

**BYLAWS  
OF  
FRINK SCHOOL INC**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is Frink School Inc

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

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

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

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the Willie J Frink College Prep School (“Charter School”), a California public charter school. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

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

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefits of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

## **ARTICLE VII BOARD OF DIRECTORS**

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

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside



California.

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

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. The terms of the initial Board of Directors shall be staggered, with the two (2) Founders serving terms of six (6) years. The initial Board of Directors is comprised of the following directors:

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

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

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

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found

by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President/CEO, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each school site.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization,

appointment of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS<sup>1</sup>. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located ;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>2</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>3</sup>

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any

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<sup>1</sup> Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

<sup>2</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>3</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

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

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

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

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

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

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

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

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

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

Section 8.