150173028
 Document Title: Education Specialist Instruction Credential
 Term: Preliminary
 Status: Valid
 Issue Date: 7/22/2015
 Expiration Date: 8/1/2020
 Original Issue Date:
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Des
R3MM	This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.	MM	Mild/Moderate
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit. English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
AAAS	The autism spectrum disorders added authorization	NONE	

4/9/2018

CTC Online

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal

Renewal Code Renewal Description

> R19N	This preliminary credential may not be renewed. To continue to serve in a position authorized by this credential, the holder must obtain the recommendation from a Commission-approved Clear Education Specialist Credential Induction program sponsor.
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Employment Restrictions

Organization Typ	Organization	County
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4/9/2018

- the end -

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name:

First Name:

Middle Name:

Document Information:

Document Number:

Document Title:

Term:

Status:

Issue Date:

Expiration Date:

Original Issue Date:

Grade:

Special Grade:

GZESH

SARAH

ELLEN

150137565

Single Subject Teaching Credential

Clear

Valid

7/1/2015

8/1/2020

9/3/2013

SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	ENGX
ELA1		NONE

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal

Renewal Code Renewal Description

> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission on Teacher Credentialing (CTC) no more than 12 months before the expiration date. The renewal period is five years.
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4/9/2018

- the end -

Employment Restrictions

Organization 1 Organization County

4/9/2018

Document

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: HOFFPAUIR

Last Known County of Employment: CALIFORNIA

Note: Please verify County
 if flag displayed, click the

First Name: CELESTE

Adverse and Commission Actions Indicator:

Middle Name: LUCILLE

Document Number	Document Title	Expiration Date	Term
> 140194227	Single Subject Teaching Credential	11/1/2019	Clear

Authorization/Subjects

Subject Description	Authorization Description	Authorization Subject	M
>	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	ELA1	NONE
English (Examination)	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	R1S	ENGX M
Social Science (Examination)	This document authorizes the holder to teach the subject area(s) listed in grades

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal code descriptions.

> R20 To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier

https://educator.ctc.ca.gov/esales_enu/start.swe?SWECmd=GotoView&SWEView=CTC+Person+Detail+Current+Auth+Subj+View+Web&SWERF=1&SWEHo=educator.ctc.ca.gov

4/9/2018

Document

than 12 months before the expiration date. The renewal period is five years.

Employment Restrictions

Organization Type	Organization	County
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4/9/2018

Document

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: HULING

Last Known County of Employment: ALAMEDA COUNTY OFFICE

Note: Please verify County
 If flag displayed, click the

First Name: DANE

Adverse and Commission Actions Indicator:

Middle Name: ALEXANDER

Document Number	Document Title	Expiration Date	Term
170177672	Single Subject Teaching Credential	7/1/2022	Preliminary
150150153	Certificate of Clearance	8/1/2020	

Authorization/Subjects

Subject Description	Authorization Description	Authorization Subject	Authorization Subject M
English (Examination)	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	R1S	ENGX M
		ELAS	NONE M

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal

Renewal Code Renewal Description

R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.
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4/9/2018

Document

Employment Restrictions

Organization Type	Organization	County
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4/9/2018

the end

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name: JACKSON
 First Name: LUCAS
 Middle Name: DEAN

Document Information:

Document Number: 150179347
 Document Title: Multiple Subject Teaching Credential
 Term: Preliminary
 Status: Valid
 Issue Date: 6/18/2015
 Expiration Date: 7/1/2020
 Original Issue Date: 6/18/2015
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

[Authorization / Subjects](#)

Authorization Code	Authorization Description	Subject Code	Subject Desr
➤ R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GS	General Subj

[Renewal Requirements](#)

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

➤ REL The holder must earn a California English learner authorization.

[Employment Restrictions](#)

Organization 1 Organization County

4/9/2018

- the end -

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name: JAUREGUI
 First Name: BRIANA
 Middle Name: MARINA

Document Information:

Document Number: 170249229
 Document Title: Single Subject Teaching Credential
 Term: Clear
 Status: Valid
 Issue Date: 8/30/2017
 Expiration Date: 9/1/2022
 Original Issue Date: 9/28/2015
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Desr
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	ENGL	English
ELA1		NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

> R20 To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

4/9/2018

- the end -

Employment Restrictions

Organization | Organization | County

4/9/2018

the end

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name:

LUU

First Name:

CHRISTINA

Middle Name:

HAI

Document Information:

Document Number:

150220287

Document Title:

Single Subject Teaching Credential

Term:

Clear

Status:

Valid

Issue Date:

11/14/2015

Expiration Date:

12/1/2020

Original Issue Date:

6/20/2008

Grade:

Special Grade:

SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Desi
▶ ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGX	English (Exa

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

▶ R20 To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

4/9/2018

- the end -

Employment Restrictions

Organization 1 Organization County

4/9/2018

the end

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name:
 First Name:
 Middle Name:

Document Information:

Document Number:
 Document Title:
 Term:
 Status:
 Issue Date:
 Expiration Date:
 Original Issue Date:
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SSX

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

> R20 To renew this credential, the holder needs to submit only an application and fee to the Con than 12 months before the expiration date. The renewal period is five years.

4/9/2018

the end

Employment Restrictions

Organization 1 Organization County

4/9/2018

- the end -

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name:
 First Name:
 Middle Name:

Document Information:

Document Number:
 Document Title:
 Term:
 Status:
 Issue Date:
 Expiration Date:
 Original Issue Date:
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGL	English

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
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Employment Restrictions

Organization 1 Organization County

4/9/2018

- the end -

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name: PHUONG
 First Name: DIANA
 Middle Name:

Document Information:

Document Number: 150133186
 Document Title: Multiple Subject Teaching Credential
 Term: Clear
 Status: Valid
 Issue Date: 4/27/2015
 Expiration Date: 5/1/2020
 Original Issue Date: 4/27/2015
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3	NONE

4/9/2018

- the end -

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

> R20	To renew this credential, the holder needs to submit only an application and fee to the Con than 12 months before the expiration date. The renewal period is five years.
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Employment Restrictions

Organization 1 Organization County

4/9/2018

the end

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on t

Educator Information:

Last Name: **SIEGEL**
 First Name: **ADAM**
 Middle Name: **JOSHUA**

Document Information:

Document Number: **150166256**
 Document Title: **Single Subject Teaching Credential**
 Term: **Preliminary**
 Status: **Valid**
 Issue Date: **7/30/2015**
 Expiration Date: **8/1/2020**
 Original Issue Date:
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SBSX
ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renew

Renewal Code Renewal Description

> R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this d complete a Commission-approved Induction program including Verification of Completion sponsor.
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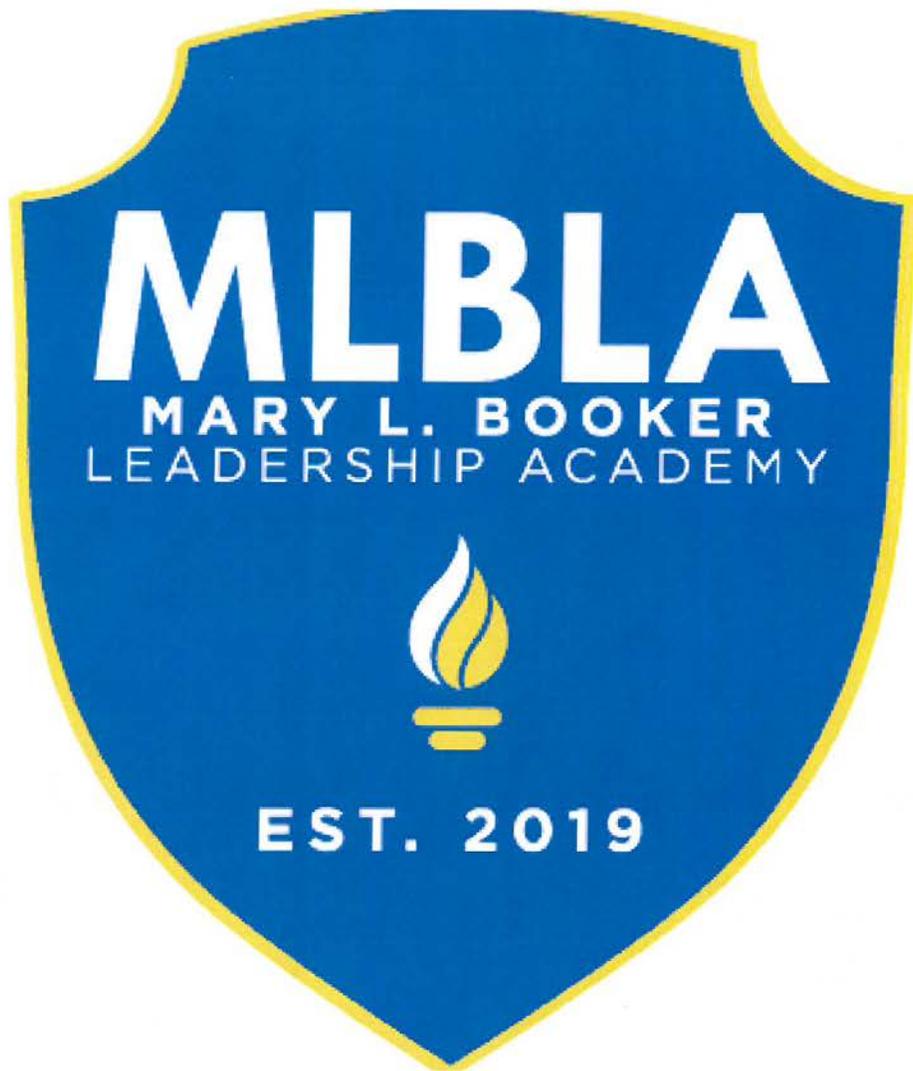
4/9/2018

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Employment Restrictions

Organization | Organization | County

Appendix B: Founding Team



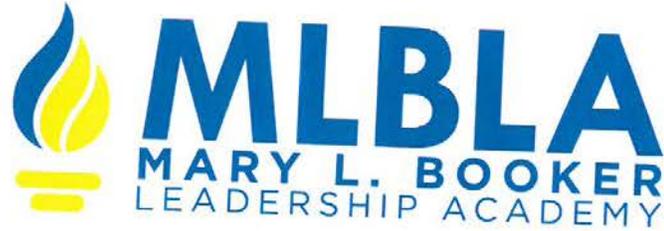


Community Support

At Mary L. Booker Leadership Academy, we have spent a significant amount of time engaging the community we hope to serve. Starting in July of 2017 we began to meet with parents and community members to gain a better understanding of what a great school would like in the Bayview and the Mission. From these meetings, we formed a Design Team focused on creating a school with the community in mind. The Design Team consisting of parents and community members who have chosen to support the creation of Mary L. Booker Leadership Academy with the school founder, Terrence Davis. Below is a list of the individuals who have contributed a significant amount of time to the development of MLBLA.

Design Team

- Joanne Abernathy
- Susan Fong Wong
- Walter Turner
- Cyn Bivens
- Juanita Price
- Cynthia Segura
- Shari Taylor
- Louise Coleman
- Betty Hunter
- Romonica Grayson
- Claudia Carrillo



In addition to the Design Team, we have worked tirelessly in the community to engage parents of prospective students. We have presented at tenant meetings, held community meetings and met in coffee shops to talk about how we can build an excellent school for their child. The list below details parents who have indicated support for Mary L. Booker Leadership Academy.

Parent Support

Parent First Name	Parent Last Name	Student's full name	Current School	Grade
Shareese	Slyve	Mel Bennetson	Rooftop	6th
Felipe de Jesus	Solis	Jesus Solis	Everett	6th
Gracilia	Berlanga	Vanessa Berlanga	Marshall	4th
Alicia	Ruiz	Alejandro Romero	Edison	6th
Mauricio	Garcia	Jeffrey Garcia	Bessie Carmichael	4th
Antonia	Muruta	Fernando Vasquez	St. James	4th
Librada	Caceres	Carlos Canto	Marshall	5th
Elaine	Tennant	Carter Tennant	Home School	6th Grade
Jessica	Espinoza	Saima Gonzalez	Cleveland	4th Grade
Karina	Zepeda	Emanuel Zepeda	Fairmount	4th Grade
Hamilton	Carter	Hamilton Carter	Homeschooled	4th Grade
Jose	Aragon	Briana Aragon	Potrero	5th Grade
Hilda	Salinas	Selina Polido	SF Community School	6th Grade
Jorge	Amores	Mikaela Amores	Silverwood (Concord)	4th Grade



Adelaida	Guzman	Diana Guzman	Buena Vista Horace Mann	5th Grade
Lucero	Barragan	Geneyvar Barragan	Buena Vista Horace Mann	4th Grade
Marco	Chitic	Sandie Chitic	Buena Vista Horace Mann	5th Grade
Paola	Van Artsdalen	Maya Van Artsalen	Buena Vista Horace Mann	4th Grade
Jose	Asa Andrade	Kimberly Andrade	Carver, Buena Vista Horace Mann	4th Grade
Maria	Sanchez	Jose Lopez	Junipero Serra	6th Grade
Yahaira	Cab	Jennifer Cruz	Hillcrest	5th Grade
Diana	Vasquez	Luis Henry	Fairmount	4th Grade
Imelda	Pareales	Samuel Pareales	Monroe	5th Grade
Eve	Berrucal	Fabian Ramos	Marshall	5th Grade
Carla	Yam	Jesus Moreno Yam	Everett Middle School	6th Grade
Elizabeth	Beltran	Andrew Beltran	Alvarado	5th Grade
Connie	Arenal	Deven Arenal	SFPM	4th Grade
Catherine	Bocog	Jordyn Marie Lewis	Rooftop	4th Grade
Quingling	Lin	Andrew Kyawk	Marina Middle School	6th Grade
Heriberto	Ramos	Silvia Ramos	Rise University	6th Grade



Silvia	Marquez	Silvia Ramos	Rise Prep. Uni	6th Grade
Ignacio	Cardiel	Dominic Cardiel	Monroe	4th Grade
Julie	Canotal	Dominic Chavez	Monroe	4th Grade
Guadalupe	Pina	Eduardo Pina	Monroe	5th Grade
Taofiofi	Tupuola	Marley Brown	J. Serra	4th Grade
Keith	Fondel	Stephanie Fondel	Bret Harte	5th Grade
Elizabeth	Tapia	Henry Sanches	Paul Revere	4th Grade
Claudia Elizabeth	Barahona Cruz	Ricardo Adolfo Flores Barahona	Taylor	4th Grade
Nicole	Zhou	KunLin Zhao	West Portal	5th Grade
Pablo	Reyes	Leyla	One Purpose	4th Grade
MaryAnn	Asercion	Jean Williams	James Denman	6th Grade
Daniel	King	Deon King	Willie Brown	6th Grade
Ashley	Taylor	Leilani Taylor	Willie Brown Jr High	6th Grade
Jessie	King	Jailyn King	Daly City school	5th Grade
Maria	Rojas	Jonathan Carreno	San Pedro	4th Grade
Sergeo	Carreno	Jonathan Carreno	San Pedro	4th Grade



Vivelyn	Verango	Gevilee Verango	Mission Dolores	6th Grade
Ashley	Guillory	Donnell Bruce	Bret Harte	5th Grade
Donna	Anderson	Jakob Anderson	Monroe	4th Grade
Maria	Garcia	Deivid Gonte	Taylor	4th Grade
Darnell	Wilson	Taft-Alexander Wilson	Starr King	4th Grade
Alejandra	Cabrera	Joseph Cabrera	Daniel Webster	4th Grade
Yazmin	Drib	Reynaldo Camara	Marshall Elementary	4th Grade
Rocio	Franco	Ivett Tiscoreno	Sanchez School	4th Grade
Salvador	Bonilla	Gissele Bonilla	Denman	6th Grade
Andre	Marty	Nina Marty	Denman	6th Grade
Alvaro	Ordeis	Karina Ordeis	James Denman	6th Grade
Gloria	Paz	Heymer Saquic	Monroe	6th Grade
Gita	Pyakuzel	Elvis Pyakuzel	Bessie Charmichal	6th Grade
Thu	Van Do	Timothy Nguyen	Sunnyside	4th Grade
Sal	Lopez	Emiliano Lopez	Denman	6th Grade
Mara	Raider	Pia Hernandez	Monroe	4th Grade



Luz	Rodriguez	Pedro Diaz	Cesar Chavez	6th Grade
Elvira	Arriola	Yessica Arriola	Cesar Chavez	4th Grade
Irma	Perez	Adriana Perez	Coronado (Richmond)	4th Grade
Elizabeth	Hanson	Carmen Intinaneli- Chan	Sanchez	4th Grade
Heidi	Delon	William Diaz Delon	George Mascone	4th Grade
Aida	Ruiz	Santos Fuentes	John Muir Elementary	4th Grade
Maely	Velasquez	Oliver Chilaca	Hillcrest	5th Grade
Jeannette	Ayala	Joseph Contreras	Lakeshore Elementary School	4th Grade
Yescenia	Contreras	Jefferson Contreras	Paul Revere Elementary	4th Grade
Isabela	Ambrocio	Richard Raymundo	Everette Middle School	6th Grade
Jevoni	Dunlap	Tanjon Carter	Malcolm X	5th Grade
Edwin	Romero	Jefferson Romero	Paul Revere Elementary	4th Grade
Violeta	Sandoval	Antonio Sandoval	Thomas Edison	5th Grade
Sherelle	Gardner	Jaylen Lopez	Aptos Middle School	6th Grade
Michael	Walker	Elijah Walker	St. Finn Barr	5th Grade
Jessica	Bautista	Teairra Roberson	Willie Brown Middle School	6th Grade



Willina	Hoskins	Imani Hunter	Vis Valley	6th Grade
Alma				6th Grade
Veronica	Valle	Valerie Martinez	Aptos Middle School	Grade
Tauvela	Carlos-Valentino	Leute Valentino Tucker	Alice Fong Yu	4th Grade
Sandra	Castanon	Viviana Castanon	George Moscone	4th Grade
Rodrigo	Cuellar	Eliel Cuellar	Leonard Flynn	4th Grade
Karina	Rustrian	Jonathan Rustrian	James Lick	6th Grade
Darling	Sequeira	Darlyng Loreda	Daniel Webster Elementary	4th Grade
Arturo	Paredes	Alexander Paredes	Willie Brown Middle	6th Grade
Maria	Giron	Juan Escobar	Leonard Flynn	4th Grade
Fabiola	Torres	Isabella Garcia	Leonard Flynn	Grade
Rubia	Orellana	Christopher Orellana	Everette Middle	6th Grade
Cleadi	Mazariegos	Allan Velasquez	Everett Middle School	6th Grade
Tito	Herrera	Hector Castro	Mission Education Center	5th Grade
Cesar	Mendez	Diana Cristal Mendez	James Lick Middle School	6th Grade
Jenny	Morales	Victor Hernandez	James Lick MS	6th Grade
Julia	Espinal	Byron Castellanos	Monroe	4th Grade



Amada	Adame	Donovan Lopez	Everett Middle School	6th Grade
Brandy	Melina	Norma Aguinaya	Redding	5th Grade
Helen	Hye Kim	Kira Lee	Buena Vista Horace Mann	4th Grade
Mariasha	Serrao	Shalisa and Shayla Garrett (twins)	Hillcrest Elementary	5th Grade
Rosenda	Ruiz	Diana Villegas	Alvarado	5th Grade
Adriana	Evan	Estrella May	Kipp	5th Grade
Lidia	Gonzalez	Alexander Gomez	Hoover	6th Grade
Maria	Vicinais	Naomi Dzib	Glen Park	5th Grade
Manuel	Hernandez	Manuel Hernandez	Buena Vista Horace Mann	6th Grade
Marionella	Reyo	Luis Solano	Rise University Prep	6th Grade
Rocelia	Gallo	Princess Chavez	Thomas Edison Charter Academy	5th Grade
Sara	Peraza	Alejandro Peraza	Hillcrest Elementary	5th Grade
Rosenda	Rodriguez	Jocelyn Lopez	Everett	6th Grade
Rocio	Camel	Alan Gonzalez	Cleveland	4th Grade
Erika	Mendoza	Krystal Maldonado	James Denman	6th Grade
Monica	Aranda	Melanie Navarro	Mission Prep	5th Grade



Maria	Gonzalez	Josue Gonzalez	Mission Prep	4th Grade
Maria	Castillo	Elizabeth Castillo	Vis Valley	6th Grade
Nohemi	Palomino	Luis Monroy	Guadalupe	4th Grade
Rafael	Barajas	Diana Barajas	KIPP Academy	5th Grade
Maria	Vasquez	Rene Olvera	Star of the Sea School	6th Grade
Nery	Mejia	Nathaniel Mejia	Cleveland	5th Grade
Mayra	Tziu	Betsy Baela	KIPP	5th Grade
Jose	Lovo	Sergio Hernandez	Marshall	5th Grade
Yulissa	Garcia	Lena Valdez	Marshall	4th Grade
Gicela	Alvarenga	Hazel Alvarenga	Marshall	4th Grade
Mirza	Castro	Leyla Pat Castro	Marshall	4th Grade
PingTing	Li	Ellen Tsui	Taylor	4th Grade
Vincent	Nguyen	Kimberly Nguyen	Taylor	4th Grade
Claudia	Hernandez	Gyselle Gonzalez	Miraloma	5th Grade
Elfido	de Leon	Audy de Leon	Monroe	4th Grade
Esther	Cardona	Andrea Maya	Monroe	4th Grade



Jose	Puch	Alyson Puch	Mission Prep	5th Grade
Sofia	Bonilla	Genedith Aguilar	Cleveland	4th Grade
Monique	Boone	Zana'ya Ellis	Bret Harte	5th Grade
Kim	LeBiavant	Sophie LeBieavant	SF Public Montessori	4th Grade
Angel	Liau	Esther Le		6th Grade
Chris	Cianney	Ethan Canney	Sunnyside SF Edu	4th Grade
Maria	Banera	Paulina Barrera	Moscone	5th Grade
Cassandra	Robertson	Zach Perry	Jose Ortega	5th Grade
Elda	Macario	Maricela Chom	Guadalupe	5th Grade
Miguel	Hernandez	Angela Hernandez	Cleveland	5th Grade
Valeria	Somarriba	Vanessa Camacho	MP Brown	5th Grade
Ana	Garcia	Arly Castillo	James Lick	6th Grade
Sosaia	Hausia	Maima	Willie Brown	6th Grade
Maria	Davalos	Jimena Solis	Sanchez	5th Grade
Baldomero	Gonzalez	Saima	Cleveland	4th Grade
Reynaldo	Lopez	Ariana Lopez	Cleveland Elementary School	4th Grade



Blanca	Castillo	Janery	Susan B. Anthony	5th Grade
Olga	Reyes	David Reyes	Cesar Chavez	5th Grade
Laura	Mejia	Jocelyn Ajpop	Moscone	5th Grade
Celia	Garcia	Hector Zamora	Alvarado	4th Grade
Harold	Baca	Harold N Baca	Skyline Elementary	5th Grade
Rosa	De Leon	Christian	Mission Prep	4th Grade
Cecilia	Serpas	Laura Jules	Buena Vista Horace Mann	6th Grade
Sue	Kuypar	Luna Carrillo	James Lick	6th Grade
Andrea	Paz	Mariana Paz	Monroe Elementary	4th Grade
Ana	Garcia	Pablo Garcia	Hoover	6th Grade
Eldi	Gomez	Anthony Gomez	Edison	6th Grade
Pierre	Freau	Oscar and West Freau	LFSF	4th Grade
Mario	Mora	Mario A Mora	Maria Preparatory School	5th Grade
Maritza	Gomez	Diego Gomez	Westborough	6th Grade
Areli	Mazariegos	Jeferson Diaz	Homeschooled	5th Grade
Alexander	Tanchez	Dayanna Morales	Bahia vista	5th Grade



Martha	Barrales	Leslie Serrano	Madison Park Academy	4th Grade
Bertha	Velasquez	Cristian Velasquez	Buena Vista	6th Grade
Carla	Vasquez	Anderson Vasquez	Monroe	4th Grade
Sandra	Velasquez	Javier Morando	Hillcrest	5th Grade
Antonio	Garcia	Giselle Gonzalez	Teca	6th Grade
Carla	Martinez	Matthew Barahona	Bret Harte	4th Grade
Margarita	Pimenter	Xochitl Meza	Mission Prep	5th Grade
Eva	Hernandez	Kevin Escamilla	Taylor	4th Grade
Lonnie	Angel	LonniOryan L. Angel III	Carver	4th Grade
Demece	Shepard	Jama Woodfin	AP Giannini	6th Grade
Latoi	Travis	Damariyah Travis	Paul Revere	6th Grade
Blanca	Perez	Adriana Galindo	James Lick	6th Grade
Eva	Gutierrez	Eduardo Gutierrez	Cleveland	4th Grade
Jenny	Parreno	Justin Parreno	Stevenson	4th Grade
Christina	Dominguez	Isaac Dominguez	Sunnyside	5th Grade
Antoine	Brooks	Jabari Brooks	SF Community School	4th Grade



Ronnie	Whittenberg	Ron'dedavia Whittenberg	Terrell	4th Grade
Felix	Guzman	Ruby Guzman	Hillcrest	5th Grade
Elma	Velasquez	Yancy Jordan	Cleveland	4th Grade
Donna	Jones	Joseph Persons	Unknown	4th Grade
Dina	Ajtzip	Nathaniel Lopez	Guadalupe	4th Grade
Josefina	Tolama	Adriana Martinez	KIPP	5th Grade
Sola	Malumaleumu	Aaron Malauula	Carver	5th Grade
Gui Mei	Cheng	Manson Chan	Sherman Elementary	5th Grade
Ashley	Simms	Zaiee Woods	MLK	6th Grade
Kathleen	Liang	Andrew Chen	Stevenson Elementary	4th Grade
Xlisha	Laurent	Richard Douglas	James Lick	6th Grade
Jemela	Morris	Ishawna Burch	Drew	5th Grade
Carol	Green	Jiniyah Mullet	Willie Brown	6th Grade
Nidia	Torres	Angie Briseno	Drew	5th Grade
Valerie	Peterson	Ayana Peterson	Drew	5th Grade
Jasmine	Scott	Carmelita Scott-Tolefree	KIPP	5th Grade



Paula	Silva	Lenin Carlos Silva	Monroe	4th Grade
Maria	Marquez	Montserrat Hernandez	Mission Prep	5th Grade
Kevin	Amann	Julian Amann	Clarendon	4th Grade
Alexandra	Dekharn	Anthony Marcanyan	James Denman	6th Grade
Iliana	Rojero- Wilson	Emilio Wilson-Rojero	CACS	6th Grade
Ana	Orteg	John Hernandez	Glen Park	4th Grade
Mirna	Ayala	Ashley Merino	James Lick	6th Grade
Doris	Corado	Milton Garcia	Glen Park	5th Grade
Blanca	Velazquez	Jocelyn Velasquez	Flynn Elementary	4th Grade
Olivia	Mecalco	Kerry Trejo	St Peter's	4th Grade
Laura	Chinas	Angel Lopez	Flynn	5th Grade
Yuri	Gonzalez	Jennifer Diaz	Thomas Edison	4th Grade
Amia	Pulealii	Ilaisa Pulealii	Vis Valley	4th Grade
Anatolia	Barcelos	Angeli S	Paul Revere	4th Grade
Viridiana	Morales	Leslie Morales	Mission Prep	5th Grade
Angelica	Hernandez	Eric Lopez	Buena Vista Horace Mann	5th Grade



Martin	Llamas	Martin Llamas	Not Legible	4th Grade
Xenia	Mendez	Oscar Mendez	Buena Vista Horace Mann	6th Grade
Rocio	Ponce	Jeffer Diaz	Everett Middle	6th Grade
Rosolbo	Cid	Pablo Pacheco Cid	Parkway	6th Grade
Jenny	Ayala	Jose Deras	Francisco	6th Grade
Mynor	Ovalla Rosalas	Ashanty Ovalle	Mary's Silveria?	4th Grade
Guadalupe	Rodriguez	Michelle Gomez	Hoover	6th Grade
Ana	Mejia	Nery Leiva	Moscone	4th Grade
Maida	Timo	AJ Carias	TECA	4th Grade
Weiming	Lin	Emily Xinuo Lin	Hoover Middle	6th Grade
Naomy	Mayin	Wendy Ambrocio	Fairmont	5th Grade
Lateika	Irving	Nataevius	Gateway	6th Grade
Yuliana	Saavedra	Leslie Medina	El Dorado	4th Grade
Zhuohui	Guan	Amy Kwan	Ulloa	5th Grade
Yulan	Chen	Hugo ZiCong Chen	Ulloa	5th Grade
Marlon	Linawes	Alyssa Linawes	George Washington	5th Grade



Victor	Jackson	Meilana Jackson	Carver	6th Grade
Xiao	Li	Hao Han Dang	Hoover Middle	6th Grade
Jacqueline	Campos	Jacqueline C. Campos	James Denman	6th Grade
Lin	Zhu	Connie Huang	Unknown	6th Grade
Gui	Guan	Jia Hao Guan	Hoover	6th Grade
Shanelle	Davis	Michael Lowe	James Lick Middle School	6th Grade
Danielle	Taylor	Brianna Smith	Drew	4th Grade
Fia	Ugapo	Plumeria Ugapo	El Dorado	5th Grade
Yan	Wu	Stephanie Huang	John Chin	4th Grade
Briselda	Antonia	BrianTavores	James Lick	6th Grade
Ronald	Hills	Jasmine Hills	James Lick	6th Grade
Natasha	Evans	Michelle Bradford	KIPP	6th Grade
Rocio	Diaz	Erick Velzquez	Cristol	4th Grade
Maile	Vasquez	Jonah Vasquez	Roofstop	6th Grade
Rocio	Rodriguez	Santino Amador	St. Paul's	4th Grade



Community Support

In addition to parent support, we have been overwhelmed by community members who have indicated support for a new school in the community we hope to serve. The list below is a collection of individuals who have attended Mary L. Booker Leadership Academy events or presentations. While the community members below may not have a child, who is ready to attend our school, they have indicated support for our work and the need to build a world-class school in this community.

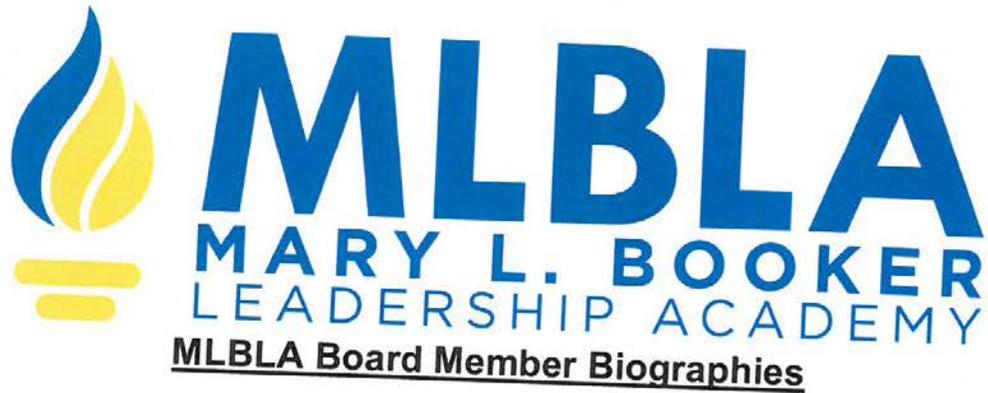
Icyphene Peterson
Nancy Romero
Deon Whitmore
Jacqueline Lewis
Brenda Reed
Larry Davis
Kylan Wilson
Freeda Rawson
Dyanesha Rowl
Clara Ellis
Harold Miller
August Forman
Verdenia Ellisor
Taylor Wallace
Brittany Boyd
Dudley Burns
Dee Seligman
Naomi Coleman
Rubi Beltor
Maria Lomezi
Silvia Acosta
Dorian Glover
Danielle Tillery
Joyce Garrett
Theria Boyd
Eleanor Williams



Kimani Davis
Brigitte Bailey
Tatianna Bailey
Ronald Anderson
Clara McDaniel
Krystal Burnate
Lynette Harris
Jesse Sahbi
Cedric Glover
Lisa Washington
Rhonda Haley
Sweetie Williams
Margie Stokes
Dana Swanson
Vincent Benton
Eldridge Anthony
Mary Washington
Rita Dunn
Laura Jones
Kris Hubbard
Joyce Lewis
Lynn Daniels
Valerie Peterson
Lisa Johnson
Viola Dyas
Etta M. Holt
Okoye Gilbert
Kelisha Peterson
Clyudia Evans
Kymberly Evans
Charlie Batte
Terry Sullivan Green
Juanita Price
Rosaline Davis
Jesse Sahbi



Rita Turner
Dauwen Bailey
Yvette Peterson-Bailey
Margaret Thomas
Justice Mickels
Emanuel Hillman
Alanna Johnson
Davion Coleman
Verna Howard
Tina Bell
Jenni Gilman
James Taylor
Tenetta Slater
Tanay Rochell
Fatimah Mcqillens
Alma Sorensen
Amalia Ramirez
Angelica Maldonado
Chanelle Wells
Claire Caldwell
Dani Johnson
Diana Vazquez
Erica Choy
Maria Castillo
Maria Hernandez
Sonia Rubio



Geraldine Anderson

Geraldine has worked for the San Francisco Superior Court as a courtroom clerk since 1989. She interacts with young adults on a daily basis, and she is a liaison for the court and other agencies such as Court Appointed Special Advocates (CASA) and Cooperative Restraining Order Clinic (CROC). In addition to her work experience, Geraldine is a relentless advocate for children. Geraldine has spoken at countless events in an effort to create positive change within her community.



Tiyana Coleman

Tiyana Coleman has an Associate of Science Degree in Criminal Justice from City College of San Francisco and is currently pursuing a Bachelor's Degree in Business. She has a range of social services, criminal justice, and HR/Administrative experience. Tiyana has worked in the nonprofit, government and private sector platforms. She is a native of San Francisco and also the great niece of Mary L. Booker.



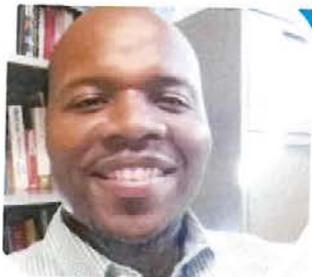
Michelle Icenogle

Michelle is a seasoned public educator who has worked in both charter and district systems and as a teacher, school social worker and administrator. She believes education is one of the core foundations by which equity is created for all individuals. Her hope and goal are to work collaboratively with districts and charter school networks to create opportunities for children and communities like the ones she had growing up. She is the daughter, granddaughter, niece and cousin to many public school educators and is a proud product of our public education systems.



David O'Hara

David O'Hara is the Director of District Development at the Buck Institute for Education (BIE). Before joining BIE, David served as the school principal of Leaders High School, an EL Education public school in Brooklyn, NY for six years. David has provided consulting services including strategic planning, implementation of project-based learning, leadership coaching, and whole school redesign to prominent school networks in New York City.

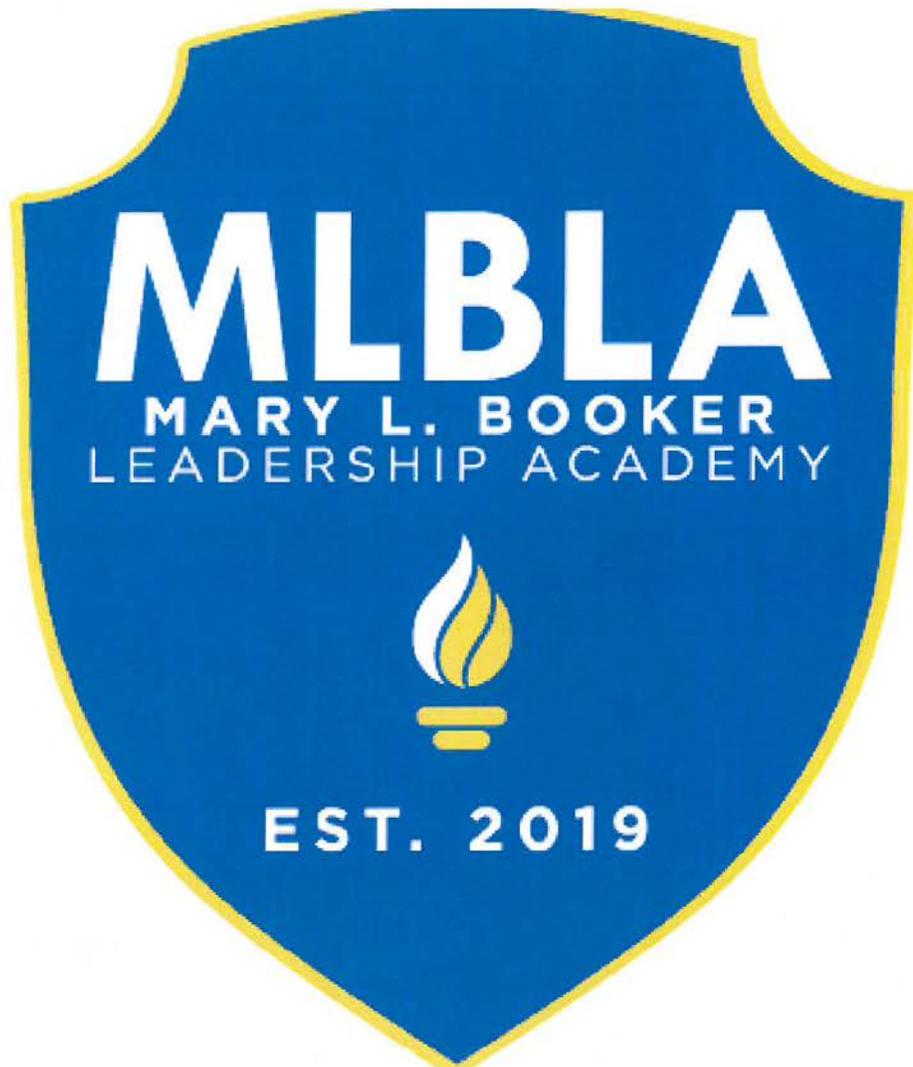


Khalid White, Ed.D.

Khalid is a professor, author, filmmaker and business owner. Khalid is a professor at San Jose City College focusing on Ethnic Studies. Additionally, he currently leads the Umoja program, an organization dedicated to enhancing the cultural and educational experience for African American students and other students as a community while increasing graduation and transfer rates.

Appendix C:

Family & Community Engagement



4/6/2018

San Francisco Bay View » School to be named after Bayview's own Mary L. Booker



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National Black Newspaper

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November 9, 2017



Families at the naming ceremony for Mary L. Booker Leadership Academy form a circle to dedicate themselves to providing a better education and greater cultural enrichment for the

<http://sfbayview.com/2017/11/school-to-be-named-after-bayviews-own-mary-l-booker/>

4/6/2018

San Francisco Bay View » School to be named after Bayview's own Mary L. Booker

children of Bayview Hunters Point in the tradition of their very own beloved Mary Booker.

Parents and community members working to open a new school in Southeast San Francisco gathered for a naming ceremony at the Bayview Opera House earlier this month. With hopes of creating a school that embodies the core values of equity and leadership, they chose to name the school Mary L. Booker Leadership Academy (MLBLA).

Mary L. Booker was one of Bayview Hunters Point's greatest community leaders. She believed in the potential of all children of color. She worked to ensure they received an excellent education and quality mentorship to help them develop into great leaders for their community and beyond.

Through her production company, Infinity Productions, and partnerships with the Bayview Opera House, she created opportunities in the arts that were often closed off to children in her community. She helped them build their confidence and sense of self-worth.

Parents and community members working to open a new school in Southeast San Francisco gathered for a naming ceremony at the Bayview Opera House earlier this month.

We know that today students of color – especially Black students – do not have many quality school options in San Francisco. That is why Terrence Davis, the founder of Mary L. Booker Leadership Academy, is committed to building a school in Southeast San Francisco that lives up to Booker's legacy as a local leader who embodied excellence.

A graduate of Morehouse College, Mr. Davis has spent his career focused on educating students of color and students with special needs. Guided by this experience, he will design Mary L. Booker Leadership Academy so that every student receives an education that is tailored to his or her skill set and personal interests.

Mr. Davis has spent a year meeting with parents and community leaders in Southeast San Francisco to better understand what the community would like to see in a new school. He has formed a School Design Team, composed of parents and community members, to help guide the formation of the school's key elements, ensuring that students and families are at the center of every decision.

Terrence Davis, the founder of Mary L. Booker Leadership Academy, is committed to building a school in Southeast San Francisco that lives up to Booker's legacy as a local leader who embodied excellence.

Mr. Davis ended the school's naming ceremony by telling the crowd: "What we do for ourselves will eventually end with us. What we do for others will endure." In the vision shared by Mr. Davis and the parents in attendance, Ms. Booker's legacy will live on – not only through a school bearing her name, but also through the students who graduate.

4/6/2018

San Francisco Bay View » School to be named after Bayview's own Mary L. Booker

Mary L. Booker Leadership Academy hopes to open its doors in the fall of 2019 with grades 6-8. It will eventually serve grades 6-12. If you would like to learn more about the school, please reach out to Mr. Davis, at 650-562-6200, ext. 122.

Tweet

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More

About MLBLA

Mary L. Booker Leadership Academy (MLBLA) plans to open in the 2019-20 school year with grades 6-8, then will grow a grade per year to ultimately serve students through grade 12.

Our mission is to provide an excellent education that will prepare all students for college and success in 21st century careers. In particular, MLBLA will provide this type of education to students in neighborhoods that have not historically had this opportunity, specifically Southeast San Francisco, including the Bayview, the Mission, and the Excelsior.

MLBLA is founded by educators with a proven track record of success in partnership with parents who want to bring new and diverse education options to the community.

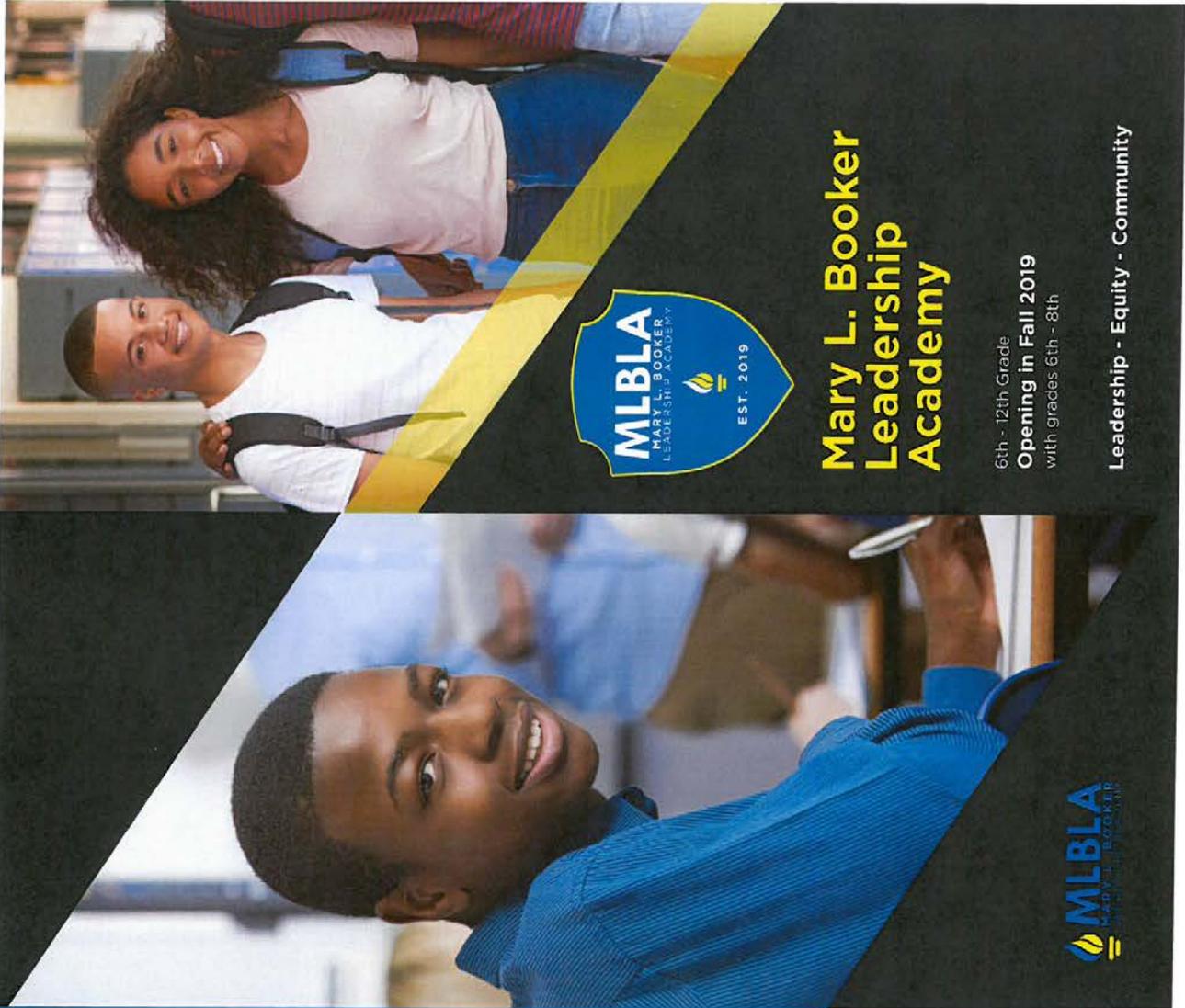
Contact

To learn more or get involved in supporting MLBLA, contact Terrence Davis:

Email: tdavis@mlbla.org

Call: 415.663.5389

Visit: www.mlbla.org



Mary L. Booker Leadership Academy

6th - 12th Grade
Opening in Fall 2019
with grades 6th - 8th

Leadership - Equity - Community

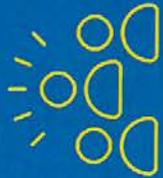


Key Pillars

Our school will support all students to reach their full potential - academically, socially and emotionally.

Community

We believe that families, educators, and students must partner together in order for a school to truly thrive.



Equity

Each student is unique and deserves a "just right" education.



Leadership

Our goal is to develop scholars and the next generation of diverse, community leaders.

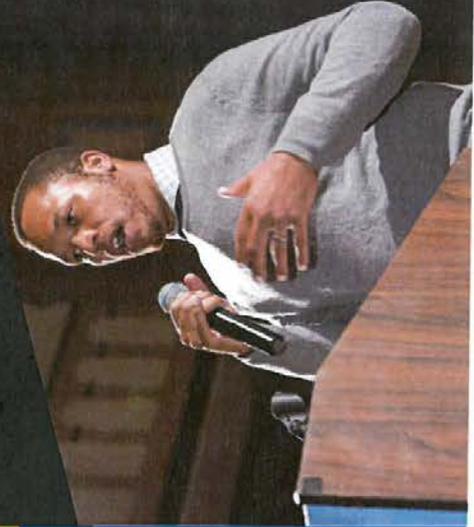


School Founder: Terrence Davis

Terrence has spent the past decade working with students to help each of them achieve their full potential. Originally from San Diego, California, Terrence has taught in high performing schools, that focused on empowering students and giving each student the opportunity to succeed in college and beyond. Throughout Terrence's career, he has been responsible for supporting students who have had the most difficult time in school.

Most recently, Terrence was a special education director whose responsibilities included managing a team of teachers, creating pathways for multiple styles of learners and ensuring legal compliance. He believes that true success comes when schools partner with the community to ensure that every student has the opportunity to succeed.

Terrence received his Bachelor's degree in history from Morehouse College and a Master's degree in Special Education from Chapman University.



WHO IS MARY L. BOOKER?

Our school is named after Mary L. Booker, who lived a life full of purpose, passion, and dedication to the Bayview community, her home since 1955. She embodies what we want for our graduates - to be leaders who give back to their community and work to uplift others. She is most well-known as an artist and an integral leader of the Bayview Hunters Point community. Her company, Infinity Productions, wrote, produced, and directed plays about civil rights and social justice.

She was an icon at the Bayview Opera House since 1961, and she offered free acting workshops to the Bayview community for years. In 2007, the San Francisco Public Library honored her with an Unsung Hero Award for her work documenting the Bayview Hunters Point community.

Sobre MLBLA

La Academia de Liderazgo Mary L. Booker (MLBLA) planea abrir en el año lectivo 2019-20 con los grados 6^o- 8^o; y luego se ampliará con un grado más cada año hasta 12^o grado.

Nuestra misión es ofrecer una educación de primer nivel que prepare a todos los estudiantes para tener éxito en la universidad y las carreras del siglo 21. En particular, MLBLA ofrecerá este tipo de educación a estudiantes en vecindades que históricamente no han tenido esta oportunidad, específicamente, Sureste de San Francisco, incluyendo Bayview, Mission y Excelsior.

MLBLA es fundada por educadores con una exitosa trayectoria de asociarse con padres que quieren traer opciones educativas nuevas y diversas a la comunidad.

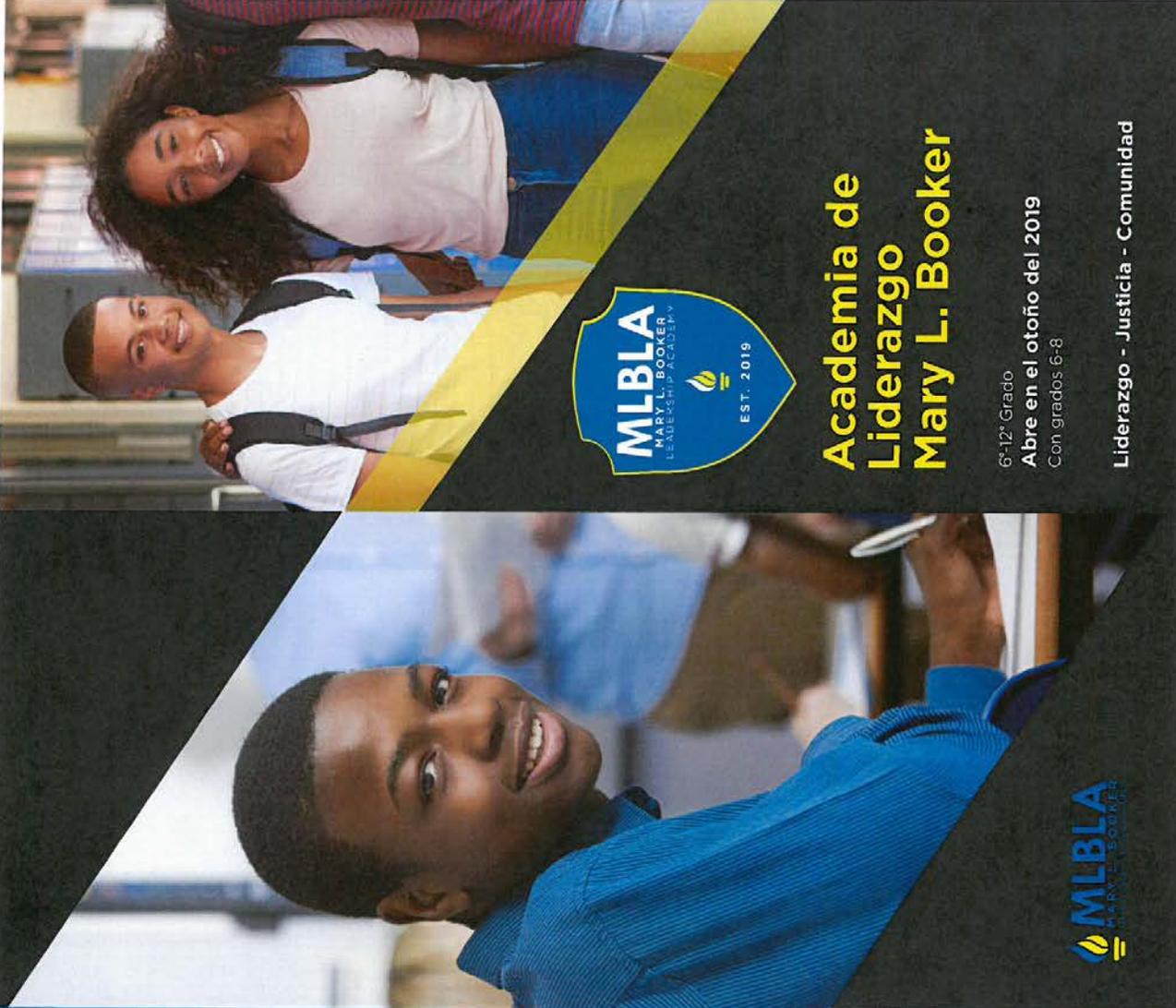
Contacto

Para más información o para participar y apoyar a MLBLA, contacte a Terrence Davis:

Correo electrónico:
tdavis@mlbla.org

Teléfono: 415.663.5389

Sitio Web: www.mlbla.org



Academia de Liderazgo Mary L. Booker

6^o-12^o Grado
Abre en el otoño del 2019
Con grados 6-8

Liderazgo - Justicia - Comunidad



Pilares Clave

Nuestra escuela apoyará a todos los estudiantes para que alcancen todo su potencial - académicamente, socialmente y emocionalmente.

Comunidad

Creemos que las familias, los educadores y los estudiantes deben asociarse para que una escuela realmente prospere.



Justicia

Cada estudiante es único y merece una educación que sea "la más adecuada."



Liderazgo

Nuestra meta es formar estudiantes y la próxima generación de líderes comunitarios diversos.



Fundador De La Escuela: Terrence Davis

Terrence ha dedicado los últimos diez años a trabajar con estudiantes para ayudar a cada uno de ellos a alcanzar todo su potencial. Oriundo de San Diego, California, Terrence ha enseñado en escuelas de alto rendimiento, concentradas en dar poder a los estudiantes y ofrecer a cada uno la oportunidad de tener éxito en la universidad y más allá. Durante toda su carrera, Terrence ha sido responsable de apoyar a los estudiantes con más dificultades en la escuela.

Recientemente, Terrence fue director de educación especial con la responsabilidad de dirigir un equipo de maestros, facilitar múltiples estilos de aprendizaje y asegurar cumplimiento legal. Terrence sostiene que el éxito se logra cuando las escuelas se asocian con la comunidad para asegurar que cada estudiante tenga la oportunidad de prosperar.

Terrence recibió una licenciatura en Historia de Morehouse College y una maestría en Educación Especial de Chapman University.



¿QUIÉN ES MARY L. BOOKER?

Nuestra escuela fue nombrada por Mary L. Booker, que vivió una vida llena de propósito, pasión y dedicación a la comunidad de Bayview, que fue su hogar desde 1955. Ella personifica lo que queremos para nuestros graduados - que sean líderes que vuelven a contribuir a su comunidad y trabajan para ayudar a otros. Mary L. Booker es más conocida como artista y parte integral de la comunidad Bayview Hunters Point.

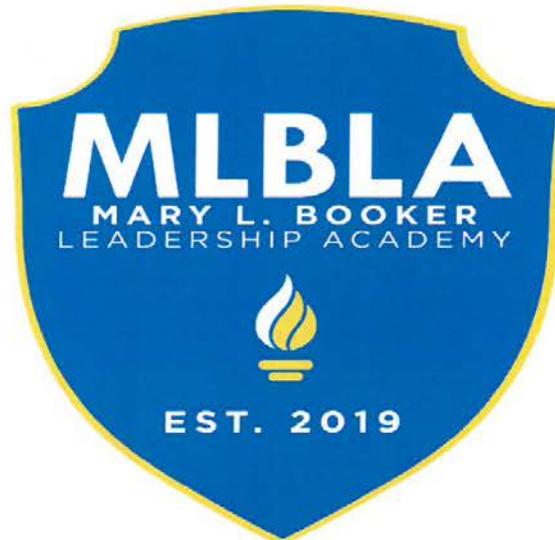
Su compañía, Infinity Productions, escribió, produjo y dirigió obras sobre derechos civiles y justicia social. Fue un icono en la Bayview Opera House desde 1961, y ofreció talleres gratuitos de actuación a la comunidad de Bayview por años. En 2007, la Biblioteca Pública de San Francisco la reconoció con el premio "Unsung Hero" por su trabajo documentando la comunidad de Bayview Hunters Point.



¡¡Estas invitado!!

Para la planificación de la visión y la reunión de alcance para

Mary Booker Leadership Academy



La planificación para abrir el otoño de 2019 (para los grados 6-8) y, finalmente, servir los
grados 9 a 12

22 de febrero de 2018

12-1:30pm

390 Valencia St., SF, CA 94103

Se proporcionará la cena !!!

Contactar: Terrence Davis

415-663-5389

Tdavis@mlbla.org



You are invited to an information session!

New 6-12th grade school planning to open
Fall 2019



Thursday February 22nd
12-1:30pm

390 Valencia St., SF, CA 94103

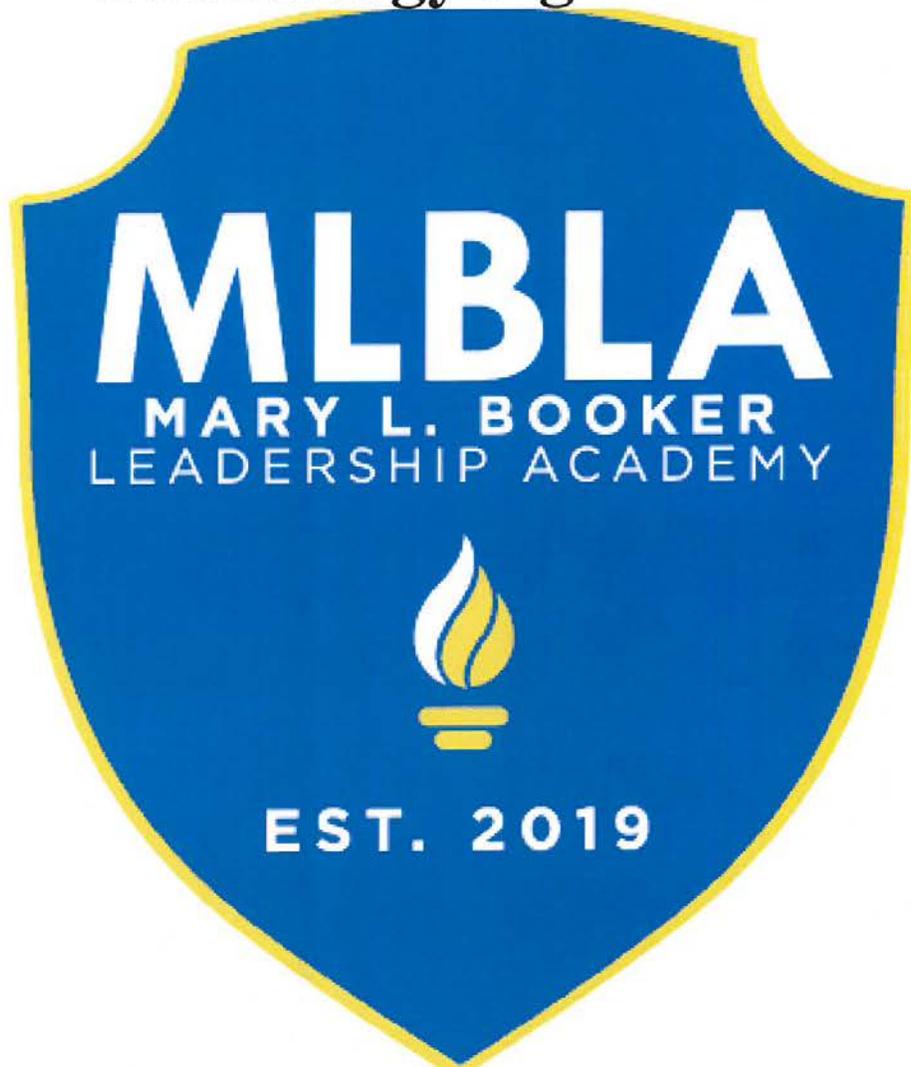
Refreshments will be provided!!!

Contact: Terrence Davis

[415-663-5389](tel:415-663-5389)

Tdavis@mlbla.org

Appendix D: Technology Agreement





At MLBLA, our access to technology (school laptops, computers, etc.) serves as a tool to elevate the role of the teacher and prepare our students for the complex 21st century world they will enter.

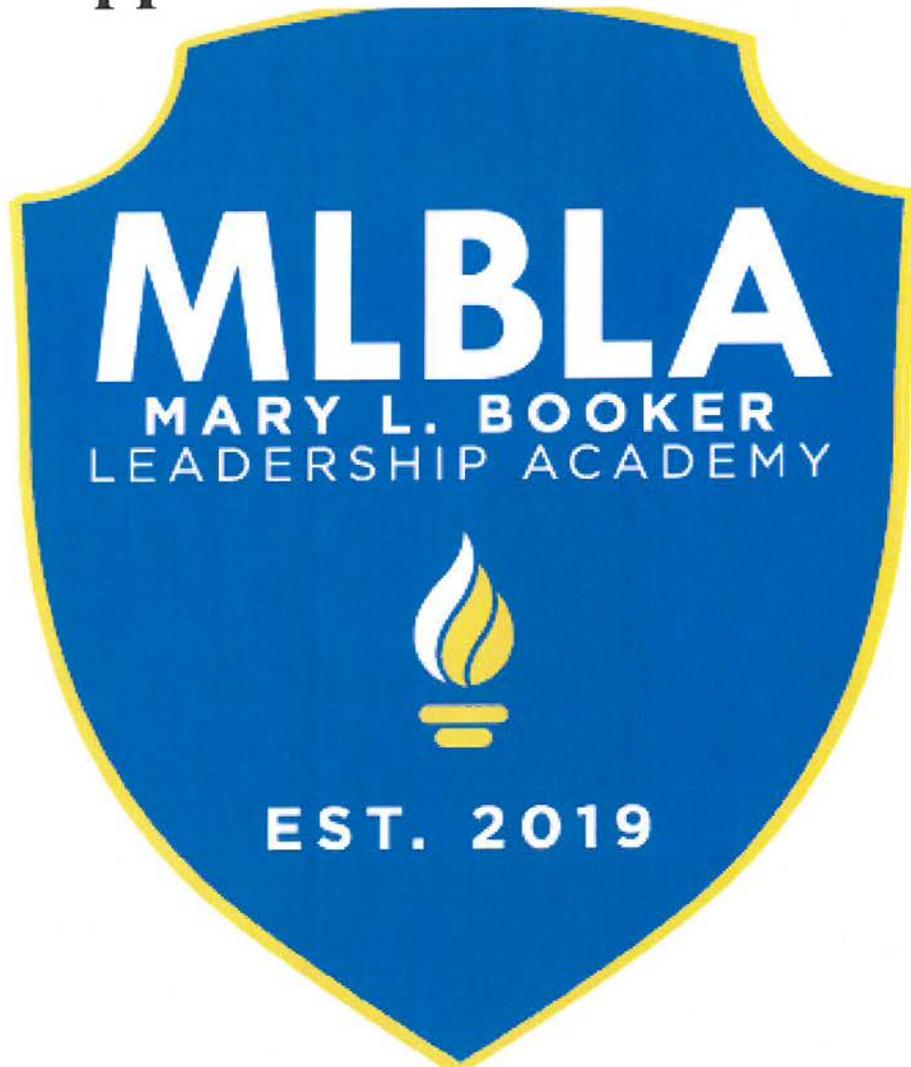
<p>With technology, teachers will be able to spend more time engaged with our students who need the most support allowing teachers to prioritize:</p> <ol style="list-style-type: none"> 1. Developing meaningful relationships with students. 2. Using data to ensure that students are mastering skills and content related to their course. 3. Planning and leading lessons that develop students' ability to communicate effectively, work collaboratively, think critically and solve complex problems. 	<p>Technology will prepare students for the expectations of college and career in the 21st century.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use tools to effectively communicate and work with peers and teachers. 2. Analyze their own data and create plans to improve when necessary. 3. Organize tasks and time to become an autonomous learner.
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While we view technology as an asset to our school model, we know that it can become a distraction without clear expectations. We will develop school-wide and classroom norms to ensure all students are using the technology provided to prepare themselves for the future.

Examples of technology norms

1. Students will use the technology as directed by their teacher.
2. Students will only use resources outlined by the teacher.
3. Teachers will ensure that every student has access to technology when necessary.

Appendix E: Dream Team





Material adopted from AF Greenfield

DREAM TEAM MEETING # 1

Welcome (3-5 minutes)

- Set a warm and welcoming tone
"Hello! How are you? Deandre has been talking nonstop about his new baby brother, how is he doing as a new big brother?"
- Plan at least one piece of authentic praise for the student to set a positive tone and convey your excitement to be working with them
"I'm so excited for this time in person time to focus on Deandre. I've really enjoyed getting to know him over the past few months and feel lucky to have him in my goal team. Deandre really lives out our definition of teamwork and is always seeking to find ways to help his friends. One great example was just last week"
- Plan how you'll frame the goals and flow for today's meeting
"Today we will focus on how Deandre's year is going so far and what this group of people can do to support him for the next few months. We'll do this by looking at some of his formal progress so far, hearing directly from him, and setting some specific goals together."

Personal Narrative: All About Me OR Personal Mantra (5 minutes)

- Plan how you'll briefly frame this section to set up the student to take the lead here
"During our goal team time we've been taking the time to get to know every child's unique strengths, hopes, and dreams. Everything this team is doing together is in support of that so let's start there. Deandre is going to share his "all about me" that he shared with his goal team. Stand up loud and proud Deandre and tell us about your work!"
- (All about me) Cue the student to take a few questions or reactions from the group
"Deandre see if your Dream Team has any questions or reactions they would like to share about your work"

Progress Check (5 minutes)

- Invite Dream Team Members and/or students to respond, how is the year going for you?
"As we think about the year, I want to know and understand overall-- how is this year going for you? I know Deandre talks a lot about how much he loves Science experiments, but I'm curious to know what he shared at home. And Deandre we all want to hear from you too- how are you feeling about school?"
- Plan how you'll frame the progress report and set families up to analyze it
"Our progress reports are aligned to a single goal that scholars share at MLBLA. We are working to ensure every child is on pace or proficient in each subject area. This means they are completing the most important work to ensure they are learning as much as possible. As I pass out the report you will see a current status that tells us where Deandre is on pace, where he is ahead (advanced), and where he still has room to grow and is not there yet. This is not his final report card for the quarter but just his progress so far this year"
- Plan the specific questions you'll ask families to gather their analysis of the report



Material adopted from AF Greenfield

"As you read over this progress report?- What are you noticing in the progress report that are the areas that ___ needs to improve? Is close to the goal? Are there any areas you are surprised by given your own experience with school so far this year?"

Goal Setting (10 minutes)

- Plan how you'll briefly frame the two different goal areas
"Every Dream Team meeting we will set goals together for the next quarter for a few different important areas. Those are
 - *Academic -- Together we will choose one subject area that you want to really zoom in on for the next few months. This doesn't mean we don't care about the other subject areas, this is just a chance to really offer some extra attention to one that stands out.*
 - *Personal-- setting a specific goal that feels meaningful/personal*
- Plan the questions you'll pose to invite family and students to identify the most critical academic, habits, and enrichment or passion goal for this quarter
 - Academic:
 - Personal:
- Plan how you'll invite everyone to contribute what they can contribute to ensure these goals
"These are some exciting goals and I know each of us here wants to see Deandre meet every single one of them. Deandre-- you are not alone in figuring this out. Let's put together all the brains of your awesome Dream Team to plan together. First- Deandre is there anything you want to ask of this group to help you?
Second- What ideas do the rest of us have for how we can support Deandre in meeting these goals?"

Closing (3-5 minutes)

- Review the major next steps you captured
- Plan how you'll invite gratitude or celebrations to close on a positive note
"Let's wrap up this time by sharing either something you are grateful for as you leave today (one of our MLBLA Habits!) OR any celebration you'd like to share"

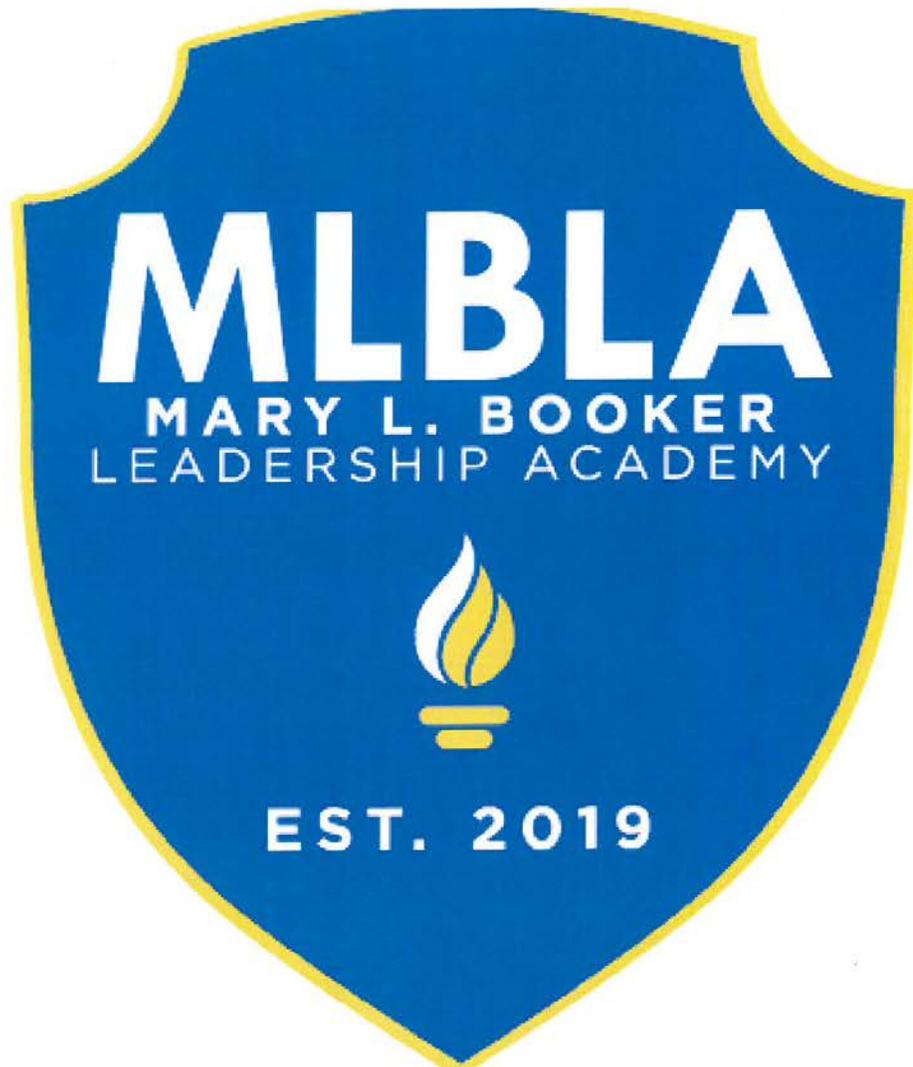
3-6 Personal Narrative Adjustment

Students share their first draft of a "mantra" or purpose statement that naturally evolves over the course of the year. The purpose statement can align to:

- o a specific goal that is motivating to students ("I am someone who will go to College and make my family proud"),
- o a career aspiration ("I am someone who will be an outstanding author and write many best-selling books."),
- o a problem they seek to solve in the world ("I am someone who will help the world by ensuring no kids grow up hungry"), or
- o the type of person they aspire to be ("I am someone who believes in myself and works hard to help others").

Dream Team Members respond by sharing their own answer to that question for the child (can take 1-2 examples, not everyone has to respond)
(student name) is someone who _____

Appendix F: Leadership Class



**Valor Collegiate Compass Phase Work Example
Initial Phase**

Basics About Me

Overview: In addition to sharing your artifact, and what it says about what is important to you, you will also have the opportunity to share some of what makes you...well YOU.

Directions: Complete the sentence starters below.

I was born in _____ [country, state, city].

I have _____ siblings and my immediate family includes _____

_____.

I speak _____ languages, which include _____.

My religion is _____.

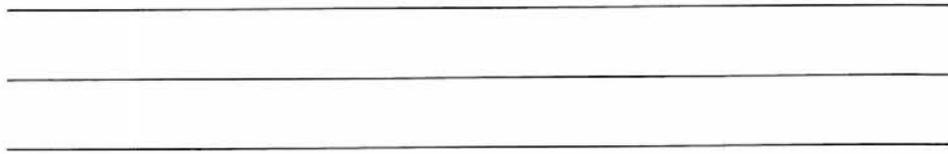
When I am *not* at school I enjoy [Include 2 - 3 hobbies or interests.]

_____.

A book that I read recently that captured my interest, or is a favorite of mine is

_____.

Wild card! What else would you like to share with your Pride? On the lines below write three or more complete sentences that include at least three interesting facts about you.



Friendly Reminder: Check-off "Basics About Me" on your playlist.

What Are My Personal Values?: Identify Personal Values

Overview: What are personal values? *Personal values are what people believe to be important in their lives and show through actions and words.* We are not born having personal values, but instead we learn and practice them over time. As an example, someone who is a strong student may value learning, curiosity, and hard work. A person who takes being an athlete very seriously may value cooperation, competition, and dedication. Someone who is very close to their family may value closeness, traditions, and love. In life it is important to understand and pay attention to what you value, or believe to be important, because values guide our actions and words.

Directions: Explore some of the values that exist and that you believe may be some of your personal values. **Circle your top ten values below.**

Personal Values List		
Love	Health/Wellness	Boldness
Family	Helpfulness	Challenge
Success	Perseverance/Determination	Community
Knowledge	Joy	Faith
Power	Presence	Growth
Friends	Balance	Openness
Free time	Courage	Self-respect
Collaboration	Trust	Happiness
Freedom	Reflection	Spirituality
Adventure	Forgiveness	Respect
Variety	Generosity	Stability
Peace	Compassion	Wisdom
Fun	Kindness	Fairness
Recognition	Consideration	Creativity
Nature/Outdoors	Citizenship	Relaxation
Popularity	Justice	Independence
Responsibility	Beauty	Achievement
Honesty	Reason	Humility
Humor	Safety	
Loyalty	Dedication	Other...

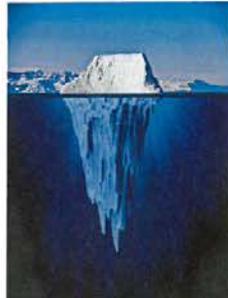
Valor Collegiate Compass Phase Work Example Community Phase

Identity Iceberg

Overview: Get ready to explore you. We are all a bit like icebergs -- bobbing partly above the water, and also living far below the surface. In this activity you will explore the many aspects of your identity in order to create a personalized identity iceberg.

Directions: Read the "identity iceberg", which includes many identity groups, as well as examples for each, below. Then, fill in your "identity iceberg" with descriptive words that communicate YOU within each identity group. It's okay if you don't know how you identify, have more than one way you identify, or don't want to say how you identify for particular identity groups. Just do your best to provide at least one answer for each of the identity groups below. Use the table, "Identity Iceberg: Identity Groups and Examples" to support your brainstorming. Happy exploring!

Tips & Tricks: Like you do in a True North practice, notice when discomfort arises when answering about certain identity groups. This is normal when exploring your identity! You may or may not include this identity group(s) in your final Circle Presentation.



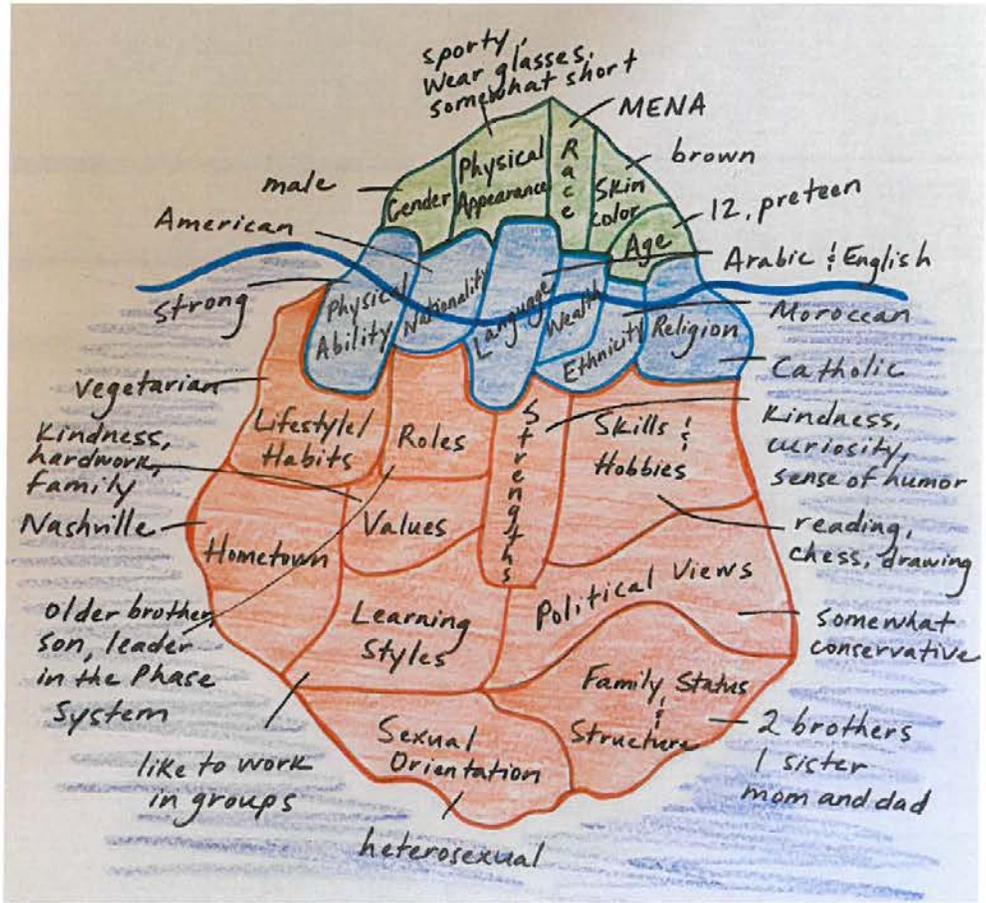
I-den-ti-ty Group <noun>

a part of a person's identity that describes who they are and connects them to others with the same characteristics

I-den-ti-ty Des-crip-tor <noun>
a word(s) that paints a picture of an identity group

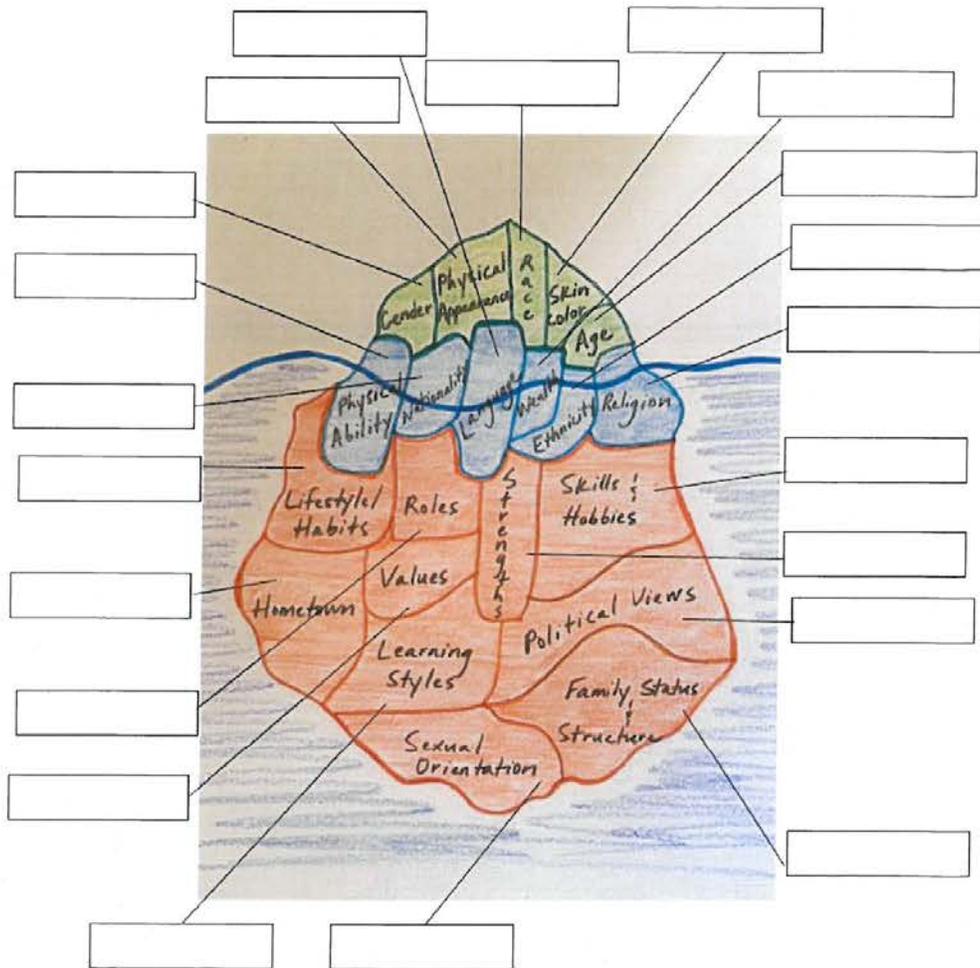
Identity Iceberg [continued]

Example



Identity Iceberg [continued]

Work the 



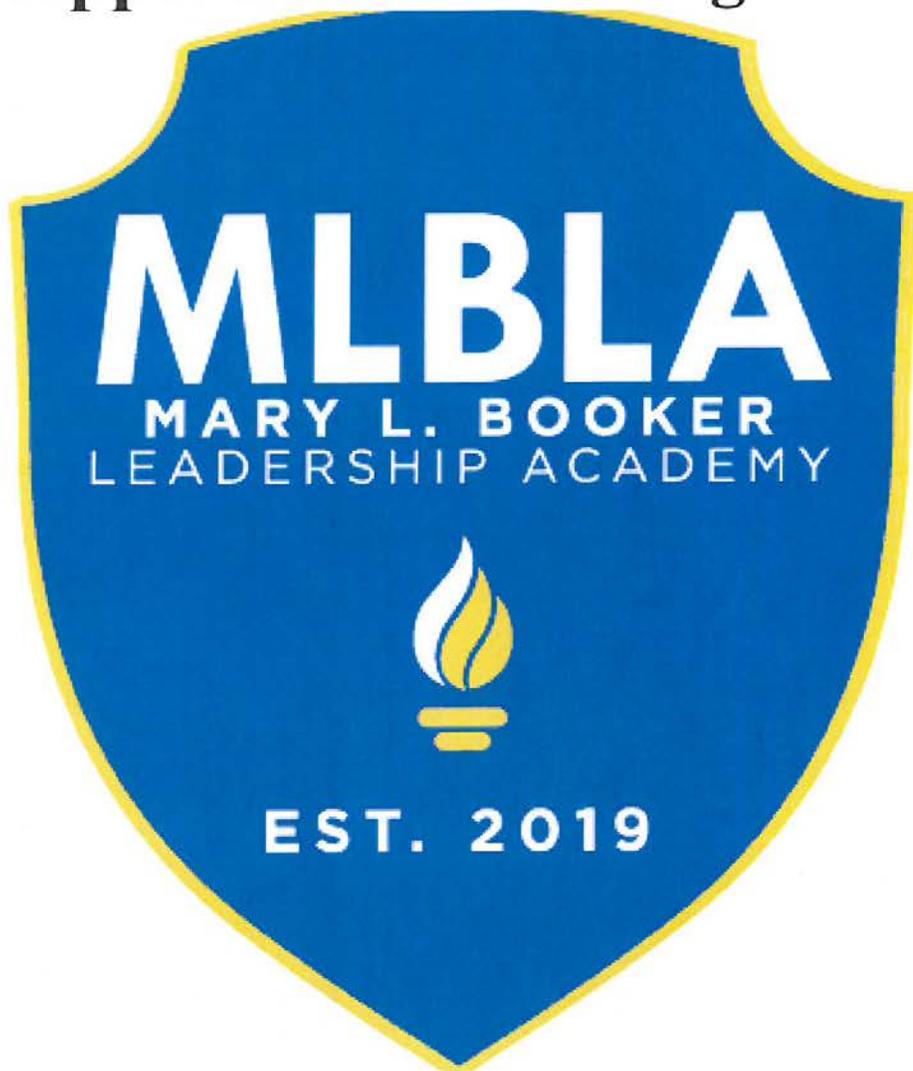
Identity Iceberg [continued]

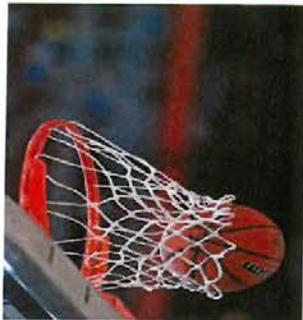
Identity Iceberg: Identity Groups and Examples

Above the Waterline	
Identity Group	Identity Descriptors
Skin Color	white, brown, black, mocha, tan, etc.
Gender	male, female, non-binary, gender non-conforming, etc.
Race	black, white, Hispanic/Latino, bi-racial (black & white), American Indian, Asian, Pacific Islander, other, etc.
Age	pre-teen, teenager, adolescent, 12 year old, etc.
Physical Appearance	style, hair texture and color, eye color, freckles, glasses, body type, etc.
Both Above AND Below the Waterline	
Identity Group	Identity Descriptors
Nationality [the status of belonging to a certain nation; where you are a legal citizen]	American, Russian, Canadian, Mexican, Jamaican, Egyptian, Ethiopian, Puerto Rican, etc.
Physical Ability	right-handed, ambidextrous, strong, nearsighted, etc.
Ethnicity [this may be related to where or where members of your family were born, but not where you live]	American, Italian, Japanese, French, Arab, Armenian, Bengali, Dutch, English, Spaniard, Chinese, Arab-American, Portuguese, etc.
Wealth	wealthy, poor, comfortable, middle-class, upper-class, etc.
Religion	Catholic, Protestant, Muslim, Jewish, Buddhist, Hindu, Atheist, etc.

Languages	English, Spanish, Hindi, Arabic, Punjabi, Bengali, etc.
Below the Waterline	
Identity Group	Identity Descriptors
Values	teamwork, respect, love, family, fairness, creativity, etc.
Strengths	honesty, kindness, humor, curiosity, leadership, etc.
Learning Styles	technology-oriented, reading challenges, prefer to work by myself, etc.
Roles	sibling, daughter, son, caretaker, student, goalie, etc.
Political Views	conservative, liberal, anti-abortion, pro-guns, pro-environment, etc.
Sexual Orientation	heterosexual, homosexual, bisexual, transgender, etc.
Family Status & Structure	# of siblings, divorced parents, adoption, immigration, single parent, etc.
Skills & Hobbies	soccer, knitting, cello, chess, Call of Duty, social media, etc.
Lifestyle/Habits	Vegetarian, nature-lover, animal person, etc.

Appendix G: Learning Studio





MY PLP

You miss 100% of the shots you don't take.

My name is Marshawn,
and I love Basketball!

MY GOALS

ACADEMIC

1. Master congruent angles
2. Finish Animal Farm

MY ATTENDANCE
LAST YEAR **100%**

MY ATTENDANCE
THIS YEAR **100%**

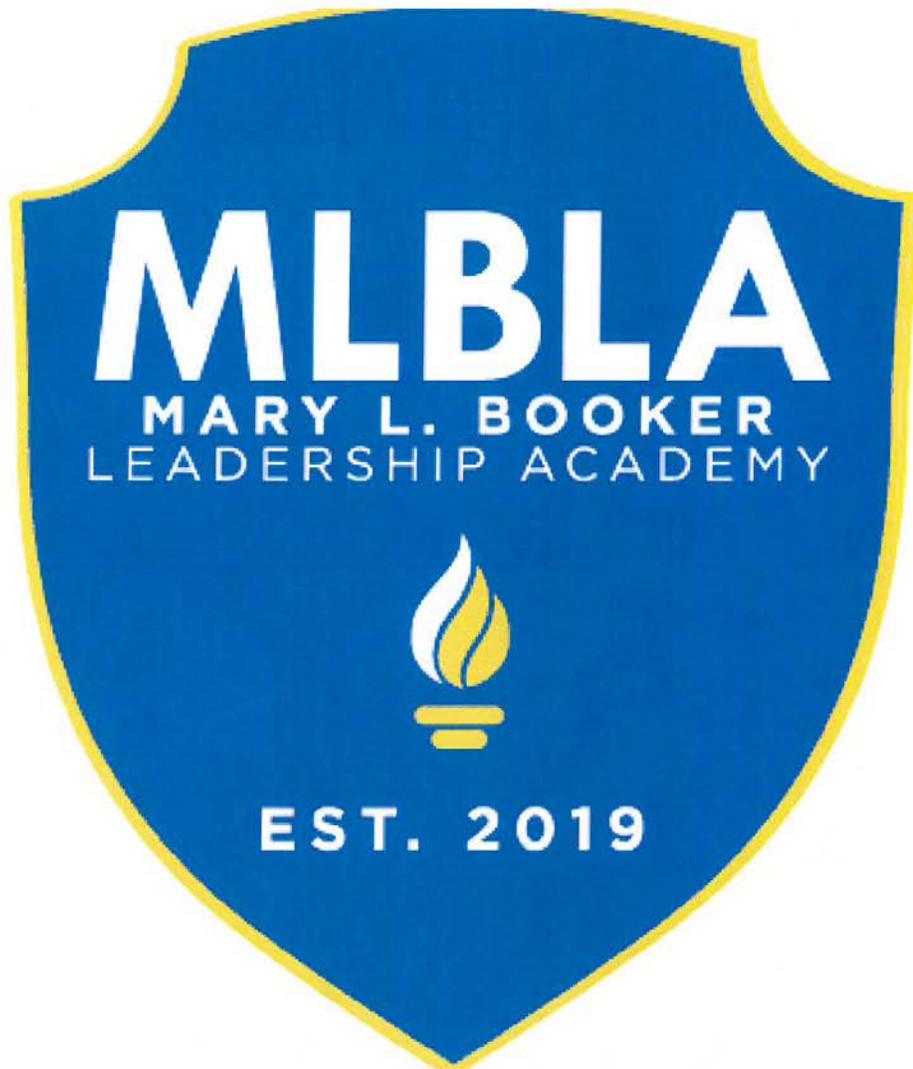
Personal Goal

1. Meet all benchmarks for upcoming projects.
2. Try out for the basketball team

My GPA this
semester **3.2**

My GPA goal this
semester **3.5**

Appendix H: Core Instruction



"The Human Experience: Past to Present"
Student project overview

Driving Question: *What is the human experience of adapting to life? How are the current challenges of those living in San Francisco similar and different to those faced by early man?*



Why: As humans we tend to naturally categorize and isolate ourselves by finding the many ways in which we are different; however history, specifically early man, will show us that we are more alike than we are different-how we adapt, how we migrate, and our needs. History can also help us better understand, appreciate, and improve the world around us-laws, behaviors, systems and structures. With this knowledge we become empowered and possess the ability to be advocates for change in our community.

How: We are going to learn a lot during this project-from the Paleolithic era to the agricultural revolution, to writing, to effectively speaking, to creative uses of technology, to curating our work and advocating for our community. We will engage in field work, speak to community members, participate in writers workshops and class discussions, work with our peers and think deeply and passionately. We will provide each other feedback to develop our very best work that will be shared with a public audience.

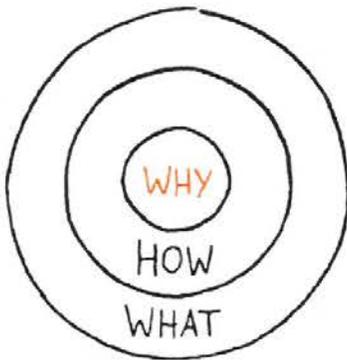
What: We will be using technology to research, make infographics, record 2 voice poetry, and document human experiences through photography. We will learn how to write a professional letter to a government official, and how to tell a human story through narrative writing and photo essays.

Name: _____

Date: _____

Exit ticket Directions:

Use this blank framework of The Golden Circle to put the purpose and actions of our project in your own words.



I have shared an overview of my upcoming project with a parent or guardian.

x _____
(Parent Signature)



DRAFT: Math Curriculum Overview

Mary L. Booker Leadership Academy

MLBLA's mathematics curriculum will follow the Common Core State Standards for Mathematics for grades 6-8 that will lead students to be fully prepared to be successful in Algebra I in 9th grade, and then continue with high school and college mathematics. Through our coursework, students will also learn the Standards for Mathematical Practices, which will be embedded in each unit.

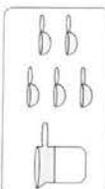
The following units of study encapsulate the Common Core State Standards, and are taken from Open Up Resources, a Common Core-aligned curriculum. This curriculum has gotten the highest scores from EdReports, an organization that assesses the extent to which curricula align to the Common Core shifts, the standards, the math practices, and usability for teachers.

Because we believe that students learn best when they are collaboratively solving problems that are relevant to their lives, we have provided sample, real-world, mathematical challenges that students will encounter in each unit.

For High School, MLBLA will also use Open Up Resources, which will have Algebra I ready for use for fall of 2019. We will be following the traditional American sequence of Algebra I, Geometry, Algebra II, and will rely heavily on the Common Core State Standards for Mathematics Appendix A to decide which standards are taught within each course.

Grade 6 Mathematics

Unit	Title of Unit	Standards Addressed	Approx. # of Weeks	Sample Real-World Challenge
1	Area and Surface Area	6.G.A.1, 2, 4, 6.EE.1, 2.a, c,	4	<u>Tent Design</u> Your task is to design a tent to accommodate up to four people, and estimate the amount of fabric needed to make your tent. Your design and estimate must be based on the information given and have mathematical justification.

<p>Tent Height Specifications</p> <table border="1"> <thead> <tr> <th>height description</th> <th>height of tent</th> <th>notes</th> </tr> </thead> <tbody> <tr> <td>sitting height</td> <td>3 feet</td> <td>Campers are able to sit, lie, or crawl inside tent.</td> </tr> <tr> <td>kneeling height</td> <td>4 feet</td> <td>Campers are able to kneel inside tent. Found mainly in 3-4 person tents.</td> </tr> <tr> <td>sloping height</td> <td>5 feet</td> <td>Campers are able to move around on their feet inside tent, but most campers will not be able to stand upright.</td> </tr> <tr> <td>standing height</td> <td>6 feet</td> <td>Most adult campers are able to stand upright inside tent.</td> </tr> <tr> <td>roaming height</td> <td>7 feet</td> <td>Adult campers are able to stand upright and walk around inside tent.</td> </tr> </tbody> </table> <p>Setting Bag Measurements</p> 	height description	height of tent	notes	sitting height	3 feet	Campers are able to sit, lie, or crawl inside tent.	kneeling height	4 feet	Campers are able to kneel inside tent. Found mainly in 3-4 person tents.	sloping height	5 feet	Campers are able to move around on their feet inside tent, but most campers will not be able to stand upright.	standing height	6 feet	Most adult campers are able to stand upright inside tent.	roaming height	7 feet	Adult campers are able to stand upright and walk around inside tent.	<p>2</p> <p>Introducing Ratios</p>	<p>4</p> <p>6.RP.A.1-3</p>
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standing height	6 feet	Most adult campers are able to stand upright inside tent.																		
roaming height	7 feet	Adult campers are able to stand upright and walk around inside tent.																		
<p>3</p> <p>Unit Rates and Percentages</p>	<p>4</p> <p>6.RP.A.2-3c</p>	<p>Cocoa Mixture Andre likes a hot cocoa recipe with 1 cup of milk and 3 tablespoons of cocoa. He poured 1 cup of milk but accidentally added 5 tablespoons of cocoa. 1. How can you fix Andre's mistake and make his hot cocoa taste like the recipe? 2. Explain how you know your adjustment will make Andre's hot cocoa taste the same as the one in the recipe.</p>  <p>Painting Walls Imagine you are planning to repaint all the walls in this room, including inside the closet. 1. If you paint all the walls in the room, how many square feet do you need to cover? 2. An advertisement about the paint that you want to use reads: "Just 2 quarts covers 175 square feet!" If you need to apply two coats of paint on all the walls, how much paint do you need to buy?"</p>																		

	<p>Jewelry Boxes An artist makes necklaces. She packs each necklace in a small jewelry box that is inches by inches. A department store ordered 270 necklaces. The artist plans to ship the necklaces to the department store using flat-rate shipping boxes from the post office. Which of the flat-rate boxes should she use to minimize her shipping cost?</p> <p>1. Read the problem statement. What additional information will you need to solve this problem? 2. Discuss this information with your group. Make a plan for using this information to find the most inexpensive way to ship the jewelry boxes. Once you have agreed on a plan, write down the main steps.</p>												
4	<p>6.NS.A.1, 6.G.1-2</p>	4											
5	<p>Arithmetic in Base 10</p>	4											
6	<p>Expressions and Equations</p>	4	<p>Cereal Boxes A cereal manufacturer needs to design a cereal box that has a volume of 225 cubic inches and a height that is no more than 15 inches.</p> <p>1. The designers know that the volume of a rectangular prism can be calculated by multiplying the area of its base and its height. Complete the table with pairs of values that will make the volume 225 in³.</p> <table border="1" data-bbox="1234 934 1323 1344"> <tbody> <tr> <td>height (in)</td> <td>5</td> <td>9</td> <td>12</td> <td>$7\frac{1}{2}$</td> </tr> <tr> <td>area of base (in²)</td> <td>75</td> <td></td> <td></td> <td>15</td> </tr> </tbody> </table> <p>2. Describe how you found the missing values for the table.</p>	height (in)	5	9	12	$7\frac{1}{2}$	area of base (in ²)	75			15
height (in)	5	9	12	$7\frac{1}{2}$									
area of base (in ²)	75			15									

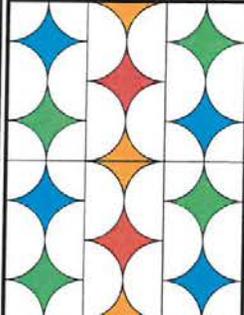
7	Rational Numbers		4	<p>3. Write an equation that shows how the area of the base, A, is affected by changes in the height, h, for different rectangular prisms with volume 225 in^3.</p> <p>Party Prep Elena is buying cups and plates for her party. Cups are sold in packs of 8 and plates are sold in packs of 6. She wants to have the same number of plates and cups. a. Find a number of plates and cups that meets her requirement. b. How many packs of each supply will she need to buy to get that number? c. Name two other quantities of plates and cups she could get to meet her requirement.</p>														
8	Data Sets and Distributions	6.EE.B.8, 6.NS.B.4, 6.NS.C.5-8, 6.G.A.3	4	<p>Will the Yellow Perch Survive? Scientists studying the yellow perch, a species of fish, believe that the length of a fish is related to its age. This means that the longer the fish, the older it is. Adult yellow perch vary in size, but they are usually between 10 and 25 centimeters. Scientists at the Great Lakes Water Institute caught, measured, and released yellow perch at several locations in Lake Michigan. The following summary is based on a sample of yellow perch from one of these locations.</p> <table border="1" data-bbox="665 1029 893 1344"> <thead> <tr> <th>length of fish in centimeters</th> <th>number of fish</th> </tr> </thead> <tbody> <tr> <td>0 to less than 5</td> <td>5</td> </tr> <tr> <td>5 to less than 10</td> <td>7</td> </tr> <tr> <td>10 to less than 15</td> <td>14</td> </tr> <tr> <td>15 to less than 20</td> <td>20</td> </tr> <tr> <td>20 to less than 25</td> <td>24</td> </tr> <tr> <td>25 to less than 30</td> <td>30</td> </tr> </tbody> </table> <p>a. Based on your statistical analysis, would you describe a typical age for the yellow perch in this sample as: "young," "adult," or "old"? Explain your reasoning. b. Some researchers are concerned about the survival of the yellow perch. Do you think the lengths (or the ages) of the fish in this sample are something to worry about? Use your statistical analysis to explain your reasoning.</p>	length of fish in centimeters	number of fish	0 to less than 5	5	5 to less than 10	7	10 to less than 15	14	15 to less than 20	20	20 to less than 25	24	25 to less than 30	30
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25 to less than 30	30																	
9	Putting It All Together	6.NS.B, 6.RP.A, 6.NS.A, B	4	<p>Advising the School Board A school district has four schools; some are large, others are small. The district wants 10 advisors in all. Each school should have at least one advisor.</p>														

school	number of students	number of advisers, if students per adviser	number of advisers, your way	number of students per adviser, your way
Dr. King School	500			
O'Connell School	200			
Science Magnet School	140			
Trombone Academy	10			

a. Decide on a consistent way to assign advisers to schools so that there are only whole numbers of advisers for each school, and there is a total of 10 advisers among the schools. Fill in the "your way" column of the table.
 b. How many students per adviser are there at each school? Fill in the last row of the table.
 c. Do you think this is a fair way to assign advisers? Explain your reasoning.

7th Grade Mathematics

Unit	Title of Unit	Standards Addressed	Approx. # of Weeks	Sample Real-World Problem																
1	Scale Drawings	7.G.A.1, 7.G.B.6	3	<p><u>Floor Plan of Classroom</u></p> <ol style="list-style-type: none"> Determine an appropriate scale for your drawing based on your measurements and your paper choice. Your floor plan should fit on the paper and not end up too small. Use the scale and the measurements your group has taken to draw a scale floor plan of the classroom. Make sure to: Show the scale of your drawing. Label the key parts of your drawing (the walls, main openings, etc.) with their actual measurements. Show your thinking and organize it so it can be followed by others. 																
2	Introducing Proportional Relationships	7.RP.A.1, 2.a-d, 7.G.B.6	4	<p><u>One Scenario; Four Representations</u></p> <p>Select two things from different lists. Make up a situation where there is a proportional relationship between quantities that involve these things. Make up another situation where there is NOT a proportional relationship between the quantities that involve these things.</p> <table border="0"> <tr> <td>creatures</td> <td>length</td> <td>time</td> <td>volume</td> </tr> <tr> <td> <ul style="list-style-type: none"> o starfish o centipedes o earthworms o dinosaurs </td> <td> <ul style="list-style-type: none"> o centimeters o cubits o kilometers o parsecs </td> <td> <ul style="list-style-type: none"> o nanoseconds o minutes o years o millennia </td> <td> <ul style="list-style-type: none"> o milliliters o gallons o bushels o cubic miles </td> </tr> <tr> <td>body parts</td> <td>area</td> <td>weight</td> <td>substance</td> </tr> <tr> <td> <ul style="list-style-type: none"> o legs o eyes o neurons o digits </td> <td> <ul style="list-style-type: none"> o square microns o acres o hies o square light years </td> <td> <ul style="list-style-type: none"> o nanograms o ounces o deben o metric tonnes </td> <td> <ul style="list-style-type: none"> o helium o oobleck o pitch o glue </td> </tr> </table> <ol style="list-style-type: none"> Write one or more sentences describing the relationship between the things you chose. Make a table with titles in each column and at least 6 pairs of numbers relating the two things. Graph the situation and label the axes. Write an equation showing the relationship and explain in your own words what each number and letter in your equation means. Explain how you know whether each relationship is proportional or not proportional. Give as many reasons as you can. 	creatures	length	time	volume	<ul style="list-style-type: none"> o starfish o centipedes o earthworms o dinosaurs 	<ul style="list-style-type: none"> o centimeters o cubits o kilometers o parsecs 	<ul style="list-style-type: none"> o nanoseconds o minutes o years o millennia 	<ul style="list-style-type: none"> o milliliters o gallons o bushels o cubic miles 	body parts	area	weight	substance	<ul style="list-style-type: none"> o legs o eyes o neurons o digits 	<ul style="list-style-type: none"> o square microns o acres o hies o square light years 	<ul style="list-style-type: none"> o nanograms o ounces o deben o metric tonnes 	<ul style="list-style-type: none"> o helium o oobleck o pitch o glue
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3	Measuring Circles	7.G.B.1,2, 4,7.EE.B.3, 7.RP.A.2a,	3	<p><u>Cost of a Stained-Glass Window</u></p> <p>The students in art class are designing a stained-glass window to hang in the school entryway. The window will be 3 feet tall and 4 feet wide. Here is their design.</p>																

		<p>They have raised \$100 for the project. The colored glass costs \$5 per square foot and the clear glass costs \$2 per square foot. The material they need to join the pieces of glass together costs 10 cents per foot and the frame around the window costs \$4 per foot.</p> <p>Do they have enough money to cover the cost of making the window?</p>																					
<p>4</p> <p>Proportional Relationships and Percentages</p>	<p>c, 3</p>	<p>4</p> <p>7.RP.A.1-3</p>	<p>4</p> <p>Percents in the News Take the news clippings that you have already sorted into two piles. 1. For each pile, choose one example. Draw two diagrams that show how percentages are being used to describe an increase situation and a decrease situation. 2. For each example, write two questions that you can answer with the given information. Next, find the answers. Explain or show your reasoning.</p>																				
<p>5</p> <p>Rational Number Arithmetic</p>	<p>7, NS.A.1a-d, 2a-d, 3, 4a</p>	<p>4</p>	<p>What is a Stock Portfolio? A person who wants to make money by investing in the stock market usually buys a portfolio, or a collection of different stocks. That way, if one of the stocks decreases in value, they won't lose all of their money at once. 1. Here is an example of someone's stock portfolio. Complete the table to show the total value of each investment.</p> <table border="1" data-bbox="998 682 1193 1354"> <thead> <tr> <th>name</th> <th>price (dollars)</th> <th>number of shares</th> <th>total value (dollars)</th> </tr> </thead> <tbody> <tr> <td>Technology Company</td> <td>107.75</td> <td>98</td> <td></td> </tr> <tr> <td>Airline Company</td> <td>133.54</td> <td>27</td> <td></td> </tr> <tr> <td>Film Company</td> <td>95.95</td> <td>135</td> <td></td> </tr> <tr> <td>Sports Clothing Company</td> <td>58.96</td> <td>100</td> <td></td> </tr> </tbody> </table> <p>2. Here is the same portfolio the next year. Complete the table to show the new total value of each investment.</p>	name	price (dollars)	number of shares	total value (dollars)	Technology Company	107.75	98		Airline Company	133.54	27		Film Company	95.95	135		Sports Clothing Company	58.96	100	
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Technology Company	107.75	98																					
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company	old price (dollars)	price change	new price (dollars)	number of shares	total value (dollars)
Technology Company	107.75	+2.43%		98	
Airline Company	133.54	-7.67%		27	
Film Company	95.95		87.58	135	
Sports Clothing Company	58.96	-5.56%		100	

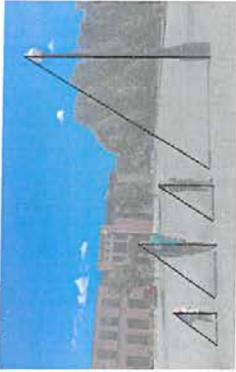
3. Did the entire portfolio increase or decrease in value over the year? Explain how you know.

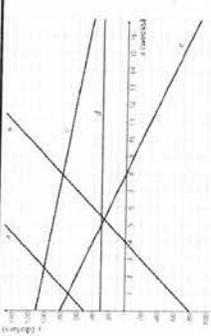
6	Expressions, Equations, and Inequalities	5	<p><u>Two Stories</u> Here are two stories:</p> <ol style="list-style-type: none"> The initial freshman class at a college is 10% smaller than last year's class. But then during the first week of classes, 20 more students enroll. There are then 830 students in the freshman class. A store reduces the price of a computer by \$20. Then during a 10% off sale, a customer pays \$830. <p>Here are two equations:</p> <ul style="list-style-type: none"> $0.9x + 20 = 830$ $0.9(x - 20) = 830$ <ol style="list-style-type: none"> Decide which equation represents each story. Explain why one equation has parentheses and the other doesn't. Solve each equation, and explain what the solution means in the situation.
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7	Angles, Triangles, and Prisms	4	<p><u>Combining Prisms</u></p> <ol style="list-style-type: none"> Compare your (independently constructed) prism with your partner's prism. What is the same? What is different? Find a way you can put your prism and your partner's prism together to make one new, larger prism. Describe your new prism. Draw the base of your new prism and label the lengths of the sides. As you answer these questions about your new prism, look for ways you can use your calculations from the previous activity to help you. Explain or show your reasoning. <ol style="list-style-type: none"> What is the area of its base? What is its height?
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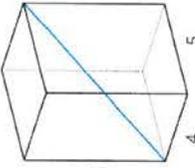
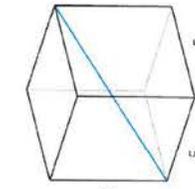
8	Probability and Sampling	7.SP.A.1-2, 7.SP.B.3-4, 7.SP.C.5-8c	5	<p>c. What is its volume? d. What is its surface area?</p> <p><u>Estimating a Measure of Center for Middle School Math Scores</u> 1. Decide which measure of center makes the most sense to use based on the distribution of your sample. Discuss your thinking with your partner. If you disagree, work to reach an agreement. 2. Estimate this measure of center for your population based on your sample. 3. Calculate the measure of variability for your sample that goes with the measure of center that you found. 4. Using only the values you computed in the previous two activities, compare your sample to your partner's. Is it reasonable to conclude that the measures of center for each of your populations are meaningfully different? Explain or show your reasoning.</p>
9	Putting It All Together	7.RP.A-B, 7.EE.A-B, 7.G.B	3	<p><u>Designing a 5K Course</u> Your teacher will give you a map of the school grounds. 1. On the map, draw in the path you measured earlier with your trundle wheel and label its length. 2. Invent another route for a walking course and draw it on your map. Estimate the length of the course you drew. 3. How many laps around your course must someone complete to walk 5 km? 4. Measure your proposed race course with your trundle wheel at least two times. Decide what distance you will report to the class. 5. Revise your course, if needed. 6. Create a visual display that includes: <ul style="list-style-type: none"> o A map of your final course o The starting and ending locations o The number of laps needed to walk 5 km o Any other information you think would be helpful to the race organizers </p>

8th Grade Mathematics

Unit	Title of Unit	Standards Addressed	Approx. # of Weeks	Sample Real-World Problem
1	Rigid Transformations and Congruence	8.G.A.1-3, 5	4	<p><u>Tessellate This</u></p> <ol style="list-style-type: none"> Design your own tessellation. You will need to decide which shapes you want to use and make copies. Remember that a tessellation is a repeating pattern that goes on forever to fill up the entire plane. Find a partner and trade pictures. Describe a transformation of your partner's picture that takes the pattern to itself. How many different transformations can you find that take the pattern to itself? Consider translations, reflections, and rotations.
2	Dilations, Similarity, and Introducing Slope	8.G.A.3-5	3	<p><u>The Height of a Tall Object</u></p> <ol style="list-style-type: none"> Explain why the relationship between the height of these objects and the length of their shadows is approximately proportional.  <ol style="list-style-type: none"> Head outside. Make sure that it is a sunny day and you take a measuring device (like a tape measure or meter stick) as well as a pencil and some paper. Choose an object whose height is too large to measure directly. Your teacher may assign you an object. Use what you have learned to figure out the height of the object! Explain or show your reasoning.
3	Linear Relationships	8.EE.B.5-6, 8.G.A.1, 8.EE.C	4	<p><u>5 Savings Accounts</u></p>

 <p>Each line represents one person's weekly savings account balance from the start of the year.</p> <ol style="list-style-type: none"> 1. Choose one line and write a description of what happens to that person's account over the first 17 weeks of the year. Do not tell your group which line you chose. 2. Share your story with your group and see if anyone can guess your line. 3. Write an equation for each line on the graph. What do the slope, m, and vertical intercept, s, in each equation mean in the situation? 4. Predict the balance in each account after 20 weeks. 				<p>Solving and Writing Problems Using Systems of Equations</p> <ol style="list-style-type: none"> 1. Two friends live 7 miles apart. One Saturday, the two friends set out on their bikes at 8 am and started riding towards each other. One rides at 0.2 miles per minute, and the other rides at 0.15 miles per minute. At what time will the two friends meet? 2. Students are selling grapefruits and nuts for a fundraiser. The grapefruits cost \$1 each and a bag of nuts cost \$10 each. They sold 100 items and made \$307. How many grapefruits did they sell? 3. Jada earns \$7 per hour mowing her neighbors' lawns. Andre gets paid \$5 per hour for the first hour of babysitting and \$8 per hour for any additional hours he babysits. What is the number of hours they both can work so that they get paid the same amount? 4. Invent another problem that is like one of these, but with different numbers. <ol style="list-style-type: none"> a. Solve your problem. b. Create a visual display that includes: The new problem you wrote, without the solution. Enough work space for someone to show a solution. c. Trade your display with another group, and solve each other's new problem. Make sure that you explain your solution carefully. Be prepared to share this solution with the class. 	
4	Linear Equations and Linear Systems	8.EE.C.7, 7a, 8	4		5
5	Functions and Volume	8.F.A.1-3, 8.F.B.4-5, 8.G.C.9		<p>Missing Information A cylinder and sphere have the same height.</p> <ol style="list-style-type: none"> 1. If the sphere has a volume of cubic units, what is the height of the cylinder? 2. What is a possible volume for the cylinder? Be prepared to explain your reasoning 	
6	Associations in Data	8.SP.A.1-4	3	<p>How Long Is 30 Seconds?</p> <ol style="list-style-type: none"> 1. Work with a partner to gather data from your classmates about how long they think 30 	

7	Exponents and Scientific Notation	8.EE.A.1, 3-4	4	<p>seconds is. Compile the class's data in a table.</p> <p>Look at your data. Comparing Time 1 to Time 2, do you think there is a positive association, a negative association, or no association? Discuss your thinking with your group.</p> <p>What are some ways you could organize and represent the entire class's data?</p> <p>Make a scatter plot of the entire class's data and look for patterns. Identify any outliers and the type of any association you observe.</p> <p>Draw two lines on your scatter plot: a vertical line and a horizontal line, each representing 30 seconds for one trial. Use the table for the class's data to complete this two-way table.</p> <table border="1" data-bbox="526 573 699 1142"> <thead> <tr> <th></th> <th>Time 2 < 30 sec</th> <th>Time 2 = 30 sec</th> <th>Time 2 > 30 sec</th> <th>total</th> </tr> </thead> <tbody> <tr> <td>Time 1 < 30 sec</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Time 1 = 30 sec</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Time 1 > 30 sec</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>total</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use the two-way table to decide whether there is an association between Time 1 and Time 2. Explain how you know.</p>		Time 2 < 30 sec	Time 2 = 30 sec	Time 2 > 30 sec	total	Time 1 < 30 sec					Time 1 = 30 sec					Time 1 > 30 sec					total				
	Time 2 < 30 sec	Time 2 = 30 sec	Time 2 > 30 sec	total																									
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total																													
8	Pythagorean Theorem and Irrational Numbers	8.NS.A.1-2, 8.EE.A.2, 8.F.B, 8.G.B.6-7,	4	<p>Is a Smart Phone Smart Enough to Go to the Moon?</p> <p>In 1966, the Apollo Guidance Computer was developed to make the calculations that would put humans on the Moon. Your teacher will give you advertisements for different devices from 1966 to 2016. Choose one device and compare that device with the Apollo Guidance Computer. If you get stuck, consider using scientific notation to help you do your calculations.</p> <ol style="list-style-type: none"> Which one can store more information? How many times more information? Which one has a faster processor? How many times faster? Which one has more memory? How many times more memory? <p>For reference, storage is measured in bytes, processor speed is measured in hertz, and memory is measured in bytes. Kilo stands for 1,000, mega stands for 1,000,000, giga stands for 1,000,000,000, and tera stands for 1,000,000,000,000.</p> <p>Internal Dimensions Here are two rectangular prisms:</p>																									

9	Putting it All Together	8.F.A.1, B, 8.SP.A, 8.G.A, 5	3	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>K</p>  </div> <div style="text-align: center;"> <p>L</p>  </div> </div> <p>1. Which figure do you think has the longer diagonal? Note that the figures are not drawn to scale.</p> <p>2. Calculate the lengths of both diagonals. Which one is actually longer?</p>
9	Putting it All Together	8.F.A.1, B, 8.SP.A, 8.G.A, 5	3	<p><u>Is Temperature a Function of Latitude?</u></p> <p>1. Andre and Lin are wondering if temperature is a function of latitude. Andre says, "I think it is, as long as we fix the time when we are measuring the temperature." Lin says, "But what if you have two places with the same latitude? Look at this weather map for Washington State. Seattle and Spokane have the same latitude but different temperatures right now." What do Andre and Lin mean?</p> <div style="text-align: center;">  </div> <p>2. Andre and Lin are discussing whether it is possible to define latitude and temperature in a way that makes sense to talk about temperature as a function of latitude. They are considering different options. What are some advantages and disadvantages of each option? Here are the options:</p> <ol style="list-style-type: none"> Finding the temperature right now in cities with different latitudes. Finding the daily high temperature at cities that have different latitudes. Finding the average high temperature in a specific month, e.g., September, at cities that have different latitudes. Finding the average yearly temperature at cities that have different latitudes.



DRAFT: Humanities Curriculum Overview

Mary L. Booker Leadership Academy

MLBLA's Humanities curriculum seeks to incorporate powerful themes from literature and informational texts with topics and questions about history. We believe strongly that students learn best when they are grappling with challenging and engaging themes. Our Humanities curriculum ensures that students are not just tackling grade-level, complex texts, but also reading texts that are relevant and engaging for their lives or illuminate important historical themes.

The humanities curriculum will follow the Common Core State Standards for ELA for grades 6-8 as well as the California Department of Education Social Science Frameworks that will lead students to be fully prepared to be successful in high school English and History courses, and ultimately college success. Through our coursework, students learn how to read complex texts, think through a historical framework, and communicate effectively through writing.

The following units of study encapsulate the Common Core State Standards, and are based on the Expeditionary Learning (EL) Curriculum, a Common Core-aligned curriculum. This curriculum has gotten high scores from EdReports, an organization that assesses the extent to which curricula align to the Common Core shifts, the standards, and usability for teachers. We have incorporated the Social Science Frameworks within these units, using the themes from EL to create rich, learning experiences.

Because we believe that students' writing must be integrated with what they are reading, we have included writing prompts that accompany the complex texts that they will be reading.

Grade 6 Humanities

Unit	Title of Module	Theme	# of Wks	Central Texts	ELA Standards Addressed	Historical Content	HSS Standards Addressed	Writing Prompts and Essential Questions
1	Close Reading and Writing to Learn	The Human Experience: Past to Present	8	<ul style="list-style-type: none"> <i>Bud, Not Buddy</i>, Christopher Paul Curtis 	RI.6.1, 6.2, W.6.2, 6.4, 6.5, 6.9, L.6.1 and 6.2	Paleolithic era to the agricultural revolution	6.1, 6.2	<p>What is the human experience of adapting to life in SF?</p> <p>How are the current challenges of those living in SF similar, different to those faced by early man?</p>
2	Working with Evidence	Myths: Not Just Long Ago	8	<ul style="list-style-type: none"> <i>The Lightning Thief</i>, Rick Riordan 	RL.6.3, W.6.3, 6.4, 6.5, 6.6, 6.1c, L.6.2, and 6.3	Early civilizations of the Ancient Hebrews and Greece	6.3, 6.4	<p>How did mythology shape culture, politics, and everyday life in Ancient Civilizations?</p> <p>How does myth shape our culture today?</p>
3	Understanding Perspectives	The Land of the Golden Mountain	8	<ul style="list-style-type: none"> <i>Dragonwings</i>, Laurence Yep "Comprehending the Calamity," Emma M. Burke 	RI.6.7, W.6.2, 6.4a, 6.9, L.6.3a	Early Civilizations of China and India	6.5, 6.6	<p>How does the author's purpose affect the narrator's points of view?</p> <p>How does the person who tells history affect what history is told?</p>
4	Research, Opinion Making, and Forming Positions	Progress: Costs vs. Benefits	8	<ul style="list-style-type: none"> <i>Frightful's Mountain</i>, Jean Craighead George "The Exterminator," Kristen Weir 	R.6.1, W.6.1, 6.4, and L.6.6.	Development of Rome	6.7, 6.8	<p>Do the benefits of DDT outweigh its harmful consequences?</p> <p>Were the developments that came from Ancient</p>

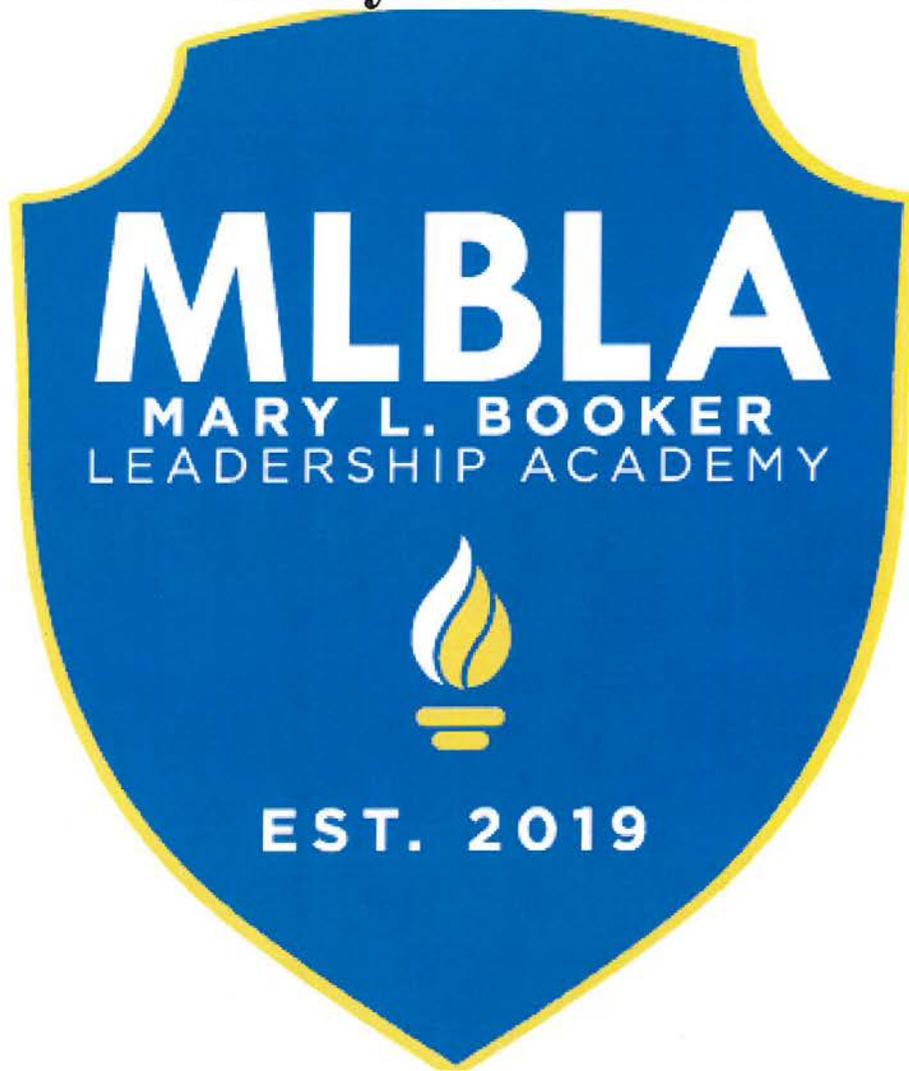
4	Understanding Perspectives	The Power of Ideas	8	<ul style="list-style-type: none"> <i>Narrative of the Life of Frederick Douglass</i> (excerpts) 	W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.	Renaissance, Reformation, Scientific Revolution, and the Enlightenment	7.8, 7.9, 7.11	What makes stories powerful? What does it take to change a society?
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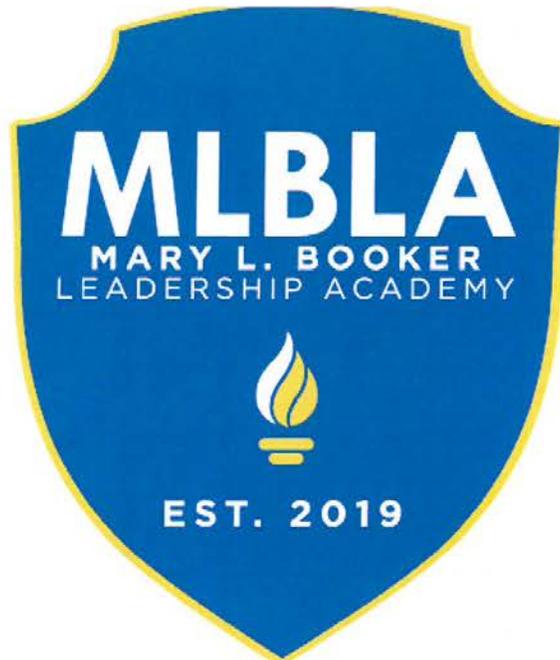
Grade 8 Humanities

Unit	Title of Module	Theme	# of Wks	Central Texts	ELA Standards Addressed	Historical Content	HSS Standards Addressed	Writing Prompts and Essential Questions
1	Close Reading and Writing to Learn	Order and Disorder	8	<ul style="list-style-type: none"> A Midsummer Night's Dream, William Shakespeare Various informational articles about Shakespeare and the universal appeal of his works 	RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.	American Constitutional Democracy and the Founding of a Nation	8.1, 8.2, 8.3, 8.4	Who is considered an American? What is more important, freedom or order? What did freedom mean to the nation's founders, and how did it change over time?
2	Understanding Perspectives	Belonging	8	<ul style="list-style-type: none"> "As Long As Grass Grows or Water Runs", Howard Zinn Inside Out & Back Again, Thanhha Lai* "The Vietnam Wars," Tod Olson 	RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.	Native American Removal, Manifest Destiny, Immigration Policy, and the Making of Whiteness	8.5, 8.6, 8.7, 8.8	How do you know if you belong? Who "belonged" in 19th Century America? What were the government's policies in the 19th century, and what did they represent?
3	Working with Evidence	Taking a Stand	8	<ul style="list-style-type: none"> <i>12 Years a Slave</i> by Solomon Northrup 	RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b	Slavery, and the Anti-Slavery Movement	8.9, 8.10, 8.11	What is power? What was it like to be a

4	Research, Opinion Making, and Forming Positions	Progress and Sustainability	8	<ul style="list-style-type: none"> • "Ain't I a Woman?" Sojourner Truth 	<ul style="list-style-type: none"> • <i>The Omnivore's Dilemma: The Secrets Behind What You Eat</i>, Michael Pollan (Young Readers' Edition) 	I.8.1, W.8.1, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e and W.8.9.	The Rise of Industrial America: 1877–1914	8.12	Is progress always good? Will labor and corporations always be at odds?	slave? How did abolitionists fight against slavery?
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Appendix I: Student and Family Handbook





Mary L. Booker Leadership Academy
DRAFT Student and Family Handbook
Terrence Davis
Head of School
tdavis@mlbla.org

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WELCOME

We are excited that you chose to attend Mary L. Booker Leadership Academy. We know that you can attend many different schools in San Francisco, and we are honored that you have chosen to attend Mary L. Booker to prepare for your future.

Mary L. Booker Leadership Academy's core values are **community, equity and leadership**. Our role as a school is to develop the next generation of leaders in San Francisco.

To achieve this goal, we hired talented, caring teachers and staff members who are here to help you succeed.

Below you will find everything necessary for you to be successful at MLBLA. Please take time to read through all of the information below as it will be a guide as you matriculate through your new school.

Thank you for joining us,

Terrence Davis

School Founder

MISSION

Mary L. Booker Leadership Academy develops the next generation of diverse leaders in San Francisco. We prepare our graduates to be successful leaders in college and career through our rigorous, student-centered academic program and our shared belief in leadership, equity, and community.

VISION

MLBLA is a community school dedicated to educating the whole child. We believe that all students will reach their potential when they are offered strong academic opportunities, and supported by a team of dedicated adults, including educators, families, and community members. We seek to develop scholars with a strong sense of self, personal values, and the preparation necessary to excel in a college or career of their choice.

CORE VALUES

These core values are the foundation of Mary L. Booker Leadership Academy. In every decision--from curriculum choices to schoolwide structures--we are grounded in these three core tenets: community, equity, and leadership.

- **Community: We are a village.** We are asset-based. We believe that families, educators, and students must partner together in order for a school to truly thrive. We constantly seek input from each other to continuously improve. When students join MBLA, they will be embraced by their Dream Team, a collection of adults including parents/guardians, coaches, mentors and community members, who will work directly with the students to have a positive influence on their lives. We believe in Restorative Justice: we uphold a positive, tight culture and repair any damage that may be caused to it. We are proactive and supportive: if a student is “off track,” they will work with their advisor, counselor or administrator to “get back on track” rather than being excluded. We believe that learning is social; we make the most meaning when we are able to engage deeply with each other around challenging & rich topics. We know that discourse and collaboration are essential to deep learning as is the invaluable relationship between the teacher and student.
- **Equity: Each student is unique and deserves a “just right” education.** Every student has different skills, strengths, and needs; yet, historically, schools have emphasized seat time over students’ mastery of concepts. This system has left too many students behind while stifling others who are ready to move at a faster pace. Mary L. Booker Leadership Academy views time as flexible and content mastery as fixed, providing individualized supports and structures so that *all* students can meet our high expectations.
- **Leadership: It is our responsibility to develop scholars *and* change agents, the leaders of our future communities.** To achieve this, we must nurture students’ hearts and minds. All students will participate in a daily Leadership course, grounded in a strong social-emotional curriculum based on the Compass Model, which focuses on sharp minds, big hearts, noble purpose, and aligned actions. We believe in agency: students will take ownership over their learning by setting goals and tracking their progress in their Personalized Learning Profiles. By applying their content knowledge to solve real world situations, students will develop the skills and habits necessary to thrive in an ever-changing 21st century economy.

MLBLA STUDENT OUTCOMES

To be successful in anything you do in life, you must have clear goals. At Mary L. Booker Leadership Academy, we have developed outcomes that we believe all of our students will meet.

OUTCOME	HOW WILL WE ACHIEVE THIS GOAL?
<p>College and Career Ready All students will have the academic skills and content knowledge to be career and college ready.</p>	<p>All core courses are rigorous and use real-world projects so that learning is challenging, engaging and relevant to students' lives outside of school.</p> <p>Our Learning Studio classes emphasize developing students' foundational skills and their ability to become proficient readers, writers and mathematicians.</p>
<p>Community Connection: All students will have an understanding of their own community and how they can create positive change.</p>	<p>Each student has a Dream Team, a supportive group of adults to address their needs. This team works with the students throughout their educational experience to ensure that they are able to achieve their dreams.</p>
<p>Leadership Development: All students will have the self-awareness and social emotional skills to thrive as future leaders.</p>	<p>All students will take Leadership class, a daily course that combines an explicit socioemotional curriculum with leadership skills. The socioemotional curriculum is based on the Compass Model which focuses on sharp minds, big hearts, noble purpose, and aligned actions.</p> <p>Student culture practices and procedures are grounded in Restorative Justice.</p>

WHY MARY L. BOOKER?



Mary L. Booker was a leader within the Bayview community - she represents who we are and who we aspire to be and is the epitome of our vision and values. She lived a life full of purpose, passion, and dedication to the Bayview community, her home from 1955 until 2017 when she passed away. She is most well-known as an artist and an integral leader of the Bayview community. Her company, Infinity Productions, wrote, produced, and directed plays about civil rights and social justice. She was an icon at the Bayview Opera House since 1961, and she offered free acting workshops to the Bayview

community for years. In 2007, the San Francisco Public Library honored her with an Unsung Hero Award for her work documenting the Bayview community.

MLBLA CALENDAR

Mary Booker Leadership Academy 2019-2020 Calendar														
July					November					March				
1	2	3	4	5					1	2	3	4	5	6
8	9	10	11	12	4	5	6	7	8	9	10	11	12	13
15	16	17	18	19	11	12	13	14	15	16	17	18	19	20
22	23	24	25	26	18	19	20	21	22	23	24	25	26	27
29	30	31			25	26	27	28	29	30	31			
August					December					April				
			1	2	2	3	4	5	6			1	2	3
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10

12	13	14	15	16	16	17	18	19	20	13	14	15	16	17
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24
26	27	28	29	30	30	31				27	28	29	30	

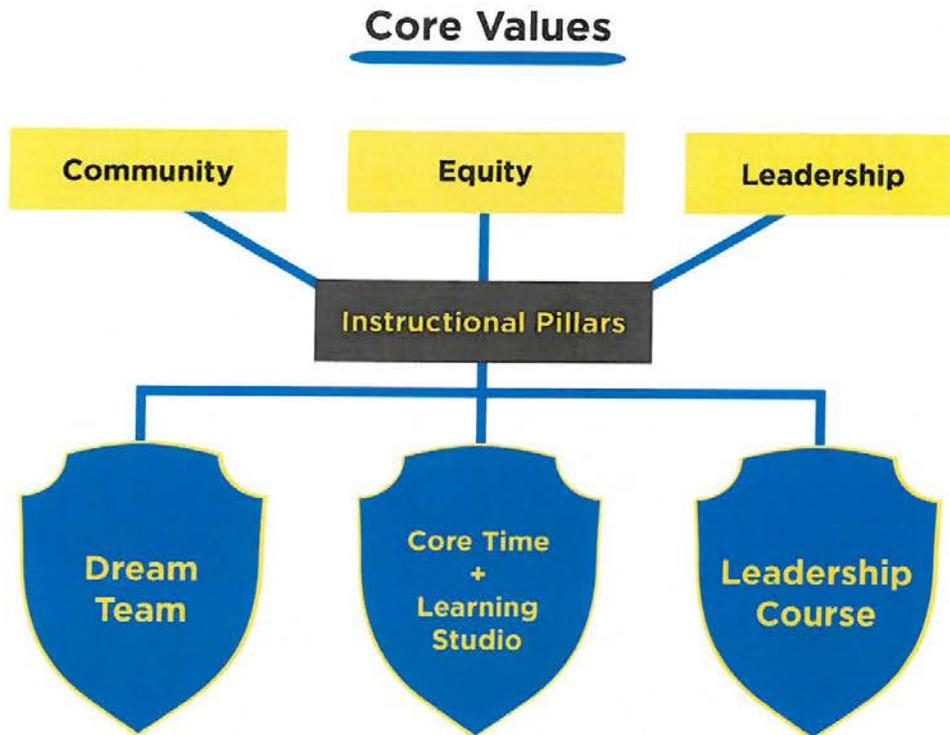
September					January					May				
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30					27	28	29	30	31	23	26	27	28	29

October					February					June				
	1	2	3	4	3	4	5	6	7	1	2	3	4	5
7	8	9	10	11	10	11	12	13	14	8	9	10	11	12
14	15	16	17	18	17	18	19	20	21	15	16	17	18	19
21	22	23	24	25	24	25	26	27	28	22	23	24	25	26
28	29	30	31							29	30			

KEY				
First & Last Days of School	Holiday/Vacation	Minimum Day/Dream Team	PD Day (No School)	



INSTRUCTIONAL MODEL



- **Dream Team:** Our Dream Teams are a sacred time when a community rallies around a single student to encourage them, challenge them, and understand them as an individual. Each student will have a Dream Team composed of key adults dedicated to his/her success, which can include parents, pastors, sports coaches, school personnel, grandparents, and other adults invested in that student. The Dream Team meets with the student quarterly to support his/her success in school.
- **Leadership class:** Students participate in a daily Leadership class which is grounded in Social/Emotional Learning. Using the Compass Model as a framework this class includes community circles and team-building practices to ensure that the cohort of students develop a close connection with each other. Additionally, this teacher is the student's main Advisor, an adult who will serve as the student's point person on campus. The Advisor monitors the student's overall well-being, academic performance, behavior patterns, and emotional development. Ideally, assuming conditions allow it, cohorts will

remain with their Advisor for two years to allow for increased consistency and strong relationships to flourish when students move to the next grade level.

- **Learning Studio:** Every day there is a dedicated block of instructional time in which students can access additional support from their teachers. During this time, teachers pull small groups or provide one-on-one tutoring based on students' needs. This includes support in math, reading, writing, Designated English Language Development in alignment with language level and needs, or a specific goal based on a student's Individualized Education Plan (IEP). These groupings are flexible and reassessed every few weeks based on updated student performance, input, and goals.
- **Core Instruction:** The majority of a student's day will be spent in one of their Core Instructional classes. Students will take Humanities (English and History), Math and STEM Lab in middle school, while taking courses that mirror the University of California's "a-g" subject requirement in high school. Each of these classes will emphasize styles of learning that allow for students to make real world connections. Additionally, we prioritize interdisciplinary work, so our teachers will have the opportunity to collaborate throughout a school week.

GRADUATION REQUIREMENTS & ATTENDANCE

Mary L. Booker Leadership Academy plans to offer a rigorous curriculum that will prepare all students for college and career success. All students will have completed the University of California's A-G subject requirements when they graduate.

Mary L. Booker Leadership Academy Proposed Graduation Requirements

MLBLA's curriculum will be rigorous and prepare students for college. Our graduation requirements will be based on UC "A-G" subject requirements. Our flexible Learning Studios will allow for students to receive the supports that they need while still receiving the content they need to be successful.

Below is an example of Mary L. Booker Leadership Academy's graduation requirements. Mary L. Booker Leadership Academy's Board will establish the final graduation requirements.

Courses and Credits

- **History/Social science ("a") –**
 - *Required: 3 years*
 - *Credits: 30*
 - *Courses: American Government/Economics, World History, U.S. History*

- *Elective: AP World History, AP U.S. History*
- **English (“b”) –**
 - *Required: 4 years*
 - *Credits: 40*
 - *Courses: English 1, English 2, English 3, English 4*
 - *Elective: AP English Literature*
- **Mathematics (“c”) –**
 - *Required: 3 years*
 - *Credits: 30*
 - *Courses: Algebra 1, Geometry, Algebra 2*
 - *Elective: Calculus, AP Calculus, Statistics, AP Statistics*
- **Laboratory science (“d”) –**
 - *Required: 3 years*
 - *Credits: 30*
 - *Courses: Biology, Chemistry, Physics*
 - *Elective: AP Physics and AP Chemistry*
- **Language other than English (“e”) –**
 - *Required: 2 years*
 - *Credits: 20*
 - *Courses: Spanish 1 and Spanish 2*
 - *Elective: AP Spanish*
- **Visual and performing arts (“f”) –**
 - *Required: 1 year*

- *Credits: 10*
- *Courses: Theater 1*
- *Elective: Theater 2*
- ***College-preparatory elective (“g”)***
 - *Required: 2 years*
 - *Credits: 20*
 - *Courses: College and Career 1 and College and Career 2*
 - *Elective: College and Career 3*
- ***Physical Education and Health***
 - *Required: 2 years*
 - *Credits: 20*
 - *Courses: Physical Education 1, Physical Education 2*
 - *Elective: Physical Education 3*
- ***Leadership***
 - *Required: 4 years*
 - *Credits: 20*
 - *Leadership 1, Leadership 2, Leadership 3, Leadership 4*
- ***Humanities Learning Studio***
 - *Required: 3 years*
 - *Credits: 15*
 - *Humanities Learning Studio 1, Humanities Learning Studio 2, Humanities Learning Studio 3*
- ***Math Learning Studio***
 - *Required: 3 years*

- *Credits: 15*
- *Math Learning Studio 1, Math Learning Studio 2, Math Learning Studio 3*
- ***Elective***
 - *Required: 2 years*
 - *Credits: 20*

Total Credits needed to graduate: 270

Additional Graduation Requirements

- **Coursework**
 - *Completion of all high school course credits as described above.*
- **GPA**
 - *Completion of all courses with a passing grade of a C- or higher, overall GPA of a C- or higher (for high school courses)*
- **College & Career Readiness**
 - *Completion of 1 Senior Portfolio*

While many of our students at MLBLA will decide to attend a college or university after high school, we know that some students will want to pursue a career. We encourage all of our students to follow their individual goals, and we view our role as a school is to support each student's individual development. Within the Dream Team setting, students will discuss their future aspirations with a supportive community. As students mature, the hopes and dreams will become more refined. In our College and Career class, each student will develop a long term career goal, and create a backwards plan that outlines the necessary steps to achieve the goal.

MLBLA Board will also approve any alternative graduation pathways for students with unique circumstances. Students whose IEP states that they require a modified graduation requirement or students who enter MLBLA later in their career are examples of students who would benefit from an alternative pathway.

Grading Policy

All students at Mary L. Booker Leadership Academy will master Common Core State Standards and Next Generation Science Standards. At Mary L. Booker Leadership Academy, we believe in the importance of students demonstrating critical thinking skills on a daily basis. We want our students to see learning as a lifelong process.

To accomplish this goal, we have developed a mastery-based grading system that emphasizes a student’s ability to demonstrate a comprehensive understanding of the curriculum. In addition, our project-based learning model will allow students to have multiple opportunities to demonstrate mastery.

Grading Scale

Grade	Proficiency	How a student would receive a grade?
A 90-100%	Mastered	<ul style="list-style-type: none"> ● Demonstrates mastery of content ● Demonstrates exceptional progress towards meeting goals ● Completes all assigned work and any additional assignments
B 80-89%	Proficient	<ul style="list-style-type: none"> ● Masters the fundamentals of concepts ● Completes all assigned work ● Consistently makes progress towards goals
C 70-79%	Foundational	<ul style="list-style-type: none"> ● General understanding of concepts ● Completes most assigned work ● Makes progress towards goals
F 69% or below	Emerging	<ul style="list-style-type: none"> ● Developing understanding of concepts ● Does not complete assigned work ● Struggles to make progress towards goals

HOMEWORK

At Mary L. Booker Leadership Academy, we view homework as an extension of the school day. Teachers will set homework policies for their class that connects with the values of Mary L. Booker Leadership Academy.

ATTENDANCE

Excused Absences

At Mary L. Booker Leadership Academy, attending school everyday is a vital part of a students success. Absence from school shall be excused only for health reasons and family emergencies. MLBLA permits parents to excuse no more than 5 absences in the school year. To excuse an

absence, a parent must provide a written excuse to the office on the day a student returns to school. This should be in the form of a doctor's note when possible. Excused absences will be verified by a phone call.

Excused absence examples

- Student is personally ill, and his/her attendance in school would endanger his/her health or the health of others;
- Serious illness in the student's immediate family necessitates absence; Death of family member necessitates absence,
- Special/recognized religious holiday observed by student's faith
- Appearance in court

School Excused Absences

- Field Trips
- Academic Events
- School Office Appointments
- Suspension
- Athletes participating in athletic event

Unexcused Absences

Students who do not have a reason for absence will be deemed truant and will receive an unexcused absence. Students who are truant will receive disciplinary consequences including meetings with parents and/or the removal from school wide events such as dances or after school activities.

Unexcused Absences

- Unverified absence
- Truancy
- Absence due to leaving campus without permission
- A tardy of twenty minutes or more
- Absence due to taking an early vacation or extending a vacation.

Notification of Unexcused Absences

- 1st Unexcused Absence-Phone call from office
- 2nd Unexcused Absence-Phone call/Notification of truancy letter
- 3rd Unexcused Absence- Parent meeting to establish attendance improvement plan
- 4th Unexcused Absence and additional unexcused absences-Parent meeting to establish attendance improvement plan/removal from school wide events

Tardiness

At Mary L. Booker Leadership Academy, we expect all students to arrive on time to school. Students who arrive to school after the school bell has rung will be considered tardy. Students

will need to obtain a “Tardy Pass” from the Office Manager before going to the classroom.

If a student is excessively tardy (tardy to school more than 1 day a week or 4 days a month) the Office Manager will reach out to the student’s parents). If a student continues to come to school tardy, MLBLA Leadership team will set a meeting with the parent, student and available Dream Team members to discuss how to best support the student.

DRESS CODE

At Mary L. Booker Leadership Academy we are creating an environment that focuses on our core values of Community, Equity and Leadership. To this end, we ask students to come to school dressed professionally and in a manner that embodies the values of our school.

Tops

- Students can wear a collared shirt that is predominately white or black that does not have a logo or design.
- Students can wear a school approved MLBLA shirt

Pants

- Students can wear solid khaki or black pants worn at the waistline.
- Pants must have pockets
- Students can wear khaki shorts or skirts worn at that cover up to students knee.
- Cargo pants, spandex material,, denim, and skin tight material are not permitted.

Shoes

- Covered shoes are required for all students.
- Socks are required for all students.

Items of clothing not allowed at MLBLA

- Sandals, slippers and open-toed shoes, shoes predominantly blue or red (any shade)
- Hats and Hoods (unless worn for cultural or religious reasons)
- Clothing or accessories with messages or logos that are inappropriate for school (including images that could be interpreted as containing or referring to hate speech, weapons, alcohol, illegal substances, gang symbols, and sexually explicit or disrespectful references)
- Clothing that does not appropriately cover the body

TECHNOLOGY/ELECTRONICS

At MLBLA, our focus is to create a focused environment that allows for each of our students to learn.

With technology, teachers will be able to spend more time engaged with our students who need the most support allowing teachers to prioritize:

- Develop meaningful relationships with students.
- Using data to ensure that students are mastering skills and content related to their course.

- Planning and leading lessons that develop student's ability to communicate effectively, work collaboratively, think critically and solve complex problems.

For our students, technology will prepare them for the expectations of college and career in the 21st century. Students will be able to:

- Use tools to effectively communicate and work with peers and teachers.
- Analyze their own data and create plans to improve when necessary.
- Organize tasks and time to become an autonomous learner.

To ensure that MLBLA maintains a focused, positive environment, the use of cell phones, tablets or other non-school issued technology are not allowed unless given permission by an MLBLA staff member. Cell phones should be turned off and stored in each student's backpack during the school day. Cell phones may not be used on campus for any reasons. Electronics that are not put away, visible or heard during school hours will be confiscated and returned to students parent/guardian after the school day.

HEALTH AND SAFETY

Illness

If your child becomes ill and needs to go home, we will notify the parent/guardian or the person designated on the emergency card. **Please keep your emergency card up to date.** A doctor's note is required for absences to be excused absences if your child misses 3 consecutive school days. You are required to notify the school if your child has contracted anything contagious. You will be notified by letter of any illnesses present in your child's classroom (i.e. chicken pox, head lice). Children are not permitted at school if they have vomited in the past 24-hours and/or until they are fever-free without medicine for 24-hours.

Administration of medication

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

Homeless and Foster Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to hardship. It includes children and youths who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

It is our commitment at Mary L. Booker Leadership Academy to serve all students. To achieve this goal we have deemed Terrence Davis as the school liaison to support our homeless children and youth.

MLBLA commits to the following:

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have full and equal opportunity to succeed at MLBLA.
- Parents/ Guardians are informed of the educational and related opportunities available to their children.
- Public notice of the educational rights of homeless children is disseminated.
- Enrollment/admission disputes are mediated in accordance with law, MLBLA and MLBLA’s board policy.
- MLBLA Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the School staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.

- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

Communicable, Contagious or Infectious Disease Prevention Policy

Mary L. Booker Leadership Academy recognizes its responsibility with families and the community to promote appropriate disease prevention procedures in handling and the cleaning up of blood and bodily fluids.

MLBLA will protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instructions in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunizations and health screening required of all students, faculty and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Whenever exposed to blood or other bodily fluids through accident or injury, students and staff should follow the latest medical protocol for disinfecting procedures.

First Aid

Mary L. Booker Leadership Academy recognizes the the importance of student and staff safety and the need to take appropriate preventive measures to minimize accidents or illnesses at school. MLBLA will have a First Aid Kit in each classroom with appropriate supplies. First aid will be administered whenever necessary by trained staff members.

At Mary L. Booker Leadership Academy, we expect parents/guardians to provide updated emergency information in order to facilitate immediate contact with parent/guardians if an accident occurs.

Drug, Alcohol and Smoke-free Environment

Mary L. Booker Leadership Academy shall function as a drug, alcohol and smoke free-environment.

DISCIPLINARY POLICIES AND PROCEDURES

Behavioral Support

At Mary L. Booker Leadership Academy, we are a community; we are inclusive and supportive of every student. Our approach to student discipline is to develop the relationships between each community member to create a school environment that is welcoming.

To achieve this goal, we focus on both proactive and restorative practices to create a community that both prevents, and when necessary, resolves conflict within the community.

Example of our proactive practices:

- Social-Emotional Learning- Students and staff will work through curriculum that focuses on their personal growth both socially and emotionally.
- Circles-Our weekly circles is a set, structured time that emphasizes development between students and staff. Students and staff discuss their lives, how they are feeling and what the student/staff member is looking forward to in the future.
- Personalized Learning Profile-If a student requires support outside of school, our PLP's ensure that students are able to stay on track academically.

Examples of restorative practices that will be used before suspension when possible:

- Restorative Conversation-When harm has been created whether students-to-student, student-to-staff or staff-to-staff, we believe in structured conversation that seek to repair the harm that may have been made.
- Alternative Learning Studio-When necessary, students can work in an alternative learning studio environment that allows for the student to remove themselves from a situation that may not be conducive to their learning.
- MLBLA Peer Support- A student may be partnered with a peer who can provide support when needed.

Suspension

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Mary L. Booker Leadership Academy.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A

photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Committed an obscene act.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- l. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's

academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Mary L. Booker Leadership Academy.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of Schools or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses

Suspension Procedures

At Mary L. Booker Leadership Academy, all students have a right to due process pursuant to state and federal law.

Suspensions shall be initiated according to the following procedures:

1. Hearing Procedures

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this

conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). The conference must take place within two (2) school days of the suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

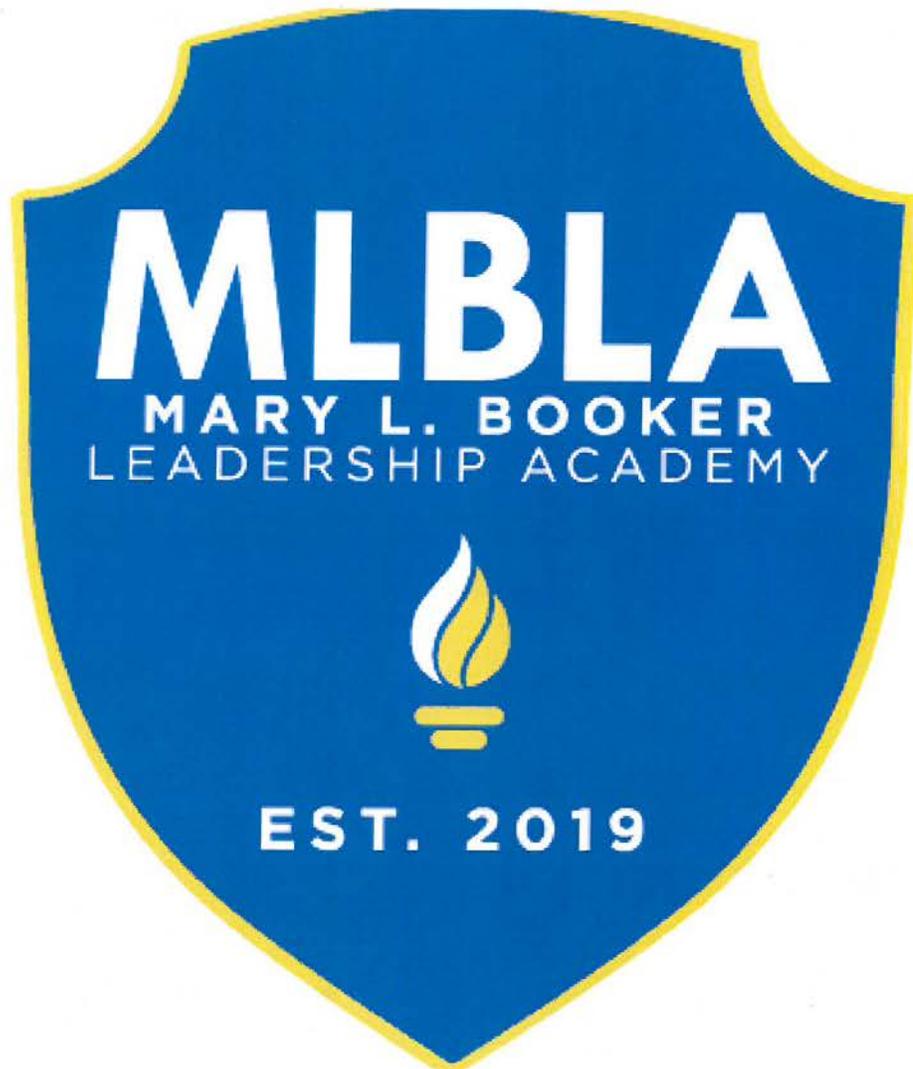
2. Notice to Parents/Guardians

At the time of suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

If the school seeks to expel the pupil, the pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. In such instances when Mary L. Booker Leadership Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents.

Appendix J: Writing Rubric



Mary L. Booker Leadership Academy
Appendices and Attachments

ELA.3 WRITING ARGUMENTS

I can write evidence-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

	Level 5	Level 6	Level 7	Level 8	Level 10	Level 12
3.1 Introduce claim	<p>I can write a topic sentence that clearly introduces my opinion.</p> <p>I can provide some context or background information about my topic.</p>	<p>I can introduce an arguable claim.</p> <p>I can write a hook to engage my reader, such as an interesting fact, quotation or question.</p> <p>I can provide some context or background information about my topic.</p>	<p>I can introduce an arguable claim.</p> <p>I can write an engaging hook.</p> <p>I can provide necessary context or background information about my topic.</p> <p>I can preview my reasons in the order they will be discussed.</p>	<p>I can introduce an arguable claim.</p> <p>I can write an engaging hook that relates to my topic.</p> <p>I can provide necessary context or background information that will help my reader understand my topic and my claim.</p> <p>I can preview my reasons in the order they will be discussed.</p>	<p>I can choose a topic that relates to an important issue facing my community or the world.</p> <p>I can preview my reasons in the order they will be discussed.</p> <p>I can introduce an arguable claim.</p> <p>I can select from a variety of techniques to write a compelling hook that sets the stage for my argument.</p> <p>I can distinguish my claim from (or both) alternate or opposing claims.</p> <p>I can provide evidence, context, or background information that will help my reader understand the significance of the claim(s) to my audience.</p> <p>I can preview my reasons I will address in relation to my claim(s).</p>	<p>I can choose a topic that relates to an important issue or controversy with local or global significance.</p> <p>I can preview, introduce, an arguable claim(s).</p> <p>I can select from a variety of techniques and genres to write a compelling hook that sets the stage for my argument.</p> <p>I can distinguish my claim from alternate or opposing claims.</p> <p>I can integrate critical, contextual and/or historical information that helps convey the significance of the claim(s) to my audience.</p> <p>I can preview my reasons I will address in relation to my claim(s).</p>
3.2 Develop my claim and counterclaims	<p>I can group my ideas into paragraphs in a logical order.</p> <p>In each paragraph, I can write a clear reason to support my opinion.</p> <p>I can support each reason with facts and details from sources and/or from personal experience.</p>	<p>I can group my ideas into paragraphs in a logical order.</p> <p>I can write several logical reasons to support my claim with each reason in a new paragraph.</p> <p>I can support each reason with relevant evidence from credible sources and from personal experience.</p> <p>The evidence I use shows my understanding of my topic.</p>	<p>I can group my ideas into paragraphs in a logical order.</p> <p>I can write several logical reasons that already support my claim, with each reason in a new paragraph.</p> <p>I can support each reason with relevant evidence from credible sources.</p> <p>The evidence I use shows my understanding of my topic.</p> <p>I can briefly mention one or more counterclaims.</p>	<p>I can group my ideas into paragraphs in a logical order.</p> <p>I can write several logical reasons that already support my claim, with each reason in a new paragraph.</p> <p>I can support each reason by citing two or more relevant and convincing pieces of evidence from credible sources.</p> <p>I can fairly and thoroughly develop and refute counterclaims.</p> <p>The evidence I use shows my understanding of the text or topic.</p> <p>I can use evidence to refute or disprove the counterclaim.</p>	<p>I can write a cohesive argument that follows a logical progression.</p> <p>I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason.</p> <p>I can attend to the knowledge-level, concerns, values, and/or possible biases of my audience throughout my argument.</p> <p>I can fairly and thoroughly develop counterclaims, using evidence and logic to refute them (e.g., reasons, sources, and/or supporting evidence).</p>	<p>I can write a cohesive argument that follows a logical progression.</p> <p>I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason.</p> <p>I can attend to the knowledge-level, concerns, values, and/or possible biases of my audience throughout my argument.</p> <p>I can fairly and thoroughly develop counterclaims, using evidence and logic to refute them (e.g., reasons, sources, and/or supporting evidence).</p>
3.3 Use transitions to connect my ideas	<p>I can link my opinions and reasons using words, phrases and clauses as transitions (e.g., specifically, consequently).</p>	<p>I can use words, phrases and clauses to show the relationships between my reasons (e.g., but, because, however, for this reason, also, however).</p> <p>I can use transitions to make connections between my paragraphs (e.g., one reason, in the first place, next, finally).</p>	<p>I can use words, phrases and clauses as transitions to make connections between my reasons, in other words, in fact, for instance, given that).</p> <p>I can use transitions to make connections between my paragraphs (e.g., one reason, in the first place, next, finally).</p>	<p>I can use words, phrases and clauses as transitions to help the reader understand the relationships between my reasons, consequently, in addition, consequently, in contrast, as a result, it is important to note).</p> <p>My transitions help create a logical flow between my paragraphs.</p>	<p>I can use original transitions to clarify the relationships between my claim and reasons, between reasons and evidence, and between my claim and counterclaims.</p> <p>I can use transitions that set to show how new evidence relates back to previous evidence.</p> <p>I can use transition phrases to introduce alternate views on a topic or interpretations of a text (e.g., but, because, however, nevertheless, there may be times when).</p> <p>The placement of my transitions creates a logical flow between my paragraphs and gives the reader a strong sense of coherence.</p>	<p>I can use original transitions and words or phrases to clarify the relationships between my claim and reasons, between reasons and evidence, and between my claim and counterclaims.</p> <p>I can use transition phrases to show how new evidence relates back to previous evidence (e.g., as stated earlier, in contrast to, similarly to, previously, equally important).</p> <p>The placement of my transitions creates a logical flow between my paragraphs and gives the reader a strong sense of coherence.</p>

3.4 Use a formal style, objective tone, and advanced vocabulary

<p>I can use complete sentences and avoid most spelling, grammar, and punctuation errors.</p> <p>I can avoid slang and contractions in my writing.</p> <p>I can use correct MLA formatting.</p>	<p>I can use complete sentences and avoid most spelling, grammar, and punctuation errors.</p> <p>I can use formal language and avoid using slang and contractions.</p> <p>I can keep my pronouns in the third person unless it serves a specific purpose in my writing, such as stating my claim or opinion.</p> <p>I use correct MLA formatting and follow the MLA guidelines for quote integration.</p>	<p>I can use formal language and avoid contractions, slang, and switches in person, unless it serves a specific and compelling purpose in my writing.</p> <p>I can use advanced words that are specific to my topic (e.g., "think" and "right").</p> <p>I can use different sentence structures for different purposes.</p> <p>My writing is free of most errors in grammar, usage, and mechanics.</p> <p>I can use correct MLA formatting and follow the MLA guidelines for quote integration and citations.</p>	<p>I can use formal language and avoid contractions, slang, and switches in person, unless it serves a specific and compelling purpose in my writing.</p> <p>I can use advanced words that are specific to my topic (e.g., "think" and "right").</p> <p>I can use different sentence structures for different purposes.</p> <p>My writing is free of most or all errors in grammar, usage, and mechanics.</p> <p>I can use correct MLA formatting and follow the MLA guidelines for quote integration and citations.</p>
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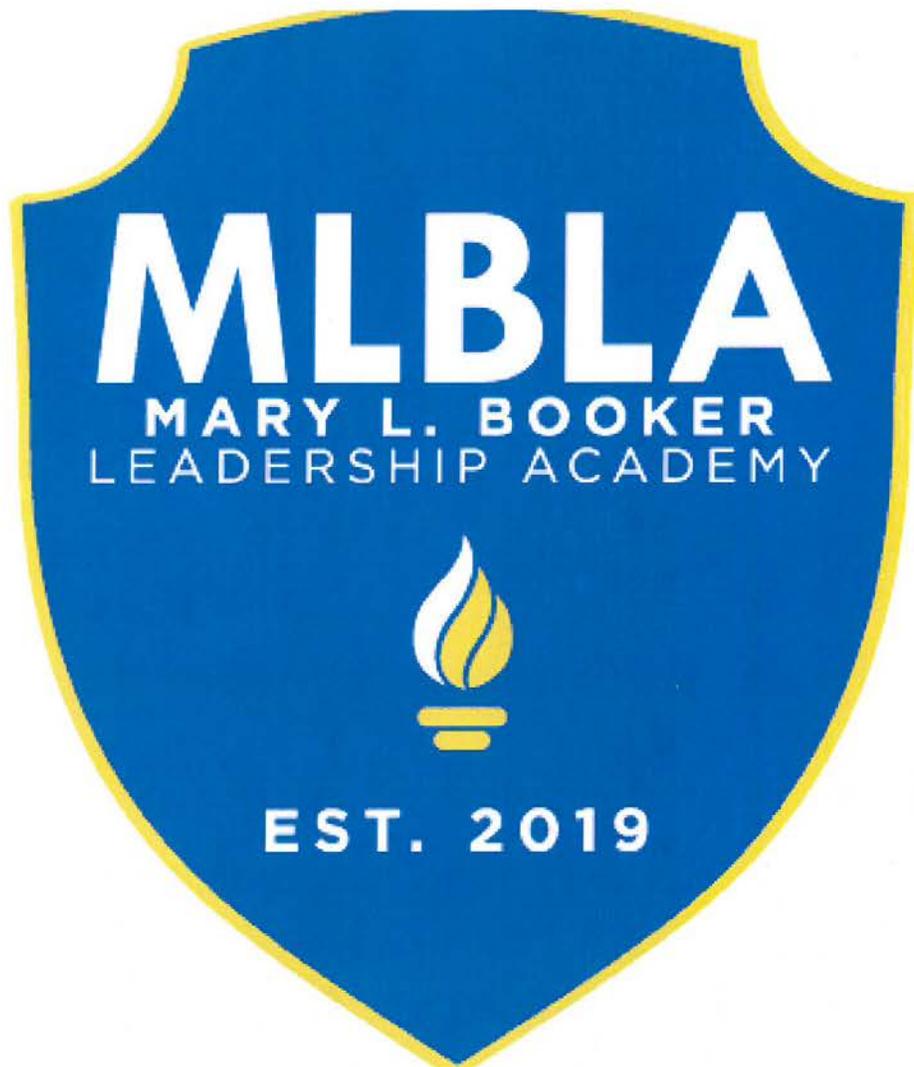
3.5 Provide a compelling conclusion

<p>I can write a concluding paragraph that summarizes my claim and my reasons.</p>	<p>I can write a concluding paragraph that summarizes my claim and my reasons.</p> <p>I can reflect on the importance of my topic and suggest an action or response.</p> <p>My conclusion helps tie my argument together.</p>	<p>I can write a concluding paragraph that summarizes my claim and my reasons.</p> <p>I can reflect on the importance of my topic and suggest an action or response.</p> <p>My conclusion helps tie my argument together.</p>	<p>I can write a concluding paragraph that summarizes my claim and my reasons.</p> <p>I can reflect on the importance of my topic and suggest an action or response.</p> <p>My conclusion helps tie my argument together.</p>
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3.6 Strengthen writing through revision

<p>With support from my educator, I can plan my writing before I begin.</p> <p>I can make revisions to my writing after receiving feedback from my educator.</p>	<p>Using feedback from my educator and peers, I can plan my writing before I begin.</p> <p>I can revise, edit, rewrite, or try a new approach to my writing after receiving feedback from my educator and peers.</p> <p>I can make improvements to my writing that take into consideration my specific audience.</p>	<p>On my own, I can plan my writing before I begin.</p> <p>I can revise, edit, rewrite, or try a new approach to my writing, using others' feedback when it is provided or when I need it.</p> <p>I can make improvements to my writing that take into consideration my specific audience.</p>	<p>On my own, I can plan my writing before I begin.</p> <p>I can effectively manage a revision cycle, soliciting feedback purposefully to strengthen areas of needed attention.</p> <p>I can make improvements to my writing that take into consideration my specific audience and desired outcome.</p>
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Appendix K: STEM Lab and Science Overviews





MLBLA's STEM Lab will follow California's Preferred Integrated Course Model. Throughout a student's middle school years, they will interact with all of the Next Generation Science Standards for middle school. This approach will allow for our teachers to use a blend of Project, Phenomenon and Problem based learning. Students will be expected to ask questions and seek answers to those questions without concern for specific discipline.

An integrated approach to science allows for every science subject to be taught every year. This will allow all students to see connections between science disciplines.

Below is an example of what our middle school curriculum will include.

Grade	Subject/ Standards	Topic
	Earth's Systems	
6th	MS-ESS2	Water Cycle, Weather and Climate
	Earth and Human Activity	
6th	MS-ESS3	Global climate change causes
	From Molecules to Organisms: Structures and Processes	
6th	MS-LS1	Cell and Body Systems
	Heredity: Inheritance and Variation of Traits	
6th	MS-LS3	Sexual v. Asexual Reproduction
	Energy	
6th	MS-PS3	Kinetic Energy and Collisions
	Energy	
6th	MS-PS3	Heat and Flow
	Earth's Systems	
7th	MS-ESS2	Rock cycle, Plate tectonics



	Earth and Human Activity	
7th	MS-ESS3	Resources availability
	Earth and Human Activity	
7th	MS-ESS3	Natural hazards
	From Molecules to Organisms: Structures and Processes	
7th	MS-LS1	Photosynthesis and Respiration
	Ecosystems: Interactions, Energy and Dynamics	
7th	MS-LS2	
	Matter and Its Interactions	
7th	MS-PS1	Atoms, Molecules, States of Matter
	Matter and Its Interactions	
7th	MS-PS1	Chemical Reactions
	Earth's Place in the Universe	
8th	MS-ESS1	Universe, Stars, Solar Systems
	Earth's Place in the Universe	
8th	MS-ESS1	History of Planet Earth
	Earth and Human Activity	
8th	MS-ESS3	Resources Consumption



	Heredity: Inheritance and Variation of Traits	
8th	MS-LS3	Mutations
	Biological Evolution: Unity and Diversity	
8th	MS-LS4	
	Motion and Stability: Forces and Interactions	
8th	MS-PS2	
	Energy	
8th	MS-PS3	Kinetic Energy and Collisions
	Energy	
8th	MS-PS3	Potential Energies and Gravity
	Waves and Their Applications in Technologies for Information Transfer	
8th	MS-PS4	



At MLBLA, our high school students will build on their knowledge from our middle school STEM Labs and move into discipline specific science course. Our high school model aligns with the California A-G requirements and ensure that all of our students will be prepared for the college or career of their choice.

Biology

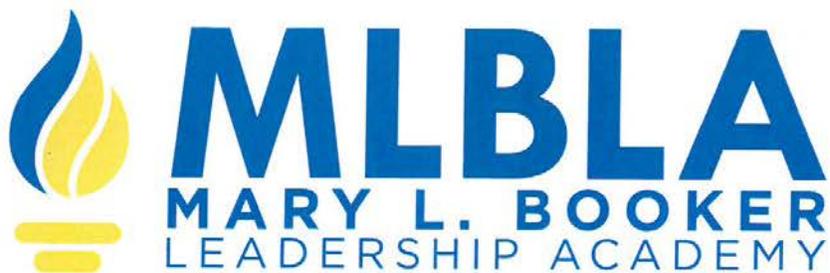
Topic	Subtopic	Performance Expectation
Foundations of Biology	Characteristics of Living Things	
Foundations of Biology	Scientific Method	
Foundations of Biology	Levels of Organization	
Chemistry of Biology	Basic Chemistry	HS-LS 1-1 HS-LS 1-6 HS-LS 1-2
Chemistry of Biology	Chemical Reactions	
Chemistry of Biology	Biochemistry	
Chemistry of Biology	Proteins	
Cells	Cellular Structures	HS-LS 1-7 HS-LS 1-2 HS-LS 1-4
Cells	Cell Transport	
Cells	Cell Cycle	
DNA	DNA Structure	HS-LS 1-1 HS-LS 3-1
DNA	DNA Replication	
DNA	Protein Synthesis	
Genetics	Meiosis	HS-LS 3-2 HS-LS 3-1
Genetics	Genetics	



Genetics	Non-Mendelian Genetics	
Evolution	Natural Selection	HS-LS 4-1
Evolution	Types of Evolution	HS-LS 4-2 HS-LS 4-3 HS-LS 4-4
Evolution	Mechanisms of Evolution	HS-LS 4-5
Ecology	Food Webs	HS-LS 2-6 HS-LS 2-7 HS-LS 2-2 HS-LS 4-6
	Species Interactions and Succession	
	Nutrient Cycling	

Chemistry

Topic	Subtopic	Performance Expectation
Introduction Scientific Skills	Science inquiry, Application and Lab Safety	
Alchemy	Periodic table and Types of Elements	HS-PS 1-1
	Atomic Models and Structures	
Periodic Table	Organization of Periodic Table	HS-PS 1-1 HS-PS 1-2
	Types of Elements	
Molecule	Covalent	HS-PS 1-3 HS-PS 2-6
	Compounds	
	Ionic Compounds	



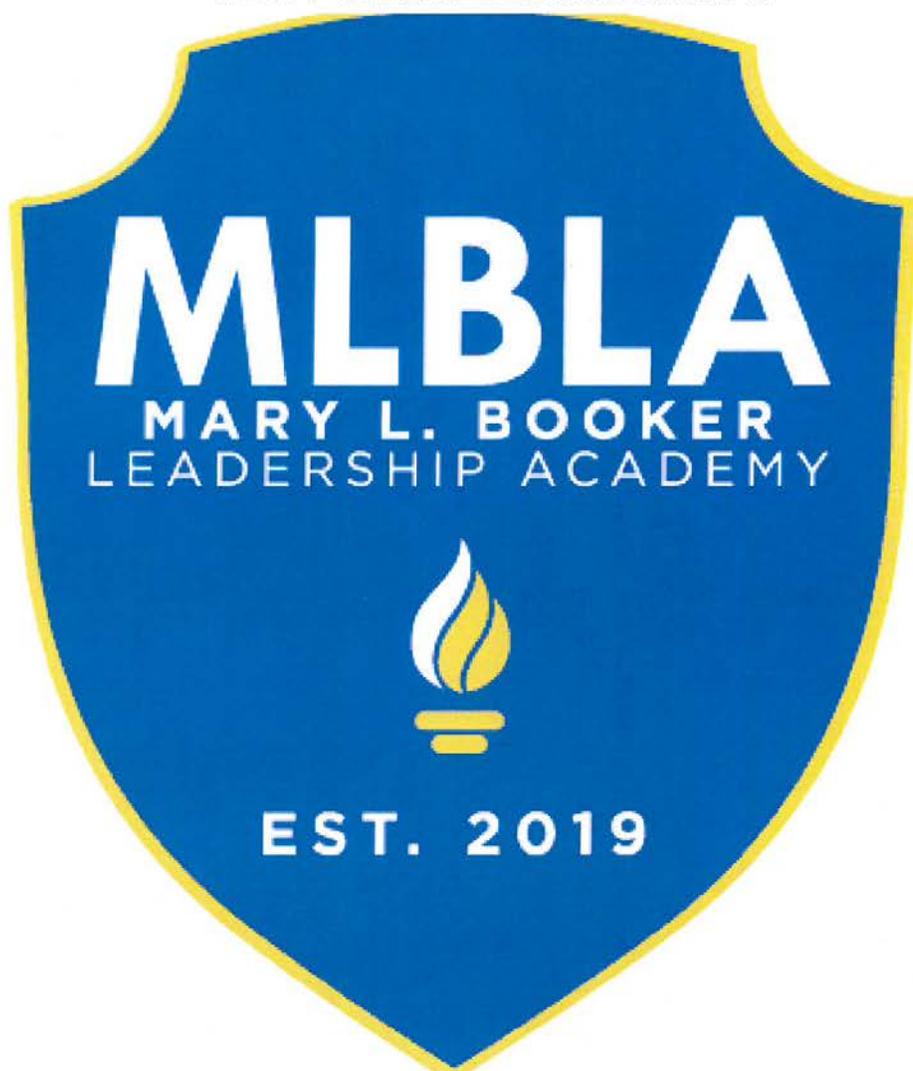
	Lewis Structures	
	Polarity	
Nuclear Chemistry	Conservation of Matter	
	Isotopes	HS-PS 1-8 HS-PS 4-3
	Nuclear Reactions	
Weather	Temperature	
	Pressure	HS-PS 1-6 HS-PS 3-1
	Gas Laws	HS-PS 3-4
	Weather	
Toxins	Chemical Reactions	
	Stoichiometry,	HS-PS 1-6
	Concentrations	HS-PS 1-5
	Acids and bases	
Fire	Energy	
	Heat of Reactions	HS-PS 1-4 HS-PS 3-1
	Phase Change	HS-PS 3-3 HS-PS 3-4
	Reaction Rate	



Physics

Topic	Subtopic	Performance Expectation
Motion	Kinematics	HS-PS 2-2 HS-PS 2-4 HS- ESS 1-4 HS-PS 2-3 HS-PS 3-1
	Forces	
	Energy and Momentum	
	Forces at a distance	
Waves and Sounds	Wave Properties	HS-PS 2-6 HS-PS 3-3 HS- PS 4-2
	Electromagnetic Radiation	
	Earth Materials and Systems	
Energy Conversion and Renewable Energy	Types of Interactions	HS-PS 2-5 HS-PS 3-1 HS-PS 3-2
	Conservation of Energy and Energy Transfer	
	Energy in Chemical Processes	
	Human Impact on Earth Systems	
Nuclear Processes and Earth History	Nuclear Processes	HS-PS 1-8 HS-ESS 1-5
	Plate Tectonics	

Appendix L: Supports for Diverse Learners





ENGLISH LANGUAGE DEVELOPMENT

In addition to the content-specific standards, all of teachers will be trained to prioritize and develop students' English proficiency in reading, writing, listening and speaking. We anticipate that a significant portion of our students will be English Learners, and it is crucial that our ELs are able to receive appropriate instruction in their Core classes as well as Learning Studio. All of our teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) model which includes the following 8 key components.¹

- 1. Lesson Preparation:** At Mary L. Booker Leadership Academy, every classroom will post daily content objectives as well as language objectives. Teachers will use supplementary materials to ensure that lessons are clear and meaningful.
- 2. Interaction:** Students will have frequent opportunities to discuss and clarify their new learnings with each other and their teachers; academic discourse and collaboration are key instructional practices at Mary L. Booker Leadership Academy.
- 3. Building Background:** Teachers at MLBLA will connect concepts and vocabulary to students' backgrounds and past learning, a core tenet of Culturally Responsive Pedagogy.
- 4. Practice and Application:** Students, especially English Learners, will have ample opportunities to practice and apply their learning in all Core classes, especially STEM Lab, which is designed to be a hands-on experience.
- 5. Comprehensible Input:** Teachers will be trained, coached, and supported to speak and explain academic tasks appropriately to a range of levels of proficiency. Teachers will also be expected to make concepts clear through explicit modeling, gestures, visuals, and hands-on materials.
- 6. Lesson Delivery:** Teachers will prioritize student talk time by creating the structures and appropriate lesson pacing such that students are able to master the content and language objective.
- 7. Strategies:** Teachers will also be trained, coached, and supported to scaffold lessons appropriately and ask a variety of question types.
- 8. Review and Assessment:** Our model emphasizes targeted feedback as a critical element of students' academic growth and as stated throughout the petition, we also believe in the importance of frequently assessing students to determine next steps for instruction.

¹

<https://www.nsbdsd.org/cms/lib/AK01001879/Centricity/Domain/41/The%20SIOP%20Model%20Overview.pdf>



English Language Development Standards

These are the ELD standards that we will prioritize in all of our core courses:

1. Communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines
2. Continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts
3. Participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary
4. Participate fully in both academic and nonacademic settings requiring English
5. Comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings
6. Read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas
7. Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences
8. Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences
9. Intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics across the disciplines
10. Recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across the disciplines, and
11. Apply to their learning of English a sophisticated awareness about: the differences and similarities between their native language and English and ways in which language may be different based on task, purpose and audience

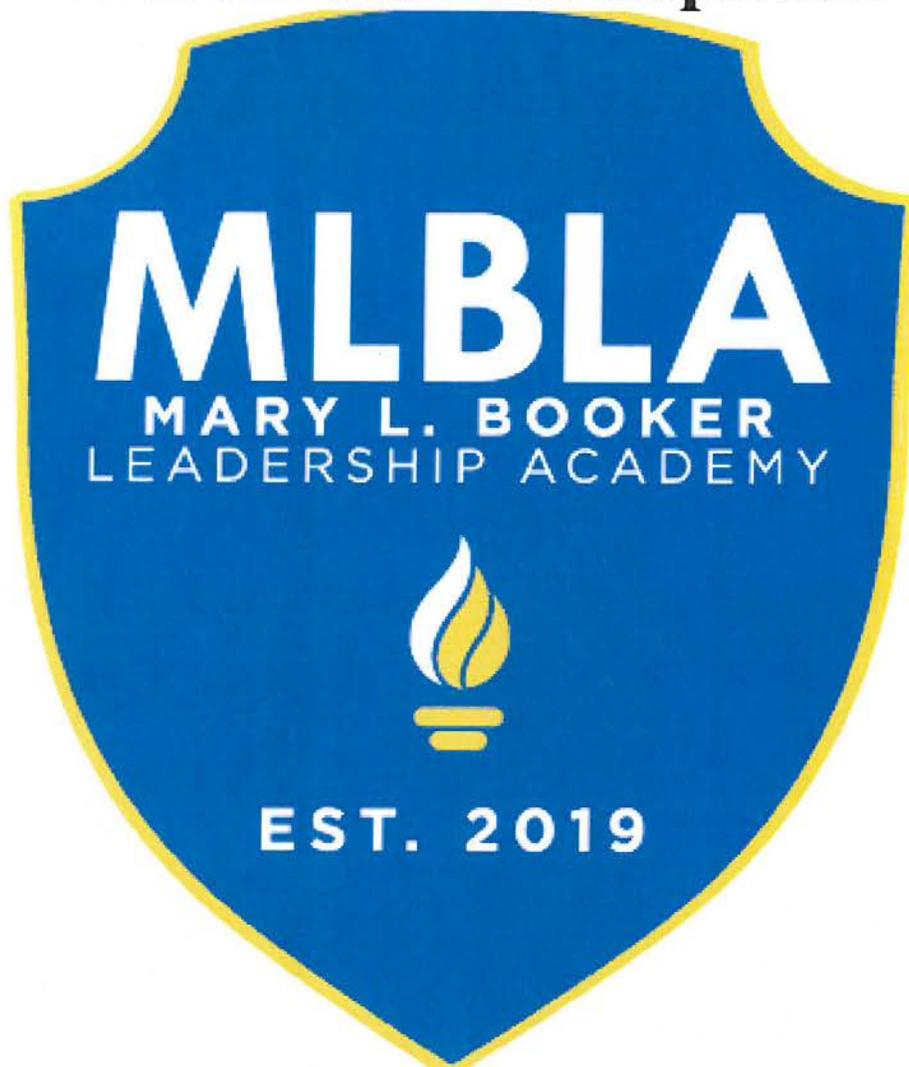


Mary L. Booker Leadership Academy Supports

At Mary L. Booker Leadership Academy, we seek to support all of our students. For our students who have disabilities, it is even more important that we create an inclusive atmosphere that ensures all students are successful. To achieve this goal, we plan to hire a Learning Specialist and Social Worker who will create supports for all students. In addition, we plan to partner with an organization like Seneca Family of Agencies, an organization committed to supporting all families.

	Responsibilities	Manager/Coordinator
Learning Specialist (MLBLA Staff Member)	<ul style="list-style-type: none"> -Manage caseload of students who have IEPs -Provide appropriate accommodations and modifications. -Coordinate external service providers 	Manager: Head of School
Social Worker (MLBLA Staff Member)	<ul style="list-style-type: none"> -Provide individual and/or group counseling as needed. -Participate in Dream Team meetings when appropriate. -Support Leadership course curriculum -Lead regular Circles 	Manager: Head of School
Psychologist	<ul style="list-style-type: none"> -Completes educational assessments -Consults with team on educational issues -Can provide counseling services 	Coordinator: Learning Specialist
Speech-Language Pathologist	<ul style="list-style-type: none"> -Provides SPED or Tier 2 services -Consults with teachers 	Coordinator: Learning Specialist
Occupational Therapist	<ul style="list-style-type: none"> -Provides SPED or Tier 2 services -Consults with teachers 	Coordinator: Learning Specialist

Appendix M: Professional Development





Draft MLBLA Professional Development

Summer PD	Opening (8:30-9:30)	1st Session (9:30-11:30)	2nd Session (12:00-2:00)	3rd Session (2:00-4:00)
7/29/2019	Welcome Ceremony	Team Builder	Introduction to MLBLA	Story/Vision of MLBLA
7/30/2019	Team Builder	Core Value: Community	Intro to Dream Team	Dream Team: Structures, Roles, & Responsibilities
7/31/2019	Team Builder	Core Value: Leadership	Leadership Class (overview)	Leadership Class: Structures, Roles, & Responsibilities
8/1/2019	Team Builder	Core Value: Equity	Learning Studio (overview)	Learning Studio: Structures, Roles, & Responsibilities
8/4/2019	Team Builder	Cores Classes (overview)	Culturally Responsive Teaching	Content area focus
8/5/2019	Team Builder	Expectations for support for diverse learners	ELL instruction	ELL instruction
8/6/2019	Team Builder	Supports for diverse learners	Supports for diverse learners	Trauma-informed practices
8/7/2019	Team Builder	Compass Model	Personalized Learning Profiles	Behavior Expectations
8/8/2019	Team Builder	Compass Model	Dream Team Outreach	Dream Team Outreach
8/9/2019	Team Builder	Dream Team Outreach	Dream Team Outreach	Dream Team Outreach
8/12/2019	Staff Circles Intro	Review & Practice School Safety Procedures	School policies/procedures	Common spaces practice (cafeteria, entry, dismissal, etc)
8/13/2019	Staff Circle	Content area: standards analysis	Content area focus: assessments	Content area focus: instructional strategies
8/14/2019	Staff Circle	Long-term planning	Long-term planning	Teacher Planning
8/15/2019	Staff Circle	First day of school prep	Teacher Planning	Teacher Planning
8/16/2019	Staff Circle	Practice First Day of School	Teacher Planning	Teacher Planning

KEY

Staff Culture
Student Culture
MLBLA-specific
Academics
Teacher Preparation

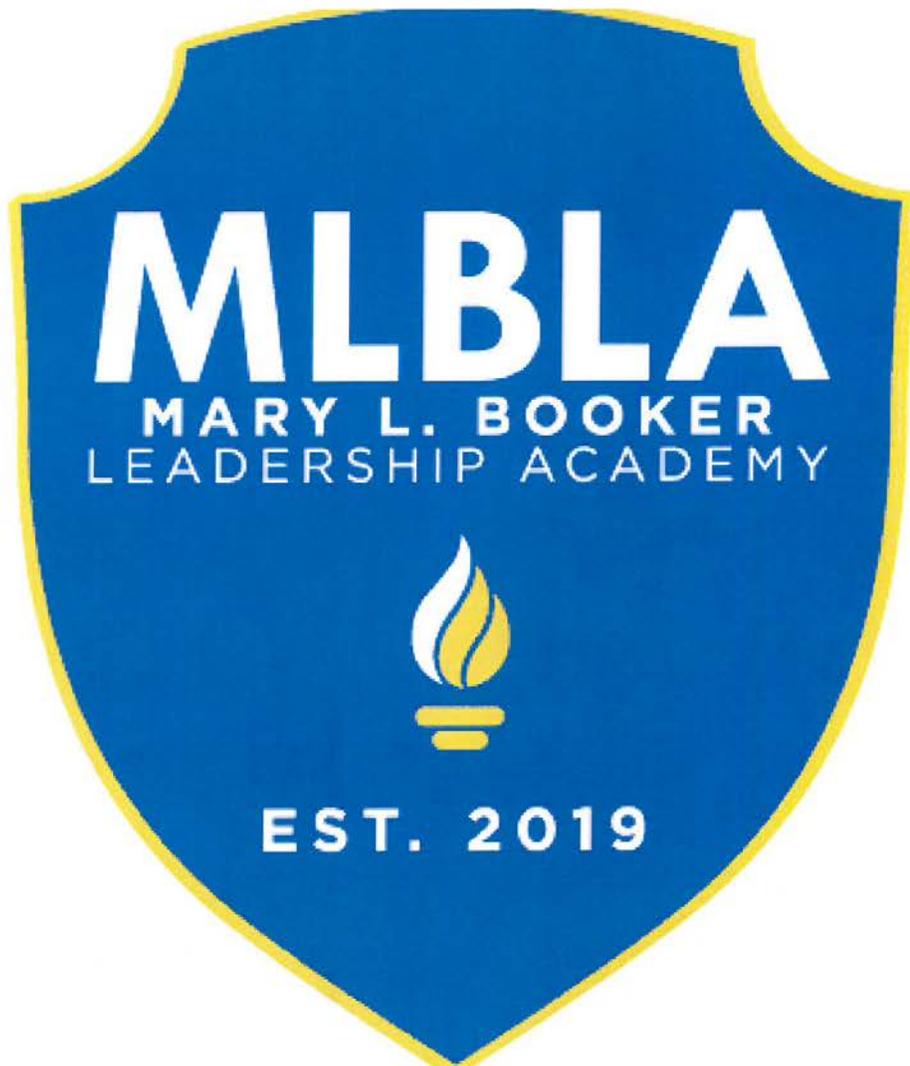


Friday Professional Development (Monthly Calendar)

Instructional Week	1st Session (1:00-2:00 pm)		
	2nd Session (2:00-3:00 pm)	3rd Session (3:00-4:00 pm)	
Week 1	Staff Circles	Schoolwide data & goals	Grade-level teams review data
Week 2	Staff Circles	Content team Collaboration	Schoolwide initiatives
Week 3	Staff Circles	ELL strategies	Leadership Review/Preparation
Week 4	Staff Circles	Students with special needs	Dream Teams/Family Outreach

KEY
Staff Culture
Student Culture
MLBLA-specific
Academics
Teacher Preparation

Appendix N: Restorative Justice





Faculty Phase System 2.0: High-level Scope & Sequence

Initial Commitment Compass Phase 2.0

Noble Purpose: Life Story 1.0: My Artifact

Goal: Faculty and staff express a part of themselves, feel seen by their community, and make connections with personal values.

Phase Work Description: Prior to bringing in a personal artifact, faculty and staff reflect on their personal values, make connections between roles and values, note the importance of each commitment, and make connections to some of the Compass Habits. Faculty and staff then bring in a personal artifact to share. The artifact can be a photo, an object, or anything that represents an aspect of themselves and portrays aspects of what they value. Each participant goes through a semi-structured process of sharing their artifact - and themselves - within Circle. Faculty and staff make connections between their personal artifact and Compass Habits and Commitments.

Habit Focus: Identity & Joy

Commitment Compass Phase 2.0

Big Heart: Limelight

Goal: Faculty and staff feel seen, acknowledged, and valued with a community of care and have opportunities to acknowledge their featured and less prominently featured strengths and values.

Phase Work Description: Faculty and staff participate in the Circle exercise "Limelight" whereby all members of their Circle share an Appreciation. During Circle another participant writes down everything that is shared during the exercise. Following Circle, participants work through a guided process of reflection on featured and un-featured strengths and values.

Habit Focus: Kindness [& Identity]

Noble Purpose: Life Story 2.0: Strengths 360

Goal: Faculty and staff will identify and explore featured storylines and individual strengths.

Phase Work Description: Faculty and staff will take the strengths inventory and will complete a revised version of the Life Story. The revised Life Story will include information gleaned from the strengths inventory as well. Results of the strengths inventory will also be reviewed and discussed with coaches. Based upon the results of the inventory, goals will be created.

Habit Focus: Identity

Aligned Actions: Commitments

Goal: Faculty and staff show determination through deliberate practice to internalize the Commitments and make connections to the importance of these commitments in daily life.

Phase Work Description: Faculty and staff spend time exploring and reflecting on the

Commitments in order to become more familiar with them and to make personal connections with them. To internalize the commitments on a felt-sense level, faculty and staff set goals for each of the commitments and live them out. Faculty and staff then demonstrate mastery of the commitments by presenting them in Circle. Participants will share reflections on one of the Commitments and its importance to them personally and to their community.

Habit Focus: Determination & Integrity

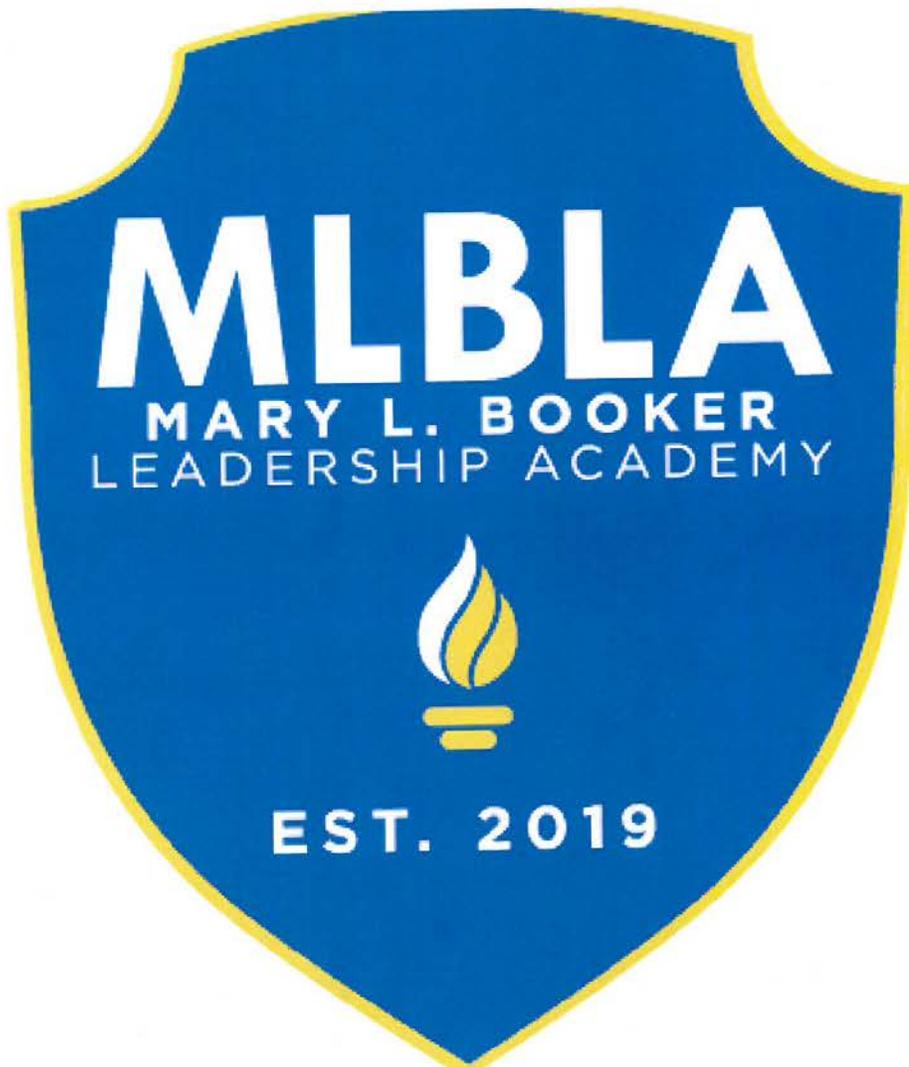
Relationship Work

Goal: To provide opportunities for 1.) formal Relationship Work, 2.) informal relationship work, and 3.) inclusion of and engagement with the greater community.

Phase Work Description: We believe that the health of a community is measured by the overall health of its relationships. For the first part of this piece of phase work the task is to do **Relationship Work** (i.e., reparative, formal Relationship Work) with a member of the Valor community. Secondly, you will do relationship work (i.e., more informal relationship building) with another member of the Valor community. Lastly, to fulfill our commitment to engagement and inclusion, Pride Leaders will invite two parents, caregivers, or guardians to his/her scholar Circle at two different points during this phase.

Habit Focus: DEI; Curiosity, Courage, & Diversity of Perspective

Appendix O: 5-Year Budget



MLBLA
 Multi-year Projection

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
SUMMARY						
Revenue						
LCFF Entitlement	-	1,029,456	1,965,576	2,964,105	3,736,377	4,437,850
Federal Revenue	-	122,688	234,694	347,440	432,002	516,157
Other State Revenues	-	96,953	171,798	248,080	302,305	354,986
Local Revenues	-	5,940	10,707	15,754	19,472	23,399
Fundraising and Grants	55,000	300,000	200,000	-	-	-
Total Revenue	55,000	1,555,037	2,582,775	3,575,379	4,490,156	5,332,392
Expenses						
Compensation and Benefits	52,590	829,586	1,443,845	2,032,766	2,575,401	2,926,603
Books and Supplies	-	239,933	372,207	526,578	657,713	775,676
Services and Other Operating Expenditures	-	406,055	661,388	908,404	1,115,910	1,309,797
Depreciation	-	-	-	-	-	-
Other Outflows	-	-	4,345	1,738	1,268	798
Total Expenses	52,590	1,475,575	2,481,784	3,469,486	4,350,292	5,012,874
Operating Income	2,410	79,462	100,990	105,893	139,864	319,518
Fund Balance						
Beginning Balance (Unaudited)	-	2,410	81,872	182,863	288,755	428,619
Audit Adjustment	-	2,410	81,872	182,863	288,755	428,619
Beginning Balance (Audited)	-	2,410	81,872	182,863	288,755	428,619
Operating Income	2,410	79,462	100,990	105,893	139,864	319,518
Ending Fund Balance	2,410	81,872	182,863	288,755	428,619	748,137
Ending Fund Balance %	5%	6%	7%	8%	10%	15%
Total Revenue Per ADA		13,934	13,225	12,815	13,411	13,652
Total Expenses Per ADA		13,222	12,708	12,435	12,994	12,834
Operating Income Per ADA		712	517	380	418	818

**MLBLA
 Multi-year Projection**

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Key Assumptions						
Enrollment Summary						
4-6		60	60	60	60	60
7-8		60	90	120	120	120
9-12		-	60	120	180	240
Total Enrolled		120	210	300	360	420
Average ADA %		93.0%	93.0%	93.0%	93.0%	93.0%
ADA						
4-6		55.8	55.8	55.8	55.8	55.8
7-8		55.8	83.7	111.6	111.6	111.6
9-12		-	55.8	111.6	167.4	223.2
Total ADA		111.6	195.3	279.0	334.8	390.6

MLBLA
Multi-year Projection

REVENUE	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
LCFF Entitlement						
8011 Charter Schools General Purpose Entitlement - State Aid		198,940	512,173	887,815	1,244,829	1,531,044
8012 Education Protection Account Entitlement		22,320	39,060	55,800	66,960	78,120
8096 Charter Schools in Lieu of Property Taxes		808,196	1,414,343	2,020,490	2,424,588	2,828,686
SUBTOTAL - LCFF Entitlement		1,029,456	1,965,576	2,964,105	3,736,377	4,437,850
Federal Revenue						
8181 Special Education - Entitlement		-	15,000	26,250	37,500	45,000
8220 Child Nutrition Programs		95,040	171,310	252,070	311,558	374,389
8291 Title I		23,400	40,950	58,500	70,200	81,900
8292 Title II		4,248	7,434	10,620	12,744	14,868
SUBTOTAL - Federal Revenue		122,688	234,694	347,440	432,002	516,157
Other State Revenue						
8381 Special Education - Entitlement (State)		57,362	100,384	143,406	172,087	200,768
8382 Special Education Reimbursement (State)		12,000	21,000	30,000	36,000	42,000
8520 Child Nutrition - State		5,940	10,707	15,754	19,472	23,399
8550 Mandated Cost Reimbursements		-	1,819	4,793	7,767	10,287
8560 State Lottery Revenue		21,650	37,888	54,126	66,978	78,531
SUBTOTAL - Other State Revenue		96,953	171,798	248,080	302,305	354,986
Local Revenue						
8634 Food Service Sales		5,940	10,707	15,754	19,472	23,399
SUBTOTAL - Local Revenue		5,940	10,707	15,754	19,472	23,399
Fundraising and Grants						
8802 Donations - Private		55,000	300,000	200,000	-	-
SUBTOTAL - Fundraising and Grants		55,000	300,000	200,000	-	-
TOTAL REVENUE		1,555,037	2,582,775	3,575,379	4,490,156	5,332,392

MLBLA
 Multi-year Projection

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100 Teachers Salaries		330,000	544,750	858,143	1,051,762	1,217,565
1111 Teacher - Elective		65,000	131,950	168,409	206,936	213,144
1148 Teacher - Special Ed		75,000	114,750	154,568	196,705	241,231
1300 Certificated Supervisor & Administrator Salaries	45,000	90,000	185,000	197,550	278,477	286,831
1900 Certificated Other Salaries		39,000	66,950	68,959	71,027	73,158
SUBTOTAL - Certificated Salaries	45,000	599,000	1,043,400	1,447,627	1,804,906	2,031,928
Classified Salaries						
2200 Classified Support Salaries		-	-	-	32,500	66,950
2300 Classified Supervisor & Administrator Salaries		-	-	42,500	43,775	45,088
2400 Classified Clerical & Office Salaries		44,000	61,600	63,448	65,351	67,312
SUBTOTAL - Classified Salaries	-	44,000	61,600	105,948	141,626	179,350
Employee Benefits						
3100 STRS		108,599	199,289	276,497	365,493	411,465
3300 OASDI-Medicare-Alternative	2,790	12,052	19,842	29,096	37,006	43,183
3400 Health & Welfare Benefits	3,000	55,000	100,980	147,550	193,996	224,481
3500 Unemployment Insurance	1,350	3,220	5,474	7,406	9,016	9,660
3600 Workers Comp Insurance	450	7,716	13,260	18,643	23,358	26,535
SUBTOTAL - Employee Benefits	7,590	186,586	338,845	479,191	628,869	715,325

MLBLA
Multi-year Projection

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Books & Supplies						
4100 Approved Textbooks & Core Curricula Materials		12,000	9,270	9,548	6,556	6,753
4200 Books & Other Reference Materials		9,000	16,223	23,870	29,504	35,454
4315 Custodial Supplies		3,000	5,408	7,957	9,835	11,818
4320 Educational Software		18,000	31,500	45,000	54,000	63,000
4325 Instructional Materials & Supplies		21,000	37,853	55,897	68,842	82,725
4330 Office Supplies		6,000	10,815	15,914	19,669	23,636
4410 Classroom Furniture, Equipment & Supplies		6,000	4,635	4,774	3,278	3,377
4420 Computers (individual items less than \$5k)		35,400	29,819	32,623	58,998	61,025
4430 Non Classroom Related Furniture, Equipment & Supplies		6,000	4,635	4,774	3,278	3,377
4710 Student Food Services		118,800	214,137	315,087	389,448	467,987
4720 Other Food		4,733	7,914	11,334	14,406	16,526
SUBTOTAL - Books and Supplies		239,933	372,207	526,578	657,713	775,676

Services & Other Operating Expenses						
5220 Travel and Lodging		2,367	3,957	5,667	7,203	8,263
5305 Dues & Membership - Professional		1,200	2,163	3,183	3,934	4,727
5450 Insurance - Other		15,000	27,038	39,784	49,173	59,089
5515 Janitorial, Gardening Services & Supplies		18,000	32,445	47,741	59,007	70,907
5535 Utilities - All Utilities		18,000	32,445	47,741	59,007	70,907
5605 Equipment Leases		7,500	7,725	7,957	15,000	15,450
5610 Rent		66,000	118,965	175,049	216,360	259,993
5615 Repairs and Maintenance - Building		7,500	7,725	7,957	8,195	8,441
5803 Accounting Fees		3,500	9,000	9,270	9,548	9,835
5809 Banking Fees		1,800	1,854	1,910	1,967	2,026
5812 Business Services		80,000	97,500	115,000	132,500	150,000
5824 District Oversight Fees		10,295	19,656	29,641	37,364	44,379
5826 Directors Contingency		10,000	12,000	14,000	16,000	18,000
5830 Field Trips Expenses		4,000	7,000	10,000	22,000	24,300
5836 Fingerprinting		473	791	1,133	1,441	1,653
5845 Legal Fees		6,000	10,815	15,914	19,669	23,636
5851 Marketing and Student Recruiting		12,000	9,270	9,548	6,556	6,753
5857 Payroll Fees		2,100	2,163	2,228	2,295	2,364
5860 Printing and Reproduction		3,000	5,408	7,957	9,835	11,818
5863 Professional Development		4,733	7,914	11,334	14,406	16,526

MLBLA
Multi-year Projection

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
5869 Special Education Contract Instructors	-	60,558	147,000	216,300	267,347	321,262
5872 Special Education SELPA Fees		3,442	5,769	8,483	8,383	9,831
5874 Sports		9,000	21,000	30,900	45,000	54,075
5875 Staff Recruiting		2,367	3,957	5,667	7,203	8,263
5881 Student Information System	-	12,300	13,650	19,500	23,400	27,300
5884 Substitutes		5,040	8,528	12,750	15,836	18,301
5887 Technology Services		24,000	24,720	25,462	26,225	27,012
5910 Communications - Internet / Website Fees		9,000	9,270	9,548	9,835	10,130
5915 Postage and Delivery		1,200	2,163	3,183	3,934	4,727
5920 Communications - Telephone & Fax		5,680	9,497	13,601	17,287	19,832
SUBTOTAL - Services & Other Operating Exp.	-	406,055	661,388	908,404	1,115,910	1,309,797
Depreciation Expense		-	-	-	-	-
SUBTOTAL - Depreciation Expense		-	-	-	-	-
Other Outflows		-	4,345	1,738	1,268	798
7438 Long term debt - Interest		-	4,345	1,738	1,268	798
SUBTOTAL - Other Outflows		-	4,345	1,738	1,268	798
TOTAL EXPENSES	52,590	1,475,575	2,481,784	3,469,486	4,350,292	5,012,874

Mary L. Booker Leadership Academy
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MLBLA
 Monthly Cash Forecast

	2019-20												Forecast	Remaining Balance	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	2,410	188,291	121,165	14,379	176,784	67,538	257,401	308,975	196,385	281,650	237,406	231,266			
REVENUE															
LCFF Entitlement	-	-	-	305,493	-	-	186,864	-	163,380	96,222	90,642	90,642	1,029,456	96,222	
Federal Revenue	-	-	-	-	9,504	9,504	9,504	9,504	9,504	9,504	9,504	9,504	122,688	46,656	
Other State Revenue	-	-	-	-	594	594	594	594	12,066	12,066	12,066	12,066	96,953	46,311	
Other Local Revenue	-	-	594	594	594	594	594	594	594	594	594	594	5,940		
Fundraising & Grants	-	-	-	-	-	300,000	-	-	-	-	-	-	300,000	-	
TOTAL REVENUE	-	-	594	306,077	10,692	310,692	197,556	10,692	185,544	118,387	112,807	112,807	1,556,037	189,189	
EXPENSES															
Certificated Salaries	7,500	7,955	59,355	56,355	56,355	58,355	59,355	56,355	58,355	58,355	58,355	58,355	569,000		
Classified Salaries	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	44,000		
Employee Benefits	12,725	7,331	18,166	17,200	17,039	17,039	18,327	17,200	17,200	16,315	16,315	11,732	185,566		
Books & Supplies	23,950	24,926	7,226	20,426	20,426	20,426	20,426	20,426	20,426	20,426	20,426	20,426	239,563		
Services & Other Operating Expenses	19,943	22,915	25,514	49,572	25,959	26,890	50,756	27,182	29,280	49,315	25,741	30,133	405,055	23,815	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	64,119	67,127	113,259	145,552	125,817	126,709	151,862	127,162	129,280	148,410	124,837	124,845	1,475,575	23,815	
Operating Cash Inflow (Outflow)	(64,119)	(67,127)	(112,665)	155,525	(115,125)	183,983	45,594	(116,470)	57,264	(30,024)	(12,030)	(11,839)	79,462	165,375	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	5,860	-	-	5,860	5,860	5,860	5,860	5,860	5,860	5,860	-	-	
CSFA Revolving Loan	250,000	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	188,291	121,165	14,379	176,784	67,538	257,401	308,975	196,385	281,650	237,406	231,266	225,299			

Mary L. Booker Leadership Academy
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MLBLA
 Monthly Cash Forecast

	2020-21												Forecast	Remaining Balance
	Actuals		Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Beginning Cash	225,298	151,132	197,349	166,967	176,687	91,691	191,256	150,032	86,449	196,936	180,970	208,334		
REVENUE														
LOFF Entitlement	-	63,125	111,617	263,867	90,996	90,996	195,654	90,996	307,379	198,696	180,761	180,761	1,965,576	190,526
Federal Revenue	-	-	-	-	29,227	17,131	17,131	29,227	17,131	24,631	29,227	17,131	234,894	53,868
Other State Revenue	-	2,868	2,868	5,163	9,052	6,233	6,233	11,546	14,838	14,838	20,250	14,838	171,798	63,971
Other Local Revenue	-	-	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	10,707	-
Fundraising & Grants	-	-	-	-	-	200,000	-	-	-	-	-	-	200,000	-
TOTAL REVENUE	-	65,993	115,556	270,101	129,346	315,431	220,089	132,840	340,418	239,436	231,309	213,801	2,582,775	308,356
EXPENSES														
Certificated Salaries	15,417	16,780	101,120	101,120	101,120	101,120	101,120	101,120	101,120	101,120	101,120	101,120	1,043,400	-
Classified Salaries	-	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	61,600	-
Employee Benefits	23,567	13,909	32,783	31,140	30,867	30,867	33,058	31,140	31,140	29,624	29,624	21,209	338,845	-
Books & Supplies	19,995	21,698	11,638	35,431	35,431	35,431	35,431	35,431	35,431	35,431	35,431	35,431	372,207	-
Services & Other Operating Expenses	27,043	28,341	32,285	85,391	42,624	44,154	87,369	44,603	46,479	84,777	42,010	52,540	661,388	43,170
Capital Outlay & Depreciation	-	-	-	3,205	207	199	182	185	-	356	-	-	4,345	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	86,041	86,827	183,425	261,858	215,849	217,372	262,769	218,080	219,771	256,908	213,785	215,900	2,481,764	43,170
Operating Cash Inflow (Outflow)	(66,041)	(20,834)	(67,870)	8,213	(86,603)	98,059	(42,680)	(85,140)	(120,647)	(17,472)	17,524	(2,099)	100,990	265,185
Revenues - Prior Year Accruals	65,090	96,451	27,648	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(23,815)	(29,400)	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	-	-
Summer/End-of-Year for Teachers	(29,400)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	(8,333)	-	-	-	-
CSPA Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	151,132	197,349	166,967	176,687	91,691	191,256	150,032	86,449	196,936	180,970	208,334	216,074		

Mary L. Booker Leadership Academy
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MLBLA
 Monthly Cash Forecast

	2021-22												Forecast	Remaining Balance		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
Beginning Cash	216,074	168,385	316,811	297,285	323,669	274,466	200,984	137,895	62,401	213,398	177,735	205,091				
REVENUE																
LCFF Entitlement	-	115,934	200,795	357,591	169,080	169,080	263,544	169,080	427,765	281,037	258,717	258,717	2,964,105	272,667		
Federal Revenue	-	-	-	-	42,487	25,207	25,207	42,487	25,207	38,332	42,487	25,207	347,440	80,819		
Other State Revenue	-	5,019	5,019	9,035	15,403	10,610	10,610	20,062	19,214	19,214	28,686	19,214	248,090	85,972		
Other Local Revenue	-	-	-	-	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	15,754	-		
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL REVENUE	-	120,953	207,369	366,301	228,545	206,472	320,936	233,224	473,761	340,159	331,468	304,714	3,575,378	439,468		
EXPENSES																
Certificated Salaries	16,463	18,281	141,288	141,288	141,288	141,288	141,288	141,288	141,288	141,288	141,288	141,288	1,447,627	-		
Classified Salaries	3,542	9,310	9,310	9,310	9,310	9,310	9,310	9,310	9,310	9,310	9,310	9,310	105,948	-		
Employee Benefits	33,277	18,893	46,363	44,161	43,791	43,791	46,753	44,161	44,161	42,043	42,043	29,747	479,191	-		
Books & Supplies	3,846	6,323	17,347	55,982	55,982	55,982	55,186	55,186	55,186	55,186	55,186	56,166	526,578	-		
Services & Other Operating Expenses	31,220	33,766	39,034	96,339	33,232	35,444	137,566	74,449	77,170	133,742	70,634	82,117	968,404	63,701		
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Outflows	-	-	-	855	164	157	150	142	-	271	-	-	1,736	-		
TOTAL EXPENSES	86,347	86,662	263,362	347,935	283,766	285,971	390,243	324,536	327,115	381,639	318,461	317,646	3,469,486	63,701		
Operating Cash Inflow (Outflow)	(65,347)	34,351	(45,973)	20,366	(55,221)	(79,499)	(69,307)	(91,312)	145,646	(41,680)	13,005	(12,534)	105,893	375,756		
Revenues - Prior Year Accruals	133,027	163,233	12,096	-	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(43,170)	(49,196)	(49,196)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)		
Summerholdback for Teachers	(49,196)	(49,196)	(49,196)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)		
CSFA Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	168,385	316,811	297,285	323,669	274,466	200,984	137,895	62,401	213,398	177,735	205,091	205,091	205,091	205,091	205,091	

MLBLA
 Monthly Cash Forecast

	2022-23												Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	
Beginning Cash	205,608	161,447	380,590	403,639	450,472	434,202	386,652	333,858	272,643	400,883	315,910	311,036	
REVENUE													
LCFF Entitlement	-	173,097	294,327	458,863	255,001	255,001	379,034	255,001	467,641	312,158	289,838	289,838	3,736,377
Federal Revenue	-	-	-	-	51,892	31,156	31,156	51,892	31,156	49,906	51,892	31,156	432,002
Other State Revenue	-	7,170	7,170	12,907	22,621	14,854	14,854	28,385	20,590	34,122	20,590	20,590	302,305
Other Local Revenue	-	-	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	19,472
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	180,268	303,444	473,717	331,462	302,968	426,991	337,226	821,334	377,788	343,531	343,531	4,490,156
EXPENSES													
Certificated Salaries	23,206	25,479	175,622	175,622	175,622	175,622	175,622	175,622	175,622	175,622	175,622	175,622	1,904,906
Classified Salaries	3,648	12,544	12,544	12,544	12,544	12,544	12,544	12,544	12,544	12,544	12,544	12,544	141,626
Employee Benefits	43,938	25,295	60,561	57,877	57,426	57,426	61,032	57,877	57,877	55,236	55,236	39,070	628,859
Books & Supplies	3,005	6,103	20,354	70,170	70,170	70,170	69,624	69,624	69,624	69,624	69,624	69,624	657,713
Services & Other Operating Expenses	37,569	40,345	46,091	119,215	41,032	43,816	170,041	91,858	95,145	165,347	87,164	99,496	1,115,910
Capital Outlay & Depreciation	-	-	-	641	121	114	107	100	-	185	-	-	1,268
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	111,387	109,756	315,132	435,068	356,914	359,891	488,969	407,623	410,811	478,557	400,189	396,355	4,360,292
Operating Cash Inflow (Outflow)	(111,387)	70,501	(11,748)	37,649	(25,453)	(55,733)	(61,978)	(70,398)	110,523	(83,956)	(22,391)	(52,824)	139,864
Revenues - Prior Year Accruals	201,782	220,366	17,280	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(63,701)	-	-	-	-	-	-	-	-	-	-	-	-
Summerhoback for Teachers	(71,754)	(71,754)	17,517	17,517	17,517	17,517	17,517	17,517	17,517	17,517	17,517	17,517	-
CSFA Revolving Loan	-	-	(9,333)	(9,333)	(9,333)	(9,333)	(9,333)	(9,333)	-	(9,333)	-	-	-
Ending Cash	161,447	380,590	403,639	450,472	434,202	386,352	333,858	272,643	400,883	315,910	311,036	275,728	428,058

MLBLA
 Monthly Cash Forecast

	2023-24												Forecast	Remaining Balance
	Actuals & Forecast						Forecast							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Beginning Cash	275,728	227,687	471,636	503,601	535,822	526,171	478,960	405,056	340,468	483,497	378,558	368,691		
REVENUE														
LOFF Entitlement	-	211,091	358,567	522,890	312,076	312,076	440,923	312,076	549,874	388,994	343,884	343,884	4,437,850	363,414
Federal Revenue	-	-	-	61,631	37,439	37,439	17,828	17,828	23,564	23,564	23,564	23,564	516,157	121,570
Other State Revenue	-	8,604	8,604	15,488	28,115	2,340	2,340	2,340	2,340	2,340	2,340	2,340	354,986	113,950
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	23,389	-
TOTAL REVENUE	-	219,696	367,171	540,718	404,162	369,893	498,630	410,113	613,317	454,837	447,657	407,227	5,332,392	698,943
EXPENSES														
Certificated Salaries	23,903	26,630	211,140	211,140	211,140	211,140	211,140	211,140	211,140	211,140	211,140	211,140	2,031,928	(130,000)
Classified Salaries	3,757	15,963	15,963	15,963	15,963	15,963	15,963	15,963	15,963	15,963	15,963	15,963	179,350	-
Employee Benefits	52,921	30,103	73,233	70,141	69,626	69,626	73,748	70,141	70,141	66,992	66,992	66,992	715,325	(45,379)
Books & Supplies	3,236	6,969	24,094	82,873	82,873	82,873	82,310	82,310	82,310	82,310	82,310	82,310	775,676	(1,126)
Services & Other Operating Expenses	43,716	46,699	53,379	141,145	47,325	50,714	202,101	108,282	112,260	196,464	102,644	115,867	1,305,797	89,202
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	427	78	71	64	57	-	100	-	-	798	-
TOTAL EXPENSES	127,533	126,384	377,808	521,689	427,006	430,387	585,326	487,893	491,814	572,969	479,049	472,318	5,612,874	(87,303)
Operating Cash Inflow (Outflow)	(127,533)	93,312	(10,287)	19,029	(22,844)	(60,704)	(86,796)	(77,781)	121,502	(118,132)	(31,383)	(65,091)	319,518	686,246
Revenues - Prior Year Accruals	245,645	238,220	20,726	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(78,770)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(87,593)	(87,593)	21,526	21,526	21,526	21,526	21,526	21,526	21,526	21,526	21,526	21,526	-	-
CSFA Revolving Loan	-	-	-	(8,333)	(6,303)	(9,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-
Ending Cash	227,687	471,636	503,601	535,822	526,171	478,960	405,056	340,468	483,497	378,558	368,691	335,126		

**Mary L. Booker Leadership Academy Charter Petition Budget
Assumptions Used for 5-Year Budget and 5-Year Cash Flow**

Enrollment

Mary L. Booker Leadership Academy (MLBLA) will open with grades 6 through 8 and 120 students in 2019-20 and reach its full capacity of 420 students with grades 6-12 in 2023-24. In Year 1, MLBLA is planning to fully enroll its 6th grade and projects smaller 7th and 8th grades (30 each). In Year 2, the school will fill out its highest grade (9th) to full capacity at 60 students and in Year 3, all grades will be fully enrolled (60 students). Each year the school will add one new grade, limiting its growth to ensure full enrollment and high-quality service. MLBLA is confident in its ability to reach its initial enrollment projections in its first year and continue to add the projected number of students each year based on community support received during outreach in the planning phase of the school's development. The school will use parent advocates to market the school within the community before opening, and once open, will use current parents and families and word of mouth to drive ongoing interest. The school expects to have a waitlist that will be used to backfill any students that leave in subsequent years, thus maintaining each class at 60 students.

Demographics

The Unduplicated Pupil Percentage assumed for San Francisco Unified School District is 62.18% (based on the FY18 P-1 report), however, because it is planning to locate the campus in the Bayview neighborhood, where the Unduplicated Pupil Percentage is higher, MLBLA has projected the following student demographics:

- Unduplicated Count: 75%
- Free and Reduced Priced Meals: 60%
- English Learners: 25%

Accounting

Like most charter schools, Mary L. Booker Leadership Academy will use accrual-based accounting. This means that MLBLA will recognize revenues when they are earned, not when they are received. Two examples of how this can play out: first, final State Aid and In Lieu of Property Tax payments for a school's general purpose entitlement are typically paid out in July. In the budget, this revenue is recognized in the current fiscal year, when it is earned, not in the year that it is received. On the cash flow, the cash impact is reflected when the cash is received in July. Second, charter schools are allocated funding such as lottery based on current year ADA (in the case of lottery funding, P-Annual ADA), but do not receive those funds until the following year (lottery funds are typically

delayed by two fiscal quarters). Even though MLBLA won't receive cash proceeds from lottery funding until Year 2, the funds are still earned in Year 1.

Revenue

General Purpose Revenue

Mary L. Booker Leadership Academy is using the Local Control Funding Formula to calculate its general purpose entitlements. Based on the Governor's January 2018 budget proposal, the LCFF implementation, which was originally scheduled to end in FY21, is expected to be complete in FY19. Because of this, MLBLA will be funded in its first year according to its own target funding calculation (unlike new charter schools in the past, who were funded at a transitional level based on their own target, but their District's floor rate).

The calculated LCFF rate for MLBLA's first year is projected to be \$9,225, if the LCFF transition is complete by FY19. A table of assumed LCFF rates per ADA are included below. COLA assumptions are aligned with the assumptions of the Fiscal Crisis and Management Assistance Team (FCMAT) calculator, and calculations have been crossed check with the FCMAT LCFF calculator, version 18.2.

LCFF Implementation	FY 20	FY 21	FY 22	FY 23	FY 24
COLA Assumption	2.41%	2.80%	3.17%	3.12%	0.5%
LCFF Target / ADA	\$9,225	\$10,064	\$10,624	\$11,160	\$11,362
ADA Assumption	111.6	195.3	279.0	334.8	390.6
Total LCFF Revenue	\$1,029,456	\$1,965,576	\$2,964,105	\$3,736,377	\$4,437,850

To estimate the amount of funding that is coming from local In Lieu Property taxes, MLBLA is using the 2017-18 P-1 projected rate paid to other charter currently located in SFUSD, \$7,242. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200/ADA.

Other State Funding

Mary L. Booker Leadership Academy has not included any funding for the Categorical Block Grant, Economic Impact Aid and New Charter School Supplemental Funding in these projections as these programs have been eliminated under the LCFF.

Lottery funding is conservatively estimated at 17-18 rates for all 5 years (no COLA growth).

State Lottery Unrestricted: \$146 per ADA

State Lottery Restricted (Proposition 20): \$48 per ADA

Federal Funding

Based on projected FRPM counts, Mary L. Booker Leadership Academy will be applying for Title I and Title II funding. Projections for funding are \$325 per FRPM student for Title I and \$59 per FRPM student for Title II based on the average amount that other SF charter schools will receive for these programs in 2017-18. To be conservative, we are not assuming that these rates will increase over the five years of the charter. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including instructional support personnel and technology. Additionally, the required percent of funds will be spent on staff development.

Special Education

While Mary L. Booker Leadership Academy would be open to discussing collaboration with the district on special education, the budget assumes that MLBLA will apply and become an independent Local Education Agency (LEA) member in a SELPA. Thus, MLBLA will provide its students with special education services directly and receive state-based special education funding in Year 1 and both state and federal special education funding in Year 2 and beyond. Funding is budgeted at a rate of \$514 per ADA and \$125 per ADA respectively (rates projected by the El Dorado Charter SELPA, as a benchmark). To account for potential costs of being an independent LEA for special education, MLBLA is also projecting in Year 1 a 6% administrative fee and a \$5/ADA set-aside fee (based on the fee structure of the El Dorado County Charter SELPA) to be taken from these amounts prior to disbursement of funds to MLBLA. The set-aside fee is only taken in Year 1, and the administrative fee is reduced to 5% in Years 2 and 3, and 4% in Year 4 and beyond.

School Nutrition

MLBLA plans to offer a school food service program, subsidized by the National School Lunch Program and the State Prop 98 subsidy. The current assumptions for revenue are based on recovery of expense – expense assumption is based on all students participating in the program, and the combination of breakfast and lunch costing \$5.50 per day. MLBLA has forecast to recover 90% of the food service cost, with 10% loss due to bad debt (unpaid food expense by families who do not receive full subsidy) or over-ordering (food not claimed by an eligible student). Eighty percent of food subsidies are expected

to come from the Federal reimbursement program, 5% from the State program, and 5% from parents who do not qualify for full subsidies. MLBLA will adjust these assumptions once school begins operations and actual program participation is established.

Local Revenues

While MLBLA will be working towards sustainability on public funds by the time it reaches full scale, during the first few years of operations, it has received commitments of private philanthropy. The Silicon Schools Fund has committed to providing \$555,000 in funding for the first 3 years (Planning Year, Year 1, Year 2). MLBLA will also be seeking private funding from other sources to support even stronger programming in its first few years, but these sources have not been included in the petition budget because they are yet to be committed.

Expenses

Expense assumptions are based on MLBLA's programmatic structure and the experiences of other startup charter schools of similar size. Most expense assumptions have been increased 3% per year for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and Benefits – The table below contains the starting salary for all positions as well as FTE for positions each year. The salary projections were set at the current rates in an effort to balance competitive compensation and affordability throughout the first five years of operations. Salary growth is projected at an average of 3% per year. Additionally, the Head of School's salary is budgeted to start at \$90,000 while the school is small and sub-scale, but is scheduled to increase to \$100,000 in Year 2 and \$110,000 in Year 3 as the school achieves greater scale.

Position	Starting Salary	FY 20	FY 21	FY 22	FY 23	FY 24
Head of School	\$90,000	1	1	1	1	1
Assistant Principal	\$85,000	0	1	1	1	1
Director of Instruction	\$75,000	0	0	0	1	1
Classroom Teacher	\$65,000	5	8	12.5	15	17
Learning Specialist	\$75,000	1	1.5	2	2.5	3
Enrichment Teacher	\$65,000	1	2 ²	2.5	3	3
Social Worker	\$65,000	0.6	1.0	1.0	1.0	1.0
Office Manager	\$44,000	1 ¹	1 ³	1	1	1
Director of Operations	\$85,000	0	0	0.5	0.5	0.5
College Counselor	\$65,000	0	0	0	0.5	1

¹ Position is hourly and budgeted full-time for 44 weeks per year (not year-round)

² Represents two 50% FTE teachers to align with schedule and program needs

³ Position is hourly and budgeted full-time for full year

Mary L. Booker Leadership Academy is projecting to offer a health plan to all employees at 50% FTE or greater, with a budgeted average rate of \$5,500 per employee. Health care cost per employee increase at 8% per year.

The school is planning to be a member of the California State Teachers' Retirement System (CalSTRS), and as such, has budgeted the following annual contribution percentages for certificated employees:

CalSTRS	FY 20	FY 21	FY 22	FY 23	FY 24
Employer Contribution	18.13%	19.10%	19.10%	20.25%	20.25%

Books and Supplies

As MLBLA's curriculum is heavily based on teacher-created projects as well as freely available online resources, the curriculum costs will be limited. MLBLA is initially budgeting \$100 per new student in curriculum (to allow for some curriculum purchases for the new grades, as the school grows), and an additional \$225 per student per year for

annual book and educational software purchases, as well as \$175 per student for consumable instructional materials.

Cost of classroom and non-classroom furniture is estimated at \$100 per new student, in addition to the furniture that will already be present in the school building. Office supplies are being budgeted at \$50 per student.

For classroom technology, the school has budgeted \$275 per new student per year for computers, plus \$20 per student to account for computer replacements. In Years 4 and 5, MLBLA is budgeting to replace the computers purchased in Year 1 and 2, so an additional \$33,000 per year is included. Whenever possible, MLBLA will identify high-quality refurbished equipment to control costs, and negotiate multiyear payment plans to delay the effect to cash flow.

MLBLA will arrange for an outside vendor to provide food service. Rates are based on prices commonly charged by Revolution Foods, a frequently used food service provider for schools, plus inflation. The budget includes a loss of 10% per year on food service, as previously mentioned.

Services and Operating Expenses

MLBLA is planning to utilize a Prop 39 facility. As with other charter schools in San Francisco, MLBLA is expecting to pay rent separately from District Oversight fees. The school has budgeted \$550 per student, growing by inflation, based on the pro rata share costs incurred by other SFUSD charter schools that are sharing space with district schools.

Utilities costs are also included in the budget at approximately \$150 per student, based on the expenses for electric, gas, waste, and water that other charter schools in the area have experienced.

General liability insurance is projected at \$125 per student based on other schools of similar size. Workers' compensation insurance is projected at 1.2% of payroll.

MLBLA is budgeting to use EdTec as its back office services provider for accounting, payroll, accounts payable, budget and financial analysis, as well as support for student attendance data. EdTec's fee projection is based on the rates for other area charter schools and is estimated at \$80,000 for the first year, increasing as the school grows to \$150,000 in Year 5.

MLBLA is budgeting \$8,000 for Year 1 set-up, training and support for a Student Information System, and then \$50 per student for subsequent years for the license fee. There is also an additional \$2,000 per month in general tech support expenses projected.

There is also \$10,000 budgeted in Year 1, increasing by \$2,000 per year, for other miscellaneous expenses, which will help to provide MLBLA with a cushion for unexpected costs.

Special Education

The special education expense budget assumes that MLBLA would provide its students with special education services directly as an independent Local Education Agency (LEA) member in a SELPA. Because special education services are based on the specific population of the school and the needs of students based on their Individualized Education Program (IEPs), general expense categories have been budgeted and will be refined once students enroll. Below is a basic breakdown of the special education budget, as well as the expected contribution from the general fund to support the special education program:

Special Education	FY20	FY21	FY22	FY23	FY24
Federal Revenue	\$0	\$15,000	\$26,250	\$37,500	\$45,000
State Revenue	\$57,362	\$100,384	\$143,406	\$172,087	\$200,758
ERMHS Revenue	\$12,000	\$21,000	\$30,000	\$36,000	\$42,000
Total Revenue	\$69,362	\$136,384	\$199,656	\$245,587	\$287,758
Compensation & Benefits	\$96,407	\$152,232	\$201,660	\$263,527	\$321,385
Other Special Education Contractors & Supplies	\$60,000	\$147,000	\$216,300	\$267,347	\$321,262
SELPA Fees	\$4,000	\$5,769	\$8,483	\$8,383	\$9,831
Total Expense	\$160,407	\$305,001	\$426,443	\$539,257	\$652,478
General Fund Contribution Total	\$91,045	\$168,617	\$226,787	\$293,670	\$364,720
General Fund Contribution per Student	\$759	\$803	\$756	\$816	\$868

Cash Flow

Once the charter is approved, the school will apply for a \$250,000 California School Finance Authority Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. Based on strong financial management, as well as EdTec's successful record in supporting startup charter schools with this application process, MLBLA is confident that it will be a strong candidate for the loan. The CSFA loan

payback would occur over a five-year period, beginning the year after the loan is disbursed. The proceeds from the CSFA loan would be spent on initial start-up materials and payroll. Because it is a loan and all funds are repaid, there are no spending reporting requirements as there would be with a grant.

Should the CSFA loan not be available, the school will seek short term financing from selling its LCFF receivables (based upon PENSEC and 20-Day ADA data) to financing partners such as Charter Asset Management or Charter School Capital. EdTec, MLBLA's back office partner, has a strong history of successfully securing financing through these firms and will be able to support in this application process as well.

The cash forecast assumes no public revenue deferrals, as this has not been in the state budget since 2013-14, and it assumes that all LCFF revenue is received the month after it is certified or required to be disbursed. This conservative assumption allows for some margin of error on LCFF disbursements without the school suffering in its cash flow.



827 Broadway, Suite 300 • Oakland, CA 94607 • www.siliconschools.com

San Francisco Unified School District
Board of Education
555 Franklin Street
San Francisco, CA 94102

April 5, 2018

Dear San Francisco Unified School Board of Education Members and Staff,

The Silicon Schools Fund is a non-profit foundation based in Oakland, California that supports schools and educators across the Bay Area to improve educational opportunities for students. We work with many of the highest performing districts and charters to provide funding to support existing schools and start new schools. We support a portfolio of more than forty schools across the Bay Area that score in the top quartile of all schools in the state of California while serving a higher proportion of low-income students.

We have been extremely impressed by the vision and leadership of the Mary L. Booker Leadership Academy (MLBLA) team and are pleased to be able to provide financial support to help the students in this proposed school. To date, the Silicon Schools Fund has made grants of \$250,000 to support MLBLA. We intend to provide \$635,000 of future support to MLBLA over the next three years, provided the school continues to meet agreed upon performance goals.

This strong level of financial support is indication of our faith in the founding team of Mary L. Booker Leadership Academy, their track record of success, and our diligence in evaluating the school model and team over the past year.

If I can be of any help in providing additional information from our multiple years working with the founder of MLBLA or any of our learning from our diligence process, please do not hesitate to be in touch.

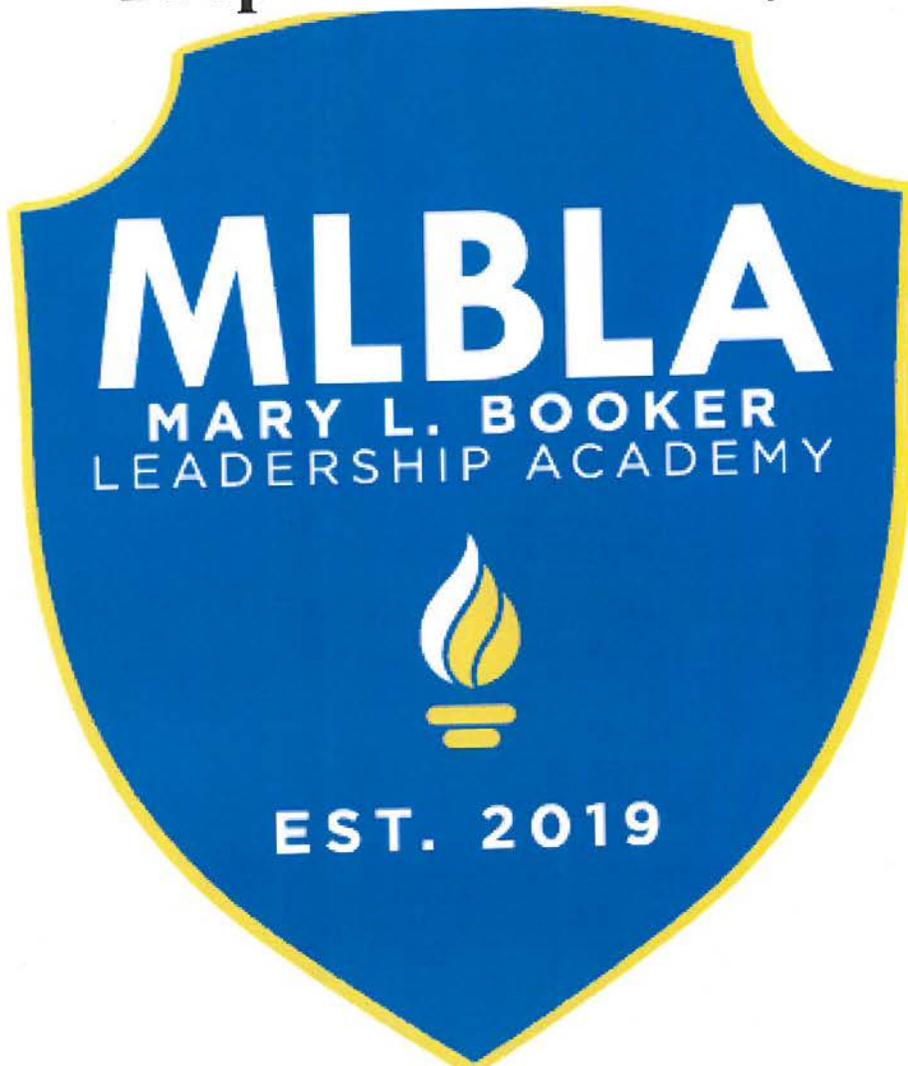
Sincerely,



Brian Greenberg
Chief Executive Officer



Appendix P: Proposed School Day

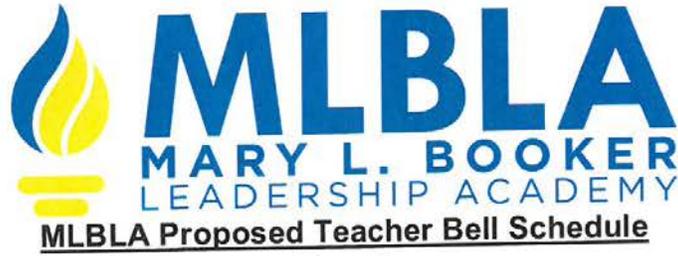




Year 1

Monday-Thursday

	6A	6B	7A	8A
Leadership 8:00-8:30	Leadership	Leadership	Leadership	Leadership
Block 1 8:35-9:55	Learning Studio (ELA/Math)	PE	Humanities (Medieval and Early Modern Times)	STEM Lab
BREAK	BREAK			
Block 2 10:10-11:30	PE	Learning Studio (ELA/Math)	Integrated Math	Humanities (US History and Geography)
LUNCH	LUNCH			
Block 3 12:00-1:20	Humanities (Ancient Civilizations)	STEM Lab	Learning Studio (ELA/Math)	PE
Block 4 1:25-2:45	Integrated Math	Humanities (Ancient Civilizations)	STEM Lab	Integrated Math
Break	BREAK			
Block 5 3:00-4:20	STEM Lab	Integrated Math	PE	Learning Studio (ELA/Math)



Year 1
 Monday-Thursday

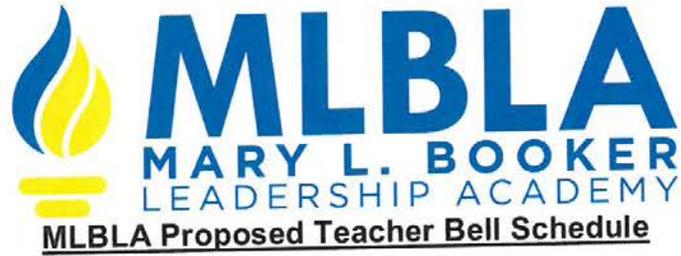
Humanities 6th Grade	Math 6th Grade	Humanities 7/8th Grade	Math 7/8th Grade	STEM	PE
Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Learning Studio-6A	Learning Studio-6A	Humanities-7	PREP	STEM-8	PE-6B
Break					
Learning Studio-6B	Learning Studio-6B	Humanities-8	Math-7	PREP	PE-6A
Lunch					
Humanities-6A	PREP	Learning Studio-7	Learning Studio-7	STEM-6B	PE-8
Humanities-6B	Math-6A	PREP	Math-8	STEM-7	PREP
Break					
PREP	Math-6B	Learning Studio-8	Learning Studio-8	STEM-6A	PE-7



MLBLA Proposed Student Bell Schedule

Year 1
 Friday

	6A	6B	7A	8A
Leadership 8:00-9:00	Circle	Circle	Circle	Circle
Block 1 9:05- 10:05	Humanities (Ancient Civilizations)	STEM/PE	Humanities (Medieval and Early Modern Times)	PE/STEM
Block 2 10:20- 11:20	STEM/PE	Integrated Math	PE/STEM	Integrated Math
Block 3 11:25- 12:25	Integrated Math	Humanities (Ancient Civilizations)	Integrated Math	Humanities (US History and Geography)
LUNCH	Lunch	Lunch	Lunch	Lunch
Block 3 1:00- 2:00	PD	PD	PD	PD
Block 4 2:00- 3:00	PD	PD	PD	PD
Block 5 3:00- 4:00	PD	PD	PD	PD



Year 1
 Friday

	Humanities 6th Grade	Math 6th Grade	Humanities 7/8th Grade	Math 7/8th Grade	STEM	PE
Leadership 8:00-9:00	Circles	Circles	Circles	Circles	Circles	Circles
Block 1 9:05- 10:05	Humanities	PREP	Humanities	PREP	STEM 6B/8	PE 8/6B
Block 2 10:20-11:20	Prep	Integrated Math	Prep	Integrated Math	STEM 6A/7	PE 7/6A
Block 3 11:25-12:25	Humanities	Integrated Math	Humanities	Integrated Math	PREP	PREP
LUNCH	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Block 3 1:00- 2:00	PD	PD	PD	PD	PD	PD
Block 4 2:00- 3:00	PD	PD	PD	PD	PD	PD
Block 5 3:00- 4:00	PD	PD	PD	PD	PD	PD

MLBLA Proposed Student Bell Schedule
 Middle School- Year 5
 Monday-Thursday

	6A	6B	7A	7B	8A	8B
Leadership 8:00-8:30	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Block 1 8:35-9:55	Learning Studio (ELA/Math)	Elective (PE/Theater)	Learning Studio (ELA/Math)	Elective (Theater/PE)	Humanities (US History and Geography)	STEM Lab
BREAK	BREAK					
Block 2 10:10-11:30	Elective (PE/Theater)	Learning Studio (ELA/Math)	Elective (Theater/PE)	Learning Studio (ELA/Math)	Integrated Math	Humanities (US History and Geography)
LUNCH	LUNCH					
Block 3 12:00-1:20	Humanities (Ancient Civilizations)	STEM Lab	Humanities (Medieval and Early Modern Times)	STEM Lab	Learning Studio (ELA/Math)	Elective (PE/Spanish)
Block 4 1:25-2:45	Integrated Math	Humanities (Ancient Civilizations)	Integrated Math	Humanities (Medieval and Early Modern Times)	Elective (PE/Spanish)	Learning Studio (ELA/Math)
BREAK	BREAK					
Block 5 3:00-4:20	STEM Lab	Integrated Math	STEM Lab	Integrated Math	STEM Lab	Integrated Math

MLBLA Proposed Student Bell Schedule

High School- Year 5

Monday-Thursday

	9A	9B	10A	10B	11A	11B	12A	12B
Leadership 8:00-8:30	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Block 1 8:35-9:55	Biology	Humanities (English 1 and Economics/Government)	AP Chem/Chemistry	Humanities (English 2 and World History)	Humanities (English 3 and U.S. History)	Algebra 2	English 4/AP Literature	AP Calculus/Calculus
BREAK								
Block 2 10:10-11:30	Algebra 1	Biology	Elective (AP Spanish/PE 2)	Learning Studio	Algebra 2	AP Physics/Physics	Elective	English 4/AP Literature
LUNCH								
Block 3 12:00-1:20	Learning Studio	Elective (Spanish/PE 1)	Humanities (English 2 and World History)	Geometry	AP Physics/Physics	Humanities (English 3 and U.S. History)	AP Statistics/Statistics	Elective
Block 4 1:25-2:45	Elective (Spanish/PE 1)	Learning Studio	Geometry	AP Chem/Chemistry	C&C 1/Theater	Learning Studio/ Elective	C & C 2	Learning Studio/ Elective
BREAK	BREAK							
Block 5 3:00-4:20	Humanities (English 1 and Economics/Government)	Algebra 1	Learning Studio	Elective (AP Spanish/PE 2)	Learning Studio/ Elective	C & C/Theater	Learning Studio/ Elective	C & C 2

MLBLA Proposed Teacher Bell Schedule
 Middle School Cohorts-Year 5
 Monday-Thursday

Period	6th Humanities	6th Math	7th Humanities	7th Math	8th Humanities	8th Math
Leadership 8:00-8:30	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Block 1 8:35-9:55	Learning Studio	Learning Studio	Learning Studio	Learning Studio	CORE (8A)	PREP
BREAK	BREAK					
Block 2 10:10-11:30	Learning Studio	Learning Studio	Learning Studio	Learning Studio	CORE (8B)	CORE (8A)
LUNCH	LUNCH					
Block 3 12:00-1:20	CORE (6A)	PREP	CORE (7A)	PREP	Learning Studio	Learning Studio
Block 4 1:25-2:45	CORE (6B)	CORE (6A)	CORE (7B)	CORE (7A)	Learning Studio	Learning Studio
BREAK	BREAK					
Block 5 3:00-4:20	PREP	CORE (6B)	Prep	CORE (7B)	PREP	CORE (8B)

MLBLA Proposed Teacher Bell Schedule

High School -Year 5
 Monday-Thursday

Period	9th Humanities	9th Math	10th Humanities	10th Math	11th Humanities	11th Math	ELA 12th	Math 12th
Leadership 8:00-8:30	Leadership	Leadership						
Block 1 8:35-9:55	Core (9A)	PREP	Core (10B)	PREP	Core (11A)	Core (11B)	Core (12A)	Core (12B)
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
Block 2 10:10-11:30	PREP	Core (9A)	Learning Studio	Learning Studio	PREP	Core (11A)	Core (12B)	PREP
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Block 3 12:00-1:20	Learning Studio	Learning Studio	CORE (10A)	CORE (10B)	Core (11B)	PREP	PREP	Core (12A)
Block 4 1:25-2:45	Learning Studio	Learning Studio	PREP	CORE (10A)	Learning Studio	Learning Studio	Learning Studio/ C&C	Learning Studio/ C&C
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
Block 5 3:00-4:20	Core (9A)	Core (9B)	Learning Studio	Learning Studio	Learning Studio	Learning Studio	Learning Studio/ C&C	Learning Studio/ C&C

MLBLA Proposed Teacher Bell Schedule
 Science and Elective-Year 5
 Monday-Thursday

	Science #1	Science #2	Science#3	PE	Theater	Spanish
Leadership 8:00-8:30	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Block 1 8:35-9:55	Biology	Chemistry	STEM-6B	6B/7B	6B/7B	PREP
BREAK			BREAK			
Block 2 10:10-11:30	Biology	PREP	Physics	6A/7A/10A	6A/7A	10A
LUNCH			LUNCH			
Block 3 12:00-1:20	STEM-6B	STEM-7B	Physics	8B/9B	PREP	8B/9B
Block 4 1:25-2:45	PREP	Chemistry	Prep	8A/9A	11A	8A/9A
BREAK			BREAK			
Block 5 3:00-4:20	STEM-6A	STEM-7A	STEM-8A	10B	11B	10B

MLBLA Proposed Student Bell Schedule
 Middle School- Year 5
 Friday

	6A	6B	7A	7B	8A	8B
Leadership 8:00-9:00	Circle	Circle	Circle	Circle	Circle	Circle
Block 1 9:05-10:05	Integrated Math	Humanities (Ancient Civilizations)	Humanities (Medieval and Early Modern Times)	Integrated Math	Humanities (US History and Geography)	Integrated Math
Block 2 10:20-11:20	Humanities (Ancient Civilizations)	Integrated Math	Integrated Math	Humanities (Medieval and Early Modern Times)	Integrated Math	Humanities (US History and Geography)
Block 3 11:25-12:25	Elective (Theater or PE)	STEM Lab	Elective (Theater or PE)	STEM Lab	Spanish	STEM Lab
LUNCH	LUNCH					
Block 3 1:00-2:00	PD	PD	PD	PD	PD	PD
Block 4 2:00-3:00	PD	PD	PD	PD	PD	PD
Block 5 3:00-4:00	PD	PD	PD	PD	PD	PD

MLBLA Proposed Teacher Bell Schedule
 Middle School Cohorts-Year 5
 Friday

Period	6th Humanities	6th Math	7th Humanities	7th Math	8th Humanities	8th Math
Leadership 8:00-9:00	Circle	Circle	Circle	Circle	Circle	Circle
Block 1 9:05-10:05	Humanities 6B	Math 6A	Humanities 7A	Math 7B	Humanities 8A	Math 8B
Block 2 10:20-11:20	Humanities 6A	Math 6B	Humanities 7B	Math 7A	Humanities 8B	Math 8A
Block 3 11:25-12:25	Prep	Prep	Prep	Prep	Prep	Prep
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Block 3 1:00-2:00	PD	PD	PD	PD	PD	PD
Block 4 2:00-3:00	PD	PD	PD	PD	PD	PD
Block 5 3:00-4:00	PD	PD	PD	PD	PD	PD

MLBLA Proposed Teacher Bell Schedule
 Science and Elective-Year 5
 Friday

Science #1	Science #2	Sciences#3	PE	Theater	Spanish
Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Prep	Prep	Prep	PE	Theater	Spanish
Prep	Prep	Prep	PE	Prep	Spanish
STEM Lab	STEM Lab	STEM Lab	PE	Theater	Spanish
PD	PD	PD	Prep	PD	Prep
PD	PD	PD	PD	PD	PD
PD	PD	PD	PD	PD	PD

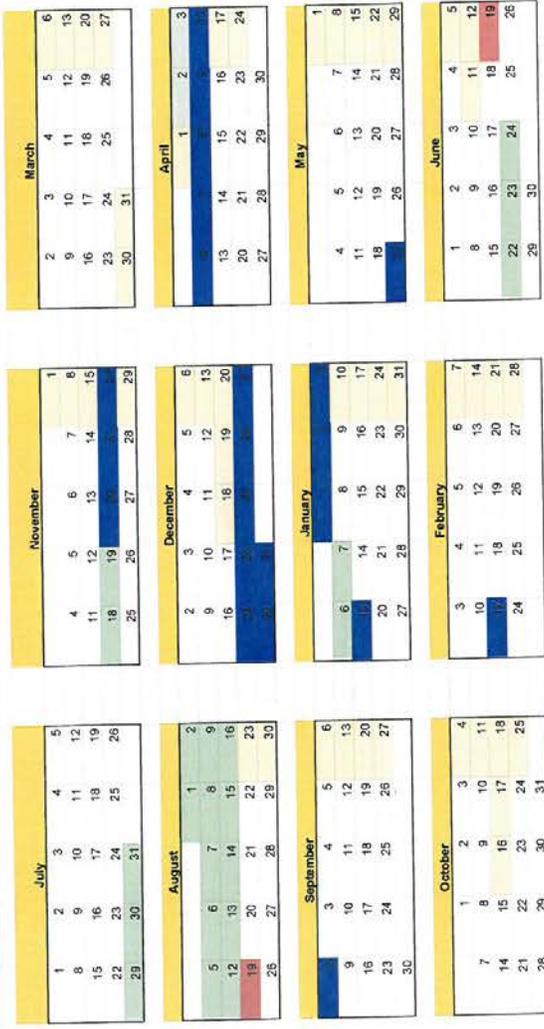
6th-8th Grade Instructional Minutes			
Name of Schedule	Instructional Minutes Per Day on This Bell Schedule	Number of Days on This Bell Schedule	Instructional Minutes
Regular Bell Schedule	430	145	62350
Minimum Day	240	47	11280
Other	0	0	0
TOTAL		192	73630
Bell Schedule A (8:00am - 4:20pm)			
Leadership 8:00-8:30 am			30
Block 1 8:35-9:55			80
Break			10
Block 2 10:10-11:30			80
Lunch			30
Block 3 12:00-1:20			80
Block 4 1:25-2:45			80
Break			10
Block 5 3:00-4:20			80
			480
Bell Schedule B (8:00am - 4:20pm)			
Leadership 8:00-8:30am			30
Block 1 8:35-9:55			80
Break			10
Block 2 10:10-11:30			80
Lunch			30
Block 3 12:00-1:20			80
Block 4 1:25-2:45			80
Break			10
Block 5 3:00-4:20			80
			480

Bell Schedule Friday (8:00am- 12:25pm) Fridays	Minutes	Eligible Minutes
Leadership 8:00-9:00am	60	60
Block 1 9:05-10:05	60	60
<i>Break</i>	10	0
Block 2 10:20-11:20	60	60
Block 3 11:25-12:25	60	60
<i>Lunch</i>	30	0
	280	240

9th-12th Grade Instructional Minutes			
Name of Schedule	Instructional Minutes Per Day on This Bell Schedule	Number of Days on This Bell Schedule	Instructional Minutes
Regular Bell Schedule	430	145	62350
Minimum Day	240	47	11280
TOTAL		192	73630
Bell Schedule A (8:00am - 4:20pm)			
Leadership 8:00-8:30 am	30	30	
Block 1 8:35-9:55	80	80	
<i>Break</i>	10	0	
Block 2 10:10-11:30	80	80	
<i>Lunch</i>	30	0	
Block 3 12:00-1:20	80	80	
Block 4 1:25-2:45	80	80	
<i>Break</i>	10	0	
Block 5 3:00-4:20	80	80	
	480	430	
Bell Schedule B (8:00am - 4:20pm)			
Leadership 8:00-8:30am	30	30	
Block 1 8:35-9:55	80	80	
<i>Break</i>	10	0	
Block 2 10:10-11:30	80	80	
<i>Lunch</i>	30	0	
Block 3 12:00-1:20	80	80	
Block 4 1:25-2:45	80	80	
<i>Break</i>	10	0	
Block 5 3:00-4:20	80	80	
	480	430	
Bell Schedule Friday (8:00am- 12:25pm) Fridays			
Leadership 8:00-9:00am	60	60	

Block 1 9:05-10:05	60	60
<i>Break</i>	10	0
Block 2 10:20-11:20	60	60
Block 3 11:25-12:25	60	60
<i>Lunch</i>	30	0
	280	240

Mary Booker Leadership Academy 2019-2020 Calendar

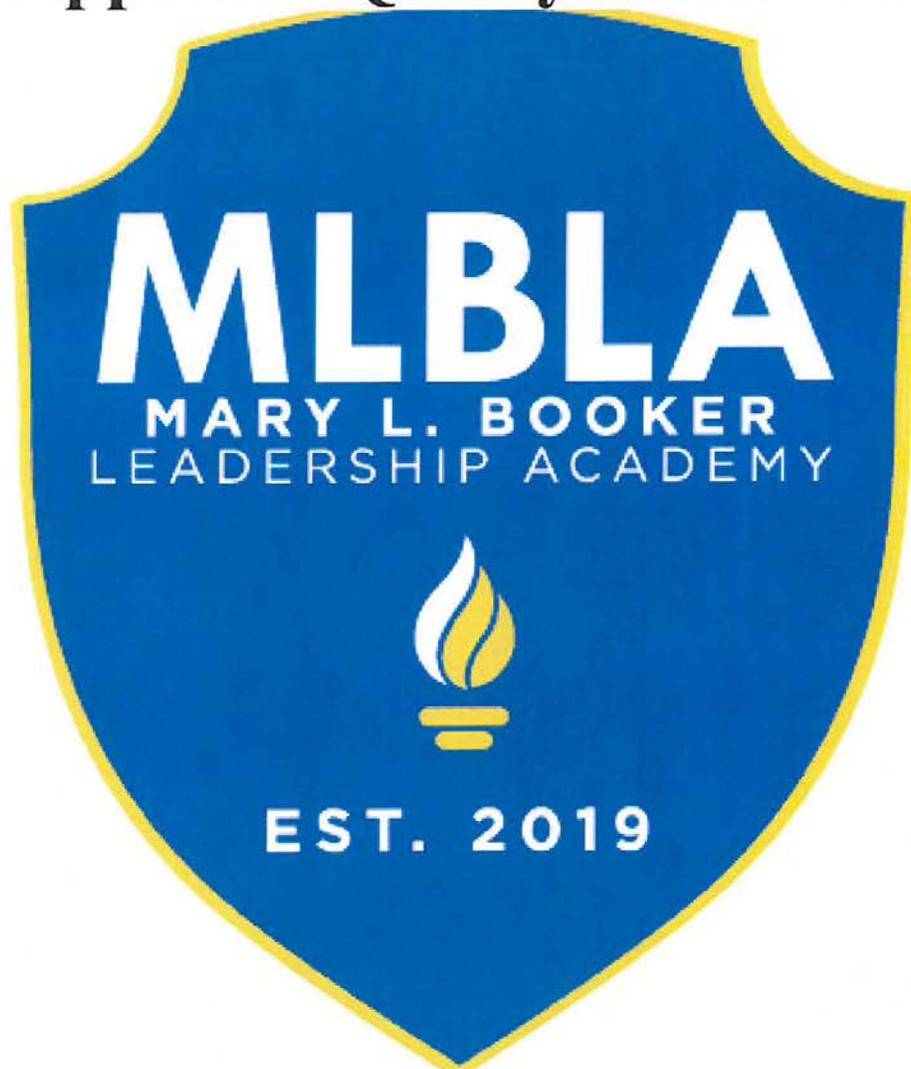


KEY

First & Last Days of School	Minimum Day/Dream Team	PD Day (No School)
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	Full Days	Minimum Days	Total Days	PD Days
July-August	8	2	10	15
September	16	4	20	0
October	17	6	23	0
November	12	4	16	2
December	10	5	15	0
January	13	4	17	2
February	15	4	19	0
March	16	6	22	0
April	12	3	15	2
May	15	5	20	0
June	11	4	15	3
TOTAL	145	47	192	24

Appendix Q: Day in the Life





A DAY IN THE LIFE

A Day in the Life of Jayden, a 6th grader

7:45 AM: Jayden's mom drops him at the front door of the school where he is greeted by Principal Davis. Principal Davis shakes Jayden's hand and asks, "Why are you here?" Jayden responds, "to learn, to love, and to lead." Jayden heads to the cafeteria where he enjoys breakfast with his friends.

8:00 AM: Jayden's heads to his first period class, **Leadership**, taught by his Advisor, Mr. Hardy. Mr. Hardy begins class with Morning Huddle, a daily routine that includes reciting the school pledge, sharing school announcements, and participating in a circle discussion. Today's question: *When have you helped someone else over the past week?* One student shares that he taught his younger brother how to throw a football and another says that he cooked dinner when his mom was working late. After the circle, Jayden pulls out his Personalized Learning Profile to update his most recent math scores. Mr. Hardy notices that Jayden looks frustrated and he walks over. Jayden tells him that he's having a really hard time in math, and together they brainstorm a few ways that Jayden can get extra help.

8:35 AM: Jayden attends his **Math Learning Studio** course with fourteen other students. He logs into ST Math where he practices some of the skills at his level. Then Mr. De La Cruz, his math teacher, calls him to the back table where they review how to calculate the volume of a three-dimensional object with six other students who haven't mastered this concept yet. Mr. De La Cruz takes out several objects so they can measure and calculate the objects in real life. Then they work independently on volume problems in front of Mr. De La Cruz so he can check their mistakes and give feedback. After the lesson, he takes a short exit ticket that he passes. He proudly updates his Personalized Learning Profile. While Jayden works with Mr. De La Cruz, his classmates work independently on ST Math; when Jayden takes his exit ticket and updates his Personalized Learning Profile, the other eight students work with Mr. De La Cruz at the back table.

9:55 AM: Break Jayden plays soccer outside with his friends.

10:10 AM: Jayden's group starts **Physical Education** which is taught by Mrs. Gardner. They start class with a regular routine of stretches and calisthenics followed by running 3 laps. Then Mrs. Gardner teaches them the correct way to shoot a basketball, and everyone practices while Mrs. Gardner gives feedback.



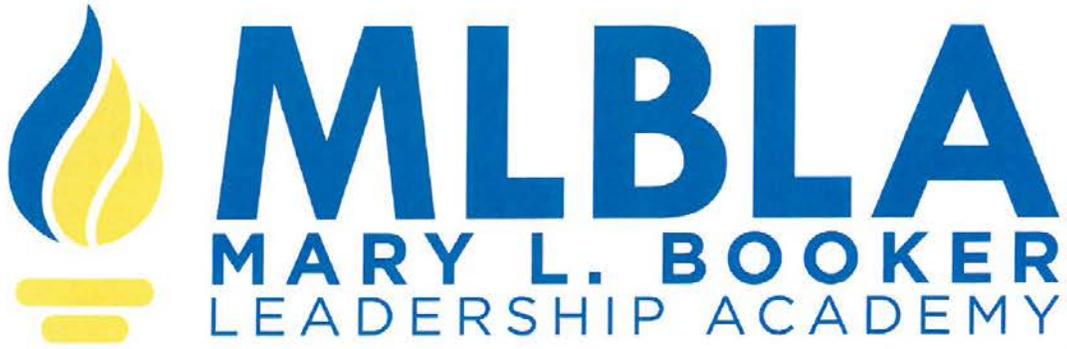
11:30 AM: Jayden goes to the cafeteria to eat **lunch** with his friends and then he plays basketball outside for thirty minutes.

12:00 AM: Jayden goes to **Humanities** where they are studying how democracy developed in Ancient Greece and applying their learning to San Francisco's city political system. The class starts with a quick grammar warm-up and then his teacher, Mrs. Murphy, does a brief history mini-lesson about Ancient Greece, explaining the history and development of its democratic structures. She tells the class that each student will choose one government body to study more thoroughly comparing it to our current government in San Francisco. Jayden decides to study the Athenian Council comparing it to San Francisco's City Council. He begins reading primary sources while Mrs. Murphy pulls a small reading group to the back table. After thirty minutes, Jayden joins a group of students who were also studying the City Council and they discuss what they have learned. Then, Mrs. Murphy rings a bell, signaling that it's time to begin Guided Writing. All students pull out their writing folders and start drafting their ancient philosophy essays. It's Jayden's group's turn to receive feedback, so he goes to the back table where he works with his teacher and peers to better organize his main points.

1:25 PM: Next Jayden heads to **Math** with Mr. De La Cruz who always starts his class by posting a challenging problem on the board. Today's problem reads: "*A construction company is working on a road which is $\frac{1}{4}$ mile long. The workers divide the road into 3 equal sections. Brent claims that each section of the road is $\frac{3}{4}$ mile long. Is he right?*" Jayden starts by drawing his answers but he get stuck. He joins a group of other students and they talk about how they solved it. Mr. De La Cruz gets the class's attention and they discuss the problem as a class. Then Mr. De La Cruz does a quick mini-lesson about dividing fractions. After, students work on math problems independently while Mr. De La Cruz walks around to check their work. Then it's time for rotations. Since Jayden didn't pass last week's quiz, he goes to the back table to get extra help from his teacher. Some students log onto their computer for ST Math and other students work in small groups on challenge problems similar to the first one.

2:45 PM: Jayden spends his **break** time to talk with his friends outside.

3:00 PM: Finally Jayden goes to his favorite class, **STEM Lab**, taught by Mr. Carreño. The students are studying air quality in San Francisco. Last week, they analyzed the results of a recent air quality test, determining which neighborhoods are most affected by pollution. Today each person in Jayden's group is researching different pollutants and then they're going to discuss and brainstorm possible solutions.



4:20 PM: Jayden is dismissed for the day.

6/20/2018

BoardDocs® Agenda Item: A.1 Accessibility - Irving G. Breyer Board Meeting Room



Monday, May 21, 2018
Augmented Curriculum and Program Committee

Irving G. Breyer Board Meeting Room
555 Franklin Street, First Floor
San Francisco, California 94102

//

Meeting begins at 6:00 p.m.

//

The Curriculum and Program Committee is a standing committee of the Board. This is an Augmented Committee meeting in which Board Members who are not assigned to this Committee are invited to participate in the meeting but will not vote on matters before the Committee.

//

Curriculum and Program Committee Members:
Ms. Rachel Norton, Chair
Mr. Stevon Cook
Dr. Emily M. Murase

A. GENERAL INFORMATION

1. Accessibility - Irving G. Breyer Board Meeting Room

B. ACTION ITEMS

1. Superintendent's Proposal 184-24Sp1 - Authorization to Grant or in the Alternative Deny the Petition for the Mary L. Booker Leadership Academy Charter School

C. INFORMATION ITEMS

1. Summer Programs, 2018

D. ADJOURNMENT

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 CHARTER SCHOOL PETITION REVIEW MATRIX**
School Name: MARY L BOOKER LEADERSHIP ACADEMY

Date Submitted: April 24, 2018

Initial Charter Petition

Charter Renewal

CURRICULUM & PROGRAM COMMITTEE: May 21, 2018

REVIEWERS

Michael Davis • Nikki Ford-Morthel • Fernando Nunez • Mary Richards • Kevin Truitt • Donn Harris • Brent Stephens

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
	Yes	No	N/A
• 50% of permanent status teachers currently employed at school to be converted			X
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
	Yes	No	N/A
• 50% of parents/guardians of number of students expected to attend charter school for its 1st year of operations		X	
OR			
	Yes	No	N/A
• 50% of the number of teachers expected to be employed at the charter school during its 1st year of operation	X		
PETITION INCLUDES A PROMINENT STATEMENT THAT SIGNATURE SIGNIFIES MEANINGFUL INTEREST (Education Code 47605(a)(3))			
	Yes	No	N/A
	X		
<u>Comments:</u> The Petition contains signatures of at least seven verifiably certificated teachers. For 120 students in grades 6-8, the school would need six teachers. The petition meets the minimum requirement to contain 50% of the teachers expected to be employed. The Petition states; <i>“In addition, we have additional signatures from parents and community members that can be found in Appendix B.”</i> Appendix B actually contains a typed list of parents and community members. <u>There are no signatures nor is there a “meaningful interest” statement.</u>			

REQUIRED AFFIRMATIONS (Education Code 47605(d)(1))				
	Yes	No	N/A	
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	X			
REQUIRED ELEMENTS (Education Code 47605(b)(5)(A)–(P))				
A. Educational Program	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> 1. Targeted School Populations				
◆ Age, grade levels and number of students		X		
◆ Type of desired student populations			X	
<input type="checkbox"/> 2. Attendance				
◆ School year and school day		X		
◆ Attendance requirements		X		
Comments:				
<ul style="list-style-type: none"> Projected demographics not aligned with neighborhood schools 				
<input type="checkbox"/> 3. What it Means to be an Educated Person in The 21st Century	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners		X		
◆ Clear list of general academic skills and qualities important for an educated person		X		
◆ Clear list of general non-academic skills and qualities important for an educated person		X		

- ◆ *Strongly suggested to ensure that charter elements are reasonably comprehensive.*
- Required to be included in charter petition and/or Memorandum of Understanding.*
No legend indicates that while not necessarily recommended, they would be nice to include.

<input type="checkbox"/> 4. Description of How Learning Best Occurs	Strong	Sufficient	Insufficient	N/A
Persuasive instructional design				
◆ • Broad outline (not entire scope and sequence) of the curriculum content			X	
◆ • Description of instructional approaches and strategies			X	
◆ • Description of learning setting (e.g. traditional, home-based, distance learning, etc.)			X	
◆ Proposed program strongly aligned to school's mission		X		
◆ Affirmation that, or description of, how curriculum aligned to student performance standards			X	

◆ Outlines a plan or strategy to support students not meeting pupil outcomes		X		
◆ Instructional design or strategies based upon successful practice or research		X		
◆ Describes instructional strategies for special education, Limited English proficient students, etc.		X		
<input type="checkbox"/> 5. Transferability of Courses (High School)	Strong	Sufficient	Insufficient	N/A
Clear description of transferability of courses to other high schools and eligibility of courses to meet college entrance requirements.		X		
<input type="checkbox"/> 6. Description of Annual Goals (Education Code section 52052)	Strong	Sufficient	Insufficient	N/A
◆ For all pupils		X		
◆ For each subgroup		X		
◆ For grade levels served or nature of program		X		
◆ Specific annual actions to achieve identified goals		X		
B. Measurable Student Outcomes - “Exit Outcomes” or “Graduation Standards”	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome		X		
◆ How pupil outcomes will address state content and performance standards in core academics		X		
◆ Exit outcomes include acquisition of academic and non-academic skills		X		
Concise (one page) list of exit outcomes encompass specific skills, not too vague		X		
Affirmation that "benchmark" skills and specific classroom-level skills will be developed		X		
◆ Outcomes address increases in pupil academic achievement school wide and for all groups of pupils served (Education Code section 47607(a)(3)(B))		X		
◆ Pupil outcomes align with state priorities that apply to grades served, or nature of program operated (Education Code section 52060(d))		X		
◆ Affirmation/description that exit outcomes will align to mission, curriculum and assessments				
Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A–G” requirements		X		
◆ Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.		X		
◆ Acknowledges that exit outcomes and performance goals may need to be modified over time		X		
◆ If high school, graduation requirements defined		X		
◆ If high school, WASC accreditation standards addressed		X		
C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured	Strong	Sufficient	Insufficient	N/A
◆ At least one assessment method or tool listed for each of the exit outcomes		X		
Assessments include multiple, valid and reliable measures using traditional/ alternative tools		X		
<input type="checkbox"/> Assessment tools include all required state assessments		X		

◆	Chosen assessments are appropriate for standards and skills they seek to measure		X		
◆	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum		X		
◆	Describes minimal required performance level necessary to attain each standard			X	
◆	Outlines a plan for collecting, analyzing and reporting student/school performance data			X	
D. Governance Structure of School Including, But Not Limited to, Parental Involvement		Strong	Sufficient	Insufficient	N/A
□	Describes what role parents have in the governance of the school		X		
□	Describes key features of governing structure (usually a board of directors) such as:				
	• Size/composition of board		X		
	• Board committees or advisory councils		X		
	• Board's scope of authority/responsibility		X		
	• Method for selecting initial board members		X		
	• Board election/appointment and turnover		X		
◆	Affirms future development of, or has a set of, proposed bylaws, policies or similar documents		X		
◆	Initial governing board members identified by name or the process used to select them		X		
◆	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter		X		
◆	Outlines other important legal or operational relationships between school and granting Agency		X		
Comments:					
<ul style="list-style-type: none"> • Description of How Learning Best Occurs - Instructional Program lacks detail of instructional model, pedagogical approaches, and mode of implementation. • Performance Standards - Lacking evidence to support the affirmation that curriculum is aligned to student performance standards • Measurement of Pupil Outcomes - The structure is identified but lacks sufficient details regarding the process. 					
E. Qualifications to be Met by Individuals to be Employed by The School		Strong	Sufficient	Insufficient	N/A
◆	Identifies key staff positions with the school		X		
◆	Describes specific key qualifications (knowledge, experience, education, certification, etc.)		X		
□	Defines “core, college preparatory teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/permit)			X	
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications		X		

Comments:							
<ul style="list-style-type: none"> No definition of core, or affirmation regarding core credentials 							
F. Health and Safety Procedures				Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary				X		
◆	Outlines specific health and safety practices addressing such key areas as:						
◆	• Seismic safety (structural integrity and earthquake preparedness)					X	
<input type="checkbox"/>	• Student safety procedures clearly stated					X	
◆	• Natural disasters and emergencies					X	
◆	• Immunizations, health screenings, administration of medications				X		
◆	• Tolerance for use of drugs and/or tobacco					X	
◆	• Staff training on emergency and first aid response					X	
<input type="checkbox"/>	References/accompanied by more detailed set of health and safety related policies/procedures.					X	
Comments:							
The Petition contains none of the actual referenced policies and states that the school will develop both a Health and Safety Manual with their Board and staff prior to the official opening.							
G. Means to Achieve a Reflective Racial and Ethnic Balance				Strong	Sufficient	Insufficient	N/A
◆	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups					X	
Comments:							
<ul style="list-style-type: none"> Means to Achieve a Reflective Racial and Ethnic Balance - No detail of targeted outreach 							
H. Admissions Requirements				Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures				X		

<input type="checkbox"/>	No contradiction of admissions requirements re: conversion schools and public random Drawings				X
◆	Clearly describes admissions requirements, including any preferences		X		
◆	Proposed admissions and enrollment process and timeline			X	
Comments: The Petition does not contain a Timeline					
J. Pupil Suspension and Expulsion					
◆	Detailed, step-by-step process by which student may be suspended or expelled OR			X	
◆	Reference to a comprehensive set of student disciplinary policies			X	
◆	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students			X	
◆	Policies balance students' rights to due process with responsibility to maintain a safe learning environment			X	
Comments: <p>The sections concerning student discipline - whether in the petition or student/family handbook appendix – lack coherence. In reading the Petition, we don't see a demonstration of a strong understanding of relevant laws or obligations as a public school. Comprehensive Discipline Policies should detail what other discipline systems exist beyond suspension and expulsion. The Petition states that the overarching culture around student behavior, expectations and conduct will be based in a culture of Restorative Practices/Justice, and indicates that the staff will be trained and that students and parents will abide. But we don't find a clear indication or plan on how the charter school will establish or build capacity and buy-in from all stakeholders as a new school. Also, there is no indication, or way to measure the staff's accountability to support this type of culture or to monitor the implementation or get feedback from students or families. There is also no clear link or procedural guidelines as to when/why/how Restorative Practices will be used as an alternative to more formal discipline - i.e., suspension and expulsion. Regarding formal discipline actions, the Petition does not draw a distinction between suspendable acts and expellable acts - the phrase "Discretionary" is intermittently used to head suspension and expulsion sections. It appears that everything that is suspendable is also expellable, which reinforces the concern that petitioner does not have an understanding of the complexities and obligations regarding responsibilities and rights of students and families. More importantly there is a caveat at the end of each element of this section that essentially states that in most/any case - where the charter school personnel deems it appropriate- staff will use their discretion to make disciplinary decisions up to and including suspension, expulsion and involuntary disenrollment. It is unclear to what extent the school will utilize proactive practices referenced on pages 134 – 135 prior to suspension or expulsion.</p>					

<p>Of additional concern are statements that foster the idea that charter schools can circumvent, override or expedite discipline requirements and procedures - for all students including those with identified special needs - and justify unilaterally an "involuntary disenrollment"; and, that charter school personnel may unilaterally determine an alternative educational setting - in SFUSD's case that might mean Civic Center or Counseling Center but there is no known location for the charter school to place (for up to 45 days) students with special needs that have violated student behavior or conduct expectations.</p> <p>Page 143: Petition exempts "antique firearms" from the definition of prohibited firearms. This is unacceptable because of the potential harm that could occur from this exemption.</p> <p>There are several inconsistencies in terminology pertaining to provision of due process (e.g. "hearing" versus "conference").</p> <p>Due Process timelines are non-linear.</p> <p>With respect to students who are expelled and our collective interest in maintaining safe school environments at all schools, the charter school should include a commitment to respond to a request from the District for information regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The charter school shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.</p>			
L. Attendance Alternatives	Yes	No	N/A
<input type="checkbox"/> States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives	X		

Special Education/SELPA (SAN FRANCISCO SPECIAL EDUCATION POLICY)	Yes	No	N/A
<input type="checkbox"/> Identifies whether or not in an independent LEA for special education purposes	X		
<input type="checkbox"/> Consulted with the SELPA Director			X
• Discussed special education responsibilities of charter			X
• Discussed application of SELPA policies	X		
<input type="checkbox"/> In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures	X		
• Includes fiscal allocation plan			X
<input type="checkbox"/> If charter not an independent LEA:			X
• Clarifies in charter or an MOU the responsibilities of each party for service			X

Delivery			
<input type="checkbox"/> Referral			X
<input type="checkbox"/> Assessment			X
<input type="checkbox"/> Instruction			X
<input type="checkbox"/> Due Process			X
<input type="checkbox"/> Agreements describing allocation of actual and excess costs			X
<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds			X
<input type="checkbox"/> If charter is LEA within SELPA			X
• Notifies SELPA Director of intent prior to February 1 st of the preceding school Year			X
• Located within SFUSD SELPA geographical boundaries			X
• Provides current operating budget in accordance with Ed Code 42130 and 42131			X
• Provides assurances that all be instructed in safe environment			X
• Provides copy of original charter petition and any amendments			X
• Responsible for any legal fees relating to application and assurances process			X
• Meets the terms of the “Agreement Regarding the Organization, Implementation, administration and Operation of the SELPA			X
• Meets the terms of all SFUSD SELPA policies and procedures			X
• Charter fiscally responsible for fair share of any encroachment on general funds			X
<input type="checkbox"/> Petition includes the following assurances:			
• The charter will comply with all provisions of IDEA	X		
• No student will be denied admission based on disability or lack of available Services	X		
• Will implement a Student Study Team process	X		
• Any student potentially in need of Section 504 services responsibility of charter School	X		
<input type="checkbox"/> Petition/MOU describes the process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		X	
<input checked="" type="checkbox"/> Overview of how special education funding and services will be provided by:	X		
•Charter School	X		
•Charter Granting Agency	X		
•SELPA	X		

<input type="checkbox"/> Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		X	
<p>Comments: The Petition does not clearly outline the process and notification procedures for movement of special education students in or out of the charter school. The charter school plans to apply for membership in the El Dorado Charter SELPA as an LEA.</p>			



Board of Trustees
San Francisco Unified School District
555 Franklin Street
San Francisco, CA 94102

Monday May 21, 2018

To the Board of Commissioners of the San Francisco Unified School District:

The team at Mary L. Booker Leadership Academy has reviewed the charter petition matrix provided by San Francisco Unified School District. This letter details our responses to each of the items listed as concerns. While we appreciate the time taken to review the petition, we do have concerns about the overall evaluation of Mary L. Booker Leadership Academy.

- The Charter School Petition Review Matrix was posted late Friday evening, May 18th, 2018. This is less than 1 business day before the curriculum meeting on May 21, 2018. By posting this information with little time before the following meeting it made it difficult for the Booker team to develop a complete response to each finding.
- The feedback throughout the matrix is general and vague at times. Page numbers are only cited once and references to figures and graphs are not highlighted. This level of vagueness makes providing precise feedback difficult because the practitioner is forced to assume what the district is referring to in much of the feedback.
- The feedback also often focuses on what we view as opinion and does not reference specific charter laws. *Section J*, which discusses suspension and expulsions, highlights numerous concerns on behalf of the district. The team at Mary L. Booker Leadership Academy is equally concerned that many of the responses do not correlate to legal requirements or suggestions from the matrix that San Francisco Unified School District provided.

We would like to request a meeting with district staff to provide clarity around the concerns within the petition. By providing more details, the Booker Academy team can give a more complete response to San Francisco Unified School District Board of Education.

In addition, the petition also highlights multiple areas where a MOU could be added to provide guidelines as to how the district and Booker Academy will interact. In addition to discussing the details of the matrix, Booker Academy is prepared to discuss possible adoptions of MOUs.

Thank you for your time,
Terrence Davis

School Founder
Mary L. Booker Leadership Academy



Required Elements	District Comment	Booker Academy Response
<p>Petition includes a prominent statement that signatures signifies meaningful interest.</p>	<p>The Petition contains signatures of at least seven verifiably certificated teachers. For 120 students in grades 6-8, the school would need six teachers. The petition meets the minimum requirement to contain 50% of the teachers expected to be employed. The Petition states; “In addition, we have additional signatures from parents and community members that can be found in Appendix B.” Appendix B actually contains a typed list of parents and community members. There are no signatures nor is there a “meaningful interest” statement.</p>	<p>As is stated in our petition, Booker Academy submitted the charter petition with teacher signatures, also providing teacher credentials for each person who signed. Since the law requires petitioner to provide either teacher or parent signatures, Booker Academy put interested parents in the appendix along with community partners.</p> <p>Booker Academy agrees with the district finding that the petition meets the legal requirement based on teacher signatures.</p>
<p>Educational Program</p> <ul style="list-style-type: none"> Type of desired student populations 	<p>Projected demographics not aligned with neighborhood schools</p>	<p>As stated above, this comment does not provide a specific page number or chart. By not providing this information it requires the practitioner to make assumptions as to what the district is referring too.</p> <p>The Booker Academy’s projected demographics ranges from page 24-28. Our projected demographics table, found on page 27. This information using demographics from 14 local</p>



		schools and information from Ed-data.org.
<p>Description of How Learning Best Occurs</p> <ul style="list-style-type: none"> Broad outline (not entire scope and sequence) of the curriculum content 	<p>Description of How Learning Best Occurs - Instructional Program lacks detail of instructional model, pedagogical approaches, and mode of implementation.</p>	<p>Starting on page #41, the petition outlines our school model and instructional pillars. These pillars are our Core Time, Learning Studio, Dream Team, and Leadership Class. From there, the petition discusses elements of our school culture such as professional development and how we will implement our restorative practices.</p> <p>Starting on page #47, we detail the specifics of our instructional vision, curriculum and teaching methodologies. Within in this section the petition outlines each of our core subjects along with additional elements of our school design such as our college and career class and senior portfolio.</p>
<p>Description of How Learning Best Occurs</p> <ul style="list-style-type: none"> Description of instructional approaches and strategies 	<p>Description of How Learning Best Occurs - Instructional Program lacks detail of instructional model, pedagogical approaches, and mode of implementation.</p>	<p>Under our section titled How Learning Best Occurs, we list four elements that we believe creates an environment for all students to thrive. On page #37, we discuss the importance of developing a village that fosters a deep sense of belonging, flexible and targeted instruction, learning the is relevant and purposeful and high expectations with an emphasis on rigorous, standards-driven instruction. Under each of these four</p>



		<p>elements we explain our philosophy and we provide key instructional strategies.</p> <p>In addition, as stated above, pages #47-55 discuss our instructional strategies and how they align to each class.</p>
<p>How Learning Best Occurs</p> <ul style="list-style-type: none"> Description of learning setting (e.g. traditional, home-based, distance learning, etc.) 	<p>Description of How Learning Best Occurs - Instructional Program lacks detail of instructional model, pedagogical approaches, and mode of implementation.</p>	<p>Throughout the petition, and specified in parts of the petition discussed above, we describe a traditional education setting. More specifically, on page 163 we describe our intention to utilize a school facility to house our school.</p>
<p>How Learning Best Occurs</p> <ul style="list-style-type: none"> Affirmation that, or description of, how curriculum aligned to student performance standards 	<p>Performance Standards - Lacking evidence to support the affirmation that curriculum is aligned to student performance standards</p>	<p>Throughout our petition we discuss our commitment to align our curriculum with Common Core Standards, Next Generation Standards, English Language Development Standards, History-Social Science standards and/or other applicable standards. This affirmation is made in our Educational Philosophy and Core Principals (Page #34), Instructional Vision (Page #47) , and each of our Core Subjects (Page 48-51). In addition, we have provided examples of our curriculum overview for each of our core subjects in our appendix. Each overview is aligned to the standards above.</p>



<p>The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured</p> <ul style="list-style-type: none"> • Describes minimal required performance level necessary to attain each standard 	<p>Measurement of Pupil Outcomes - The structure is identified but lacks sufficient details regarding the process.</p>	<p>At Mary L. Booker Leadership Academy, we will push to ensure all of our students are successful in college and careers of their choosing. Within the petition, we have defined our grading policy which can be found on page #83. We expect that all of our students will demonstrate mastery on topics, and it is our responsibility as a school to get students to become proficient readers, writers and mathematicians.</p>
<p>The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured</p> <ul style="list-style-type: none"> • Outlines a plan for collecting, analyzing and reporting student/school performance data 	<p>Measurement of Pupil Outcomes - The structure is identified but lacks sufficient details regarding the process.</p>	<p>In our methods of measurement section, we highlights our Learning Studio as a time in which our teachers will be able to collect data from students on a regular basis. Teachers will be able to work with students in small groups and collect formal and informal data. Teachers will then analyze data during professional development time. Every teacher is provided a one hour prep period a day along with three hours of professional development once a week. Our Dream Team, which meets four times a year is one space that we will report student progress towards their outcomes, while our Personalized Learning Portfolios is another way for teachers to track student performance. Schoolwide</p>



		<p>data will be reported out to staff during professional development meetings and the community during our community wide events.</p>
<p>Qualifications to be Met by Individuals to be Employed by The School</p> <ul style="list-style-type: none"> • Defines “core, college preparatory teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/permit) 	<p>No definition of core, or affirmation regarding core credentials</p>	<p>At Mary L. Booker Leadership Academy all teachers will be certified with the appropriate credentials. Page #117, under description of requirements for Booker Academy teachers it states that all teachers will hold appropriate California teacher credentials. Later on page #119, we state that Booker Academy will conform to all legal requirements and all teachers will hold appropriate credentials based on the Commission on teacher credentialing.</p>
<p>Health and Safety Procedures</p> <ul style="list-style-type: none"> • Seismic safety (structural integrity and earthquake preparedness) 	<p>The Petition contains none of the actual referenced policies and states that the school will develop both a Health and Safety Manual with their Board and staff prior to the official opening.</p>	<p>As is stated in the feedback, Booker Academy intends to develop a comprehensive health and safety plan 60 days prior to the school opening. With the school being over a year before opening and having not identified a location yet, we determined that it would be inappropriate to develop a plan at this time. As we know a comprehensive safety plan is based on a variety of factors both within the school and the surrounding areas.</p> <p>If the district has concern about the timeline in which the health and safety plan will</p>



		be created and adopted by our board, Booker Academy is open to a discussion about the timeline in which the safety plan.
<p>Health and Safety Procedures</p> <ul style="list-style-type: none"> • Student safety procedures clearly stated 	<p>The Petition contains none of the actual referenced policies and states that the school will develop both a Health and Safety Manual with their Board and staff prior to the official opening.</p>	<p>As is stated in the feedback, Booker Academy intends to develop a comprehensive health and safety plan 60 days prior to the school opening. With the school being over a year before opening and having not identified a location yet, we determined that it would be inappropriate to develop a plan at this time. As we know a comprehensive safety plan is based on a variety of factors both within the school and the surrounding areas.</p> <p>If the district has concern about the timeline in which the health and safety plan will be created and adopted by our board, Booker Academy is open to a discussion about the timeline in which the safety plan.</p>
<p>Health and Safety Procedures</p> <ul style="list-style-type: none"> • Natural disasters and emergencies 	<p>The Petition contains none of the actual referenced policies and states that the school will develop both a Health and Safety Manual with their Board and staff prior to the official opening.</p>	<p>As is stated in the feedback, Booker Academy intends to develop a comprehensive health and safety plan 60 days prior to the school opening. With the school being over a year before opening and having not identified a location yet, we determined that it would be inappropriate to develop a plan at this time. As we know a comprehensive</p>



		<p>safety plan is based on a variety of factors both within the school and the surrounding areas.</p> <p>If the district has concern about the timeline in which the health and safety plan will be created and adopted by our board, Booker Academy is open to a discussion about the timeline in which the safety plan.</p>
<p>Health and Safety Procedures</p> <ul style="list-style-type: none"> • Tolerance for use of drugs and/or tobacco 	<p>The Petition contains none of the actual referenced policies and states that the school will develop both a Health and Safety Manual with their Board and staff prior to the official opening.</p>	<p>As is stated in the feedback, Booker Academy intends to develop a comprehensive health and safety plan 60 days prior to the school opening. With the school being over a year before opening and having not identified a location yet, we determined that it would be inappropriate to develop a plan at this time. As we know a comprehensive safety plan is based on a variety of factors both within the school and the surrounding areas.</p> <p>If the district has concern about the timeline in which the health and safety plan will be created and adopted by our board, Booker Academy is open to a discussion about the timeline in which the safety plan.</p>
<p>Health and Safety Procedures</p>	<p>The Petition contains none of the actual referenced policies and states that the school will develop both a Health and</p>	<p>As is stated in the feedback, Booker Academy intends to develop a comprehensive health and safety plan 60 days</p>



<ul style="list-style-type: none"> Staff training on emergency and first aid response 	<p>Safety Manual with their Board and staff prior to the official opening.</p>	<p>prior to the school opening. With the school being over a year before opening and having not identified a location yet, we determined that it would be inappropriate to develop a plan at this time. As we know a comprehensive safety plan is based on a variety of factors both within the school and the surrounding areas.</p> <p>If the district has concern about the timeline in which the health and safety plan will be created and adopted by our board, Booker Academy is open to a discussion about the timeline in which the safety plan.</p>
<p>Means to Achieve a Reflective Racial and Ethnic Balance</p> <ul style="list-style-type: none"> Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups 	<p>Means to Achieve a Reflective Racial and Ethnic Balance - No detail of targeted outreach</p>	<p>In the petition we discuss several ways that we have already engaged the community ranging from hosting community events to presenting at tenant meetings.</p> <p>In the petition on page 126, the petition states we will engage in yearly self-evaluation process to ensure that our school's demographics align with the districts.</p>
<p>Admission Requirements</p> <ul style="list-style-type: none"> Proposed admissions and enrollment process and timeline 	<p>The Petition does not contain a timeline</p>	<p>While not listed in the petition, it is our intention to align our admission timeline with San Francisco Unified to make the process easier for parents and families.</p>



<p>Pupil Suspension and Expulsion</p> <ul style="list-style-type: none"> Detailed, step-by-step process by which student may be suspended or expelled OR <p>Reference to a comprehensive set of student disciplinary policies</p>	<p>The sections concerning student discipline - whether in the petition or student/family handbook appendix – lack coherence</p> <p>Comprehensive Discipline Policies should detail what other discipline systems exist beyond suspension and expulsion.</p> <p>The Petition states that the overarching culture around student behavior, expectations and conduct will be based in a culture of Restorative Practices/Justice, and indicates that the staff will be trained and that students and parents will abide. But we don't find a clear indication or plan on how the charter school will</p>	<p>At Booker Academy, we take a holistic approach to discipline. We believe that by implementing proactive structures and creating a safe and supportive environment for students will have the ability to thrive. In response to the concern of a coherent discipline system, our petition outlines our step-by-step process in which a student may be suspended.</p> <p>As is stated in the feedback from the district, we provide examples of additional discipline structures that would be used prior to suspension when possible. This can be found on page #134-135. A comprehensive discipline policy is not outlined as an expectation in the charter school law nor is it addressed as an expectation in the district's matrix. The Booker team would be open to a discussion around specific discipline policies.</p> <p>As stated above, section J does not ask for the petitioner to provide an implementation plan for how we will implement restorative justice. Since this expectation is not outlined in the charter law nor in the district's matrix, you will find elements of this answer throughout the petition. You will see how we</p>
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	<p>establish or build capacity and buy-in from all stakeholders as a new school. There is no indication, or way to measure the staff's accountability to support this type of culture or to monitor the implementation or get feedback from students or families.</p> <p>There is also no clear link or procedural guidelines as to when/why/how Restorative Practices will be used as an alternative to more formal discipline - i.e., suspension and expulsion.</p>	<p>intend to incorporate restorative justice starting on page 11 in our core values statement on equity. Page 45 discusses how we will work with our teachers to prepare them to both teach and support students through Restorative Justice. On page 100, Restorative Justice is discussed along with the pupil outcomes.</p>
<p>Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students</p>	<p>Regarding formal discipline actions, the Petition does not draw a distinction between suspendable acts and expellable acts - the phrase "Discretionary" is intermittently used to head suspension and expulsion sections. It appears that everything that is suspendable is also expellable, which reinforces the concern that petitioner does not have an understanding of the complexities and obligations regarding responsibilities and rights of students and families. More importantly there is a caveat at the end of each element of this section that essentially states that in</p>	<p>The phrase "discretionary acts" and "non-discretionary acts" are used two times each throughout the petition. Discretionary acts refers to an instance that a student has committed an inappropriate act, and the school may decide to suspend a student. The discretion also allows for the school to not suspend a student and use one of the alternative methods to suspension listed on pages #134-135.</p> <p>The practioner request that the district provides more details about the "caveat" that is being referred to in this</p>



	<p>most/any case - where the charter school personnel deems it appropriate- staff will use their discretion to make disciplinary decisions up to and including suspension, expulsion and involuntary disenrollment.</p> <p>Of additional concern are statements that foster the idea that charter schools can circumvent, override or expedite discipline requirements and procedures - for all students including those with identified special needs - and justify unilaterally an "involuntary disenrollment"; and, that charter school personnel may unilaterally determine an alternative educational setting - in SFUSD's case that might mean Civic Center or Counseling Center but there is no known location for the charter school to place (for up to 45 days) students with special needs that have violated student behavior or conduct expectations.</p>	<p>section. Without a page number or specific quote it is difficult to know what this concern refers to. In total, the expectation is that Booker Academy will do everything possible to ensure students are not removed from the classroom. Our flexible/targeted schedule will allow for students to remain in class as much as possible.</p> <p>The language used for involuntary disenrollment aligns with the charter law set forth in 1992. The critique appears to be more with charter school law than the petition. It is very disconcerting that the district findings express concern about Booker Academy's ability to follow the law, however several of the critiques do not align with legal statutes and appear to be based more in opinion. Booker Academy does not intend to unilaterally determine an alternative educational setting.</p>
<p>Policies balance students' rights to due process with responsibility to maintain a safe learning environment</p>	<p>Page 143: Petition exempts "antique firearms" from the definition of prohibited firearms. This is unacceptable because of the</p>	<p>With this critique, it is important to give the entire context.</p>



<p>Potential MOU</p>	<p>With respect to students who are expelled and our collective interest in maintaining safe school environments at all schools, the charter school should include a commitment to respond to a request from the District for information regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The charter school shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.</p> <p>Petition/MOU describes the process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school</p> <p>Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school</p>	<p>Booker Academy is excited to start a dialogue around how our school can keep consistent communication with San Francisco Unified School District.</p>

6/20/2018

BoardDocs® Pro



Wednesday, May 30, 2018
Augmented Budget and Business Services Committee

Irving G. Breyer Board Meeting Room
555 Franklin Street, First Floor
San Francisco, California 94102

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Meeting begins at 6:00 p.m.

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The Budget and Business Services Committee is a standing committee of the Board. This is an Augmented Committee meeting in which Board Members who are not assigned to this Committee are invited to participate in the meeting but will not vote on matters before the Committee.

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Budget and Business Services Committee Members:
Mr. Matt Haney, Chair
Mr. Mark Sanchez
Mr. Shamann Walton

A. GENERAL INFORMATION

1. Accessibility - Irving G. Breyer Board Meeting Room
2. Teleconference Information

B. ACTION ITEMS

1. Authorization to Grant or in the Alternative Deny the Petition for the Mary L. Booker Leadership Charter School - Superintendent's Proposal 184-24Sp1
2. Board Policy 3110, Transfer of Funds

C. INFORMATION ITEMS

1. Fiscal Analysis of the Proposed Irving G. Breyer Board Meeting Room and Office of the Board of Education Upgrades
2. Update on the Governor's May Revise and Impact on District Revenues
3. Department Presentations - Student Nutrition Services (SNS) and Transportation

D. ADJOURNMENT

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 CHARTER SCHOOL PETITION REVIEW MATRIX**
School Name: MARY L BOOKER LEADERSHIP ACADEMY

Date Submitted: April 24, 2018

Initial Charter Petition

Charter Renewal

BUDGET & BUSINESS SERVICES COMMITTEE: May 30, 2018

REVIEWERS

Michael Davis • Reeta Madhavan • Daniel Menezes

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
	Yes	No	N/A
• 50% of permanent status teachers currently employed at school to be converted			X
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
	Yes	No	N/A
• 50% of parents/guardians of number of students expected to attend charter school for its 1st year of operations		X	
OR			
	Yes	No	N/A
• 50% of the number of teachers expected to be employed at the charter school during its 1st year of operation	X		
PETITION INCLUDES A PROMINENT STATEMENT THAT SIGNATURE SIGNIFIES MEANINGFUL INTEREST (Education Code 47605(a)(3))			
	Yes	No	N/A
	X		
<p><u>Comments:</u> The Petition contains signatures of at least seven verifiably certificated teachers. For 120 students in grades 6-8, the school would need six teachers. The petition meets the minimum requirement to contain 50% of the teachers expected to be employed. The Petition states; <i>“In addition, we have additional signatures from parents and community members that can be found in Appendix B.”</i> Appendix B actually contains a typed list of parents and community members. <u>There are no signatures nor is there a “meaningful interest” statement.</u></p>			

REQUIRED AFFIRMATIONS (Education Code 47605(d)(1))				
	Yes	No	N/A	
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	X			
REQUIRED ELEMENTS (Education Code 47605(b)(5)(A)–(P))				
A. Educational Program	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> 1. Targeted School Populations				
◆ Age, grade levels and number of students		X		
◆ Type of desired student populations			X	
<input type="checkbox"/> 2. Attendance				
◆ School year and school day		X		
◆ Attendance requirements		X		
Comments:				
• Projected demographics not aligned with neighborhood schools				
<input type="checkbox"/> 3. What it Means to be an Educated Person in The 21st Century	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners		X		
◆ Clear list of general academic skills and qualities important for an educated person		X		
◆ Clear list of general non-academic skills and qualities important for an educated person		X		

- ◆ *Strongly suggested to ensure that charter elements are reasonably comprehensive.*
- Required to be included in charter petition and/or Memorandum of Understanding.*
No legend indicates that while not necessarily recommended, they would be nice to include.

<input type="checkbox"/> 4. Description of How Learning Best Occurs	Strong	Sufficient	Insufficient	N/A
Persuasive instructional design				
◆ • Broad outline (not entire scope and sequence) of the curriculum content			X	
◆ • Description of instructional approaches and strategies			X	
◆ • Description of learning setting (e.g. traditional, home-based, distance learning, etc.)			X	
◆ Proposed program strongly aligned to school's mission		X		
◆ Affirmation that, or description of, how curriculum aligned to student performance standards			X	
◆ Outlines a plan or strategy to support students not meeting pupil outcomes		X		
◆ Instructional design or strategies based upon successful practice or research		X		

◆ Describes instructional strategies for special education, Limited English proficient students, etc.		X		
<input type="checkbox"/> 5. Transferability of Courses (High School)	Strong	Sufficient	Insufficient	N/A
Clear description of transferability of courses to other high schools and eligibility of courses to meet college entrance requirements.		X		
<input type="checkbox"/> 6. Description of Annual Goals (Education Code section 52052)	Strong	Sufficient	Insufficient	N/A
◆ For all pupils		X		
◆ For each subgroup		X		
◆ For grade levels served or nature of program		X		
◆ Specific annual actions to achieve identified goals		X		
B. Measurable Student Outcomes - “Exit Outcomes” or “Graduation Standards”	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome		X		
◆ How pupil outcomes will address state content and performance standards in core academics		X		
◆ Exit outcomes include acquisition of academic and non-academic skills		X		
Concise (one page) list of exit outcomes encompass specific skills, not too vague		X		
Affirmation that "benchmark" skills and specific classroom-level skills will be developed		X		
◆ Outcomes address increases in pupil academic achievement school wide and for all groups of pupils served (Education Code section 47607(a)(3)(B))		X		
◆ Pupil outcomes align with state priorities that apply to grades served, or nature of program operated (Education Code section 52060(d))		X		
◆ Affirmation/description that exit outcomes will align to mission, curriculum and assessments				
Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A–G” requirements		X		
◆ Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.		X		
◆ Acknowledges that exit outcomes and performance goals may need to be modified over time		X		
◆ If high school, graduation requirements defined		X		
◆ If high school, WASC accreditation standards addressed		X		
C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured	Strong	Sufficient	Insufficient	N/A
◆ At least one assessment method or tool listed for each of the exit outcomes		X		
Assessments include multiple, valid and reliable measures using traditional/ alternative tools		X		
<input type="checkbox"/> Assessment tools include all required state assessments		X		
◆ Chosen assessments are appropriate for standards and skills they seek to measure		X		
◆ Affirmation/description of how assessments align to mission, exit outcomes, and curriculum		X		
◆ Describes minimal required performance level necessary to attain each standard			X	

◆	Outlines a plan for collecting, analyzing and reporting student/school performance data			X	
D. Governance Structure of School Including, But Not Limited to, Parental Involvement		Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/>	Describes what role parents have in the governance of the school		X		
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:				
	• Size/composition of board		X		
	• Board committees or advisory councils		X		
	• Board's scope of authority/responsibility		X		
	• Method for selecting initial board members		X		
	• Board election/appointment and turnover		X		
◆	Affirms future development of, or has a set of, proposed bylaws, policies or similar documents		X		
◆	Initial governing board members identified by name or the process used to select them		X		
◆	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter		X		
◆	Outlines other important legal or operational relationships between school and granting Agency		X		
Comments:					
<ul style="list-style-type: none"> • Description of How Learning Best Occurs - Instructional Program lacks detail of instructional model, pedagogical approaches, and mode of implementation. • Performance Standards - Lacking evidence to support the affirmation that curriculum is aligned to student performance standards • Measurement of Pupil Outcomes - The structure is identified but lacks sufficient details regarding the process. 					
E. Qualifications to be Met by Individuals to be Employed by The School		Strong	Sufficient	Insufficient	N/A
◆	Identifies key staff positions with the school		X		
◆	Describes specific key qualifications (knowledge, experience, education, certification, etc.)		X		
<input type="checkbox"/>	Defines “core, college preparatory teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/permit)			X	
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications		X		
Comments:					
<ul style="list-style-type: none"> • No definition of core, or affirmation regarding core credentials 					
F. Health and Safety Procedures		Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		X		
◆	Outlines specific health and safety practices addressing such key areas as:				

◆	• Seismic safety (structural integrity and earthquake preparedness)			X	
◆	• Student safety procedures clearly stated			X	
◆	• Natural disasters and emergencies			X	
◆	• Immunizations, health screenings, administration of medications		X		
◆	• Tolerance for use of drugs and/or tobacco			X	
◆	• Staff training on emergency and first aid response			X	
□	References/accompanied by more detailed set of health and safety related policies/procedures.			X	
<p><u>Comments:</u> The Petition contains none of the actual referenced policies and states that the school will develop both a Health and Safety Manual with their Board and staff prior to the official opening.</p>					
G. Means to Achieve a Reflective Racial and Ethnic Balance		Strong	Sufficient	Insufficient	N/A
◆	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups			X	
<p><u>Comments:</u> • Means to Achieve a Reflective Racial and Ethnic Balance - No detail of targeted outreach</p>					
H. Admissions Requirements		Strong	Sufficient	Insufficient	N/A
□	Mandatory assurances regarding non-discriminatory admission procedures		X		
□	No contradiction of admissions requirements re: conversion schools and public random Drawings				X
◆	Clearly describes admissions requirements, including any preferences		X		
◆	Proposed admissions and enrollment process and timeline			X	
<p><u>Comments:</u> The Petition does not contain a Timeline</p>					
I. Financial Audit		Strong	Sufficient	Insufficient	N/A
◆	Procedure to select and retain independent auditor		X		

◆	Qualifications of independent auditor		X		
◆	Audit will employ generally accepted accounting procedures		X		
◆	Describes specific scope of audit		X		
◆	Timing of audit and whom it will be sent to			X	
◆	Process for resolving audit exceptions to satisfaction of granting agencies		X		
<p><u>Comments:</u> Stipulates when audit will be filed with state (mandatory Dec 15th deadline) but no mention of when it will be provided to District for review and comment. District needs opportunity to review and flag audit findings before submission to state</p>					
<p>J. Pupil Suspension and Expulsion</p>					
◆	Detailed, step-by-step process by which student may be suspended or expelled OR			X	
◆	Reference to a comprehensive set of student disciplinary policies			X	
◆	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students			X	
◆	Policies balance students' rights to due process with responsibility to maintain a safe learning environment			X	
<p><u>Comments:</u> The sections concerning student discipline - whether in the petition or student/family handbook appendix – lack coherence. In reading the Petition, we don't see a demonstration of a strong understanding of relevant laws or obligations as a public school. Comprehensive Discipline Policies should detail what other discipline systems exist beyond suspension and expulsion. The Petition states that the overarching culture around student behavior, expectations and conduct will be based in a culture of Restorative Practices/Justice, and indicates that the staff will be trained and that students and parents will abide. But we don't find a clear indication or plan on how the charter school will establish or build capacity and buy-in from all stakeholders as a new school. Also, there is no indication, or way to measure the staff's accountability to support this type of culture or to monitor the implementation or get feedback from students or families. There is also no clear link or procedural guidelines as to when/why/how Restorative Practices will be used as an alternative to more formal discipline - i.e., suspension and expulsion. Regarding formal discipline actions, the Petition does not draw a distinction between suspendable acts and expellable acts - the phrase "Discretionary" is intermittently used to head suspension and expulsion sections. It appears that everything that is suspendable is also expellable, which reinforces the concern that petitioner does not have an understanding of the complexities and obligations regarding responsibilities and rights of students and families. More importantly there is a caveat at the end of each element of this section that essentially states that in most/any case - where the charter school personnel deems it appropriate- staff will use their discretion to make disciplinary decisions up to and</p>					

including suspension, expulsion and involuntary disenrollment. It is unclear to what extent the school will utilize proactive practices referenced on pages 134 – 135 prior to suspension or expulsion.

Of additional concern are statements that foster the idea that charter schools can circumvent, override or expedite discipline requirements and procedures - for all students including those with identified special needs - and justify unilaterally an "involuntary disenrollment"; and, that charter school personnel may unilaterally determine an alternative educational setting - in SFUSD's case that might mean Civic Center or Counseling Center but there is no known location for the charter school to place (for up to 45 days) students with special needs that have violated student behavior or conduct expectations.

Page 143: Petition exempts "antique firearms" from the definition of prohibited firearms. This is unacceptable because of the potential harm that could occur from this exemption.

There are several inconsistencies in terminology pertaining to provision of due process (e.g. "hearing" versus "conference").

Due Process timelines are non-linear.

With respect to students who are expelled and our collective interest in maintaining safe school environments at all schools, the charter school should include a commitment to respond to a request from the District for information regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The charter school shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

L. Attendance Alternatives	Yes	No	N/A
<input type="checkbox"/> States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives	X		

M. Description of Employee Rights	Yes	No	N/A
<input type="checkbox"/> Acknowledgement that collective bargaining contract in sponsor district will be controlling	X		
<input checked="" type="checkbox"/> Whether and how staff may resume employment within the district	X		
<input checked="" type="checkbox"/> Sick/vacation leave (ability to carry it over to and from charter school)	X		
<input checked="" type="checkbox"/> Whether staff will continue to earn service credit (tenure) in district while at charter school	X		

N. Dispute Resolution Process	Strong	Sufficient	Insufficient	N/A
<input checked="" type="checkbox"/> Outlines a simple process for charter and granting agency to settle disputes		X		
<input checked="" type="checkbox"/> Process indicates whether it is binding on school or granting agency/fair process		X		
<input checked="" type="checkbox"/> Step by step process for identifying/framing dispute points		X		

• Whether internal charter disputes may be brought to granting agency		X		
• Identifies specific parties to be involved at each step		X		
• Basic rules at each step		X		
• Which results are binding		X		
Comments:				
O. Labor Relations				
<input type="checkbox"/> Whether charter or local school district will be employer for EERA purposes		Yes X	No	N/A
If local district the employer, includes provisions clarifying charter's roles in collective Bargaining				N/A
P. Closure of Charter School				
<input type="checkbox"/> Clear description of procedures to be used if the charter school closes to include final audit disposition of assets and liabilities, and transfer of records.		Yes X	No	N/A

REQUIRED SUPPLEMENTAL INFORMATION (Education Code 47605(g))				
Financial Plan	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> First year operational budget		X		
• Start-up costs		X		
• Cash flow for first three years		X		
• Financial projections for first three years		X		
◆ Planning Assumptions	Strong	Sufficient	Insufficient	N/A
• Number/types of students		X		
• Number of staff		X		
• Facilities needs		X		
• Costs of all major items are identified and within reasonable market ranges		X		
• Revenue assumptions in line with state and federal funding guidelines		X		
• Revenue from “soft” sources less than 10% of ongoing operational costs		X		
• Timeline allows window for grant applications to be submitted and funded		X		
◆ Start-Up Costs	Strong	Sufficient	Insufficient	N/A
• Clearly identifies most major start-up costs				
<input type="checkbox"/> Staffing		X		

<input type="checkbox"/> Facilities		X		
<input type="checkbox"/> Equipment and Supplies		X		
<input type="checkbox"/> Professional Services		X		
• Assumptions in line with overall school design plan		X		
• Identifies potential funding source		X		
• Timeline allows for grant and fundraising		X		
◆ Annual Operating Budget	Strong	Sufficient	Insufficient	N/A
• Annual revenues and expenditures clearly identified by source		X		
• Revenue assumptions closely related to applicable state and federal funding formulas		X		
• Expenditure assumptions reflect school design plan		X		
• Expenditure assumptions reflect market costs		X		
• “Soft” revenues not critical to solvency		X		
• Strong reserve or projected ending balance (the larger of 2–3% of expenditure or \$25,000)		X		
• If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance		X		
• Expenditure for sufficient insurance to name district as also insured/hold harmless agreement		X		
• Expenditure sufficient for reasonably expected legal services		X		
• Expenditure for Special Education excess costs consistent with current experience in County		X		
◆ Cash Flow Analysis				
• Monthly projection of revenue receipts in line with state/federal funding Disbursements		X		
• Expenditures projected by month and correspond with typical/reasonable Schedules		X		
• Show positive fund balance each month and/or identify sources of working capital		X		
◆ Long-term Plan	Strong	Sufficient	Insufficient	N/A
• Projects revenues and expenditures for at least two additional years		X		
• Revenue assumptions based on reasonable potential growth in state and federal Revenues		X		
• Revenue assumptions based on reasonable student growth projections		X		
• Reasonable cost-of-living and inflation assumptions		X		
• Annual fund balances are positive or likely sources of working capital are Identified		X		
District Impact Statement	Strong	Sufficient	Insufficient	N/A
◆ Provides district with estimated numbers of students anticipated to enroll		X		
◆ Identifies whether charter intends to purchase support services from district		X		

• General terms are identified		X		
◆ Describes process and policies between charter and district (MOU)				
Includes:				X
• Process, activities and associated fees for oversight of charter				X
• Content, processes, timelines, and evaluation criteria for annual review and site Visits				X
• Regular, ongoing fiscal and programmatic performance monitoring and reporting				X
• Content, process, timelines and evaluation criteria for charter renewal				X
• Statement allowing reasonable opportunity to correct deficiencies in charter Performance				X
◆ Specific proposed support service needs and payments to district for services rendered				
• Clearly drafted contract or agreement				X
◆ Identify whether or not will request district-owned facilities				X
• Reasonably detailed lease or occupation agreement				X
◆ Proposed legal status of school is identified		X		
◆ Describes facilities agreements with charter-granting agency if appropriate				X
◆ Identify whether school intends to manage risk independently or secure it through district		X		
◆ Addresses the increased civil liability exposure for the district		X		

Comments:

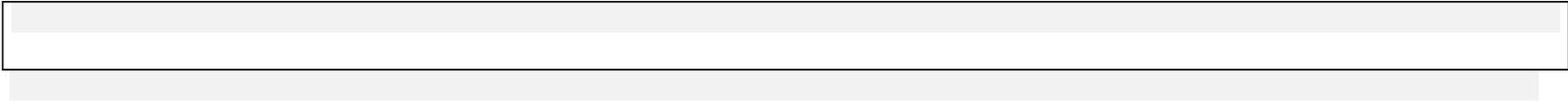
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MLBLA uses the latest version of the FCMAT calculator to project LCFF targets and funding. However, using an unduplicated pupil percentage (UPP) of 71% to establish levels of supplemental & concentration funds appears to be aggressive.

The budget projects ending fund balances of 5% in year one, growing to 15% in year five. However, the budget should be formatted to specifically designate a Reserve for Economic Uncertainty, as required by AB 1200 Criteria and Standards.



Mary L. Booker Leadership Academy
 Appendices and Attachments

Special Education/SELPA (SAN FRANCISCO SPECIAL EDUCATION POLICY)	Yes	No	N/A
<input type="checkbox"/> Identifies whether or not in an independent LEA for special education purposes	X		
<input type="checkbox"/> Consulted with the SELPA Director			X
• Discussed special education responsibilities of charter			X
• Discussed application of SELPA policies	X		
<input type="checkbox"/> In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures	X		
• Includes fiscal allocation plan			X
<input type="checkbox"/> If charter not an independent LEA:			X
• Clarifies in charter or an MOU the responsibilities of each party for service Delivery			X
<input type="checkbox"/> Referral			X
<input type="checkbox"/> Assessment			X
<input type="checkbox"/> Instruction			X
<input type="checkbox"/> Due Process			X
<input type="checkbox"/> Agreements describing allocation of actual and excess costs			X
<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds			X
<input type="checkbox"/> If charter is LEA within SELPA			X
• Notifies SELPA Director of intent prior to February 1 st of the preceding school Year			X
• Located within SFUSD SELPA geographical boundaries			X
• Provides current operating budget in accordance with Ed Code 42130 and 42131			X
• Provides assurances that all be instructed in safe environment			X
• Provides copy of original charter petition and any amendments			X
• Responsible for any legal fees relating to application and assurances process			X
• Meets the terms of the “Agreement Regarding the Organization, Implementation, administration and Operation of the SELPA			X
• Meets the terms of all SFUSD SELPA policies and procedures			X
• Charter fiscally responsible for fair share of any encroachment on general funds			X
<input type="checkbox"/> Petition includes the following assurances:			
• The charter will comply with all provisions of IDEA	X		
• No student will be denied admission based on disability or lack of available Services	X		

Mary L. Booker Leadership Academy
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	• Will implement a Student Study Team process	X		
	• Any student potentially in need of Section 504 services responsibility of charter School	X		
<input type="checkbox"/>	Petition/MOU describes the process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		X	
◆	Overview of how special education funding and services will be provided by:	X		
	•Charter School	X		
	•Charter Granting Agency	X		
	•SELPA	X		
<input type="checkbox"/>	Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		X	
Comments:				
The Petition does not clearly outline the process and notification procedures for movement of special education students in or out of the charter school.				
The charter school plans to apply for membership in the El Dorado Charter SELPA as an LEA.				



Board of Commissioners
San Francisco Unified School District
555 Franklin Street
San Francisco, CA 94102

To the Board of Commissioners of the San Francisco Unified School District:

The team at Mary L. Booker Leadership Academy (“Booker Academy”) has had the opportunity to review the San Francisco Unified School District (the “District”) Budget and Business Services Committee charter petition matrix which was posted on the District’s website May 25, 2018. We are gratified that the District acknowledges that the budget we have developed meets the expectations of a successful charter petition. Since the Curriculum and Program Committee hearing on May 21st, 2018, Booker Academy has had the opportunity to meet with District staff to continue a dialogue that we hope will lead to the approval of the Booker Academy charter petition.

In addition to the responses below, Booker Academy has also provided a letter of commitment from Silicon School Fund (“SSF”) and New Schools Venture Fund (“NSVF”), organizations that have committed to supporting Booker Academy in our process of developing an excellent school for all students. While the funds for SSF have been incorporated into the budget provided to the District, Booker Academy was awarded the NSVF grant after submitting the charter petition. This additional funding of \$200,000 from NSVF for the 2018-2019 and up to \$455,000 from June 2019 to May 2022 school year will only enhance opportunities for students at Booker Academy.

We look forward to continued dialogue,
Terrence Davis

School Founder
Mary L. Booker Leadership Academy



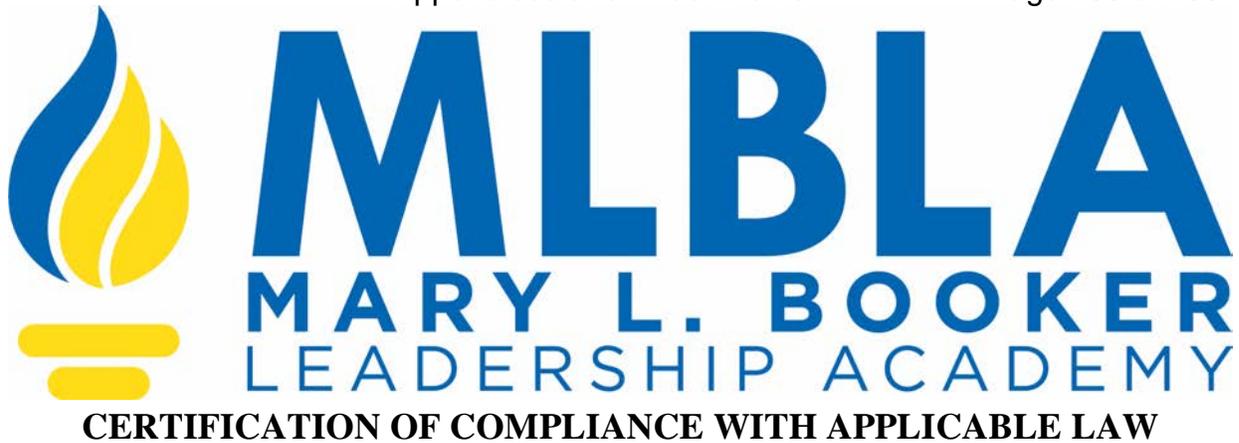
Required Elements	District Comment	Booker Academy Response
<p>Financial Audit</p> <ul style="list-style-type: none"> • Timing of audit and whom it will be sent to 	<p>Stipulates when audit will be filed with state (mandatory Dec 15th deadline) but no mention of when it will be provided to District for review and comment. District needs opportunity to review and flag audit findings before submission to state</p>	<p>As the District states in its feedback, Booker Academy will meet legal requirements by submitting an interim financial report by December 15th.</p> <ul style="list-style-type: none"> • “By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Mary L. Booker Leadership Academy’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education Superintendent of Schools.” <p>There is no legal requirement for an authorizer to “review and flag” audit findings prior to submission of the audit.</p> <p>Interim financial reports will be submitted to the District as is expected for all charter schools.</p>



<p>General Comment</p>	<p>It appears that MLBLA intends to be a member of the El Dorado SELPA and have incorporated the appropriate SELPA fees in their expenditure projections. However, they have also included revenues and expenses that would reside with the SELPA, and not within their budget.</p>	<p>As stated in the feedback, Booker Academy intends to join El Dorado SELPA. It is unclear which specific revenue and expenses the District believes reside with the SELPA. The revenue and fees included in Booker Academy's budget align with the El Dorado SELPA's revenue and fee structure.</p>
<p>General Comment</p>	<p>While MLBLA specifically mentions their plan to be a member of CALSTRS for their certificated staff, there is no such mention of a retirement plan for their classified staff. H & W is set to begin at \$5,500 per covered FTE, which is reasonable for single coverage, but low for employee + dependent coverage. H&W costs are projected to grow by 8% annually, a reasonable estimate.</p>	<p>Booker Academy will contribute to Social Security for its non-certificated staff and will deduct the required amount from employees' compensation (6.2% each). This expense is budgeted in object code 3300.</p> <p>For H&W, Booker Academy is using \$5,500 as an average for budgeting purposes. The Charter School expects some employees will cost less (or will opt out of coverage) and some will cost more.</p>
<p>General Comment</p>	<p>MLBLA uses the latest version of the FCMAT calculator to project LCFF targets and funding. However, using an unduplicated pupil percentage (UPP) of 71% to establish levels of supplemental & concentration funds appears to be aggressive.</p>	<p>Booker Academy's unduplicated count is based on local schools who have a similar percentage.</p>



<p>General Comment</p>	<p>The budget projects ending fund balances of 5% in year one, growing to 15% in year five. However, the budget should be formatted to specifically designate a Reserve for Economic Uncertainty, as required by AB 1200 Criteria and Standards.</p>	<p>As the District acknowledges, Booker Academy's ending fund balance aligns with the expectations of developing a fiscally sound budget. Booker Academy will comply with all expectations in regard to formatting when submitting official Charter School Alternative Forms for the budget, interims, and unaudited actuals.</p>
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California Code of Regulations, Title 5, Section 11967(b)(3)

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See 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 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). (Because there is no county office of education for San Francisco, this step applies to the School District.) In addition, subdivision (b)(3) of Section 11967 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 County 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 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.

Sincerely,

Terrence Davis
School Founder and Head of Schools
Mary L. Booker Leadership Academy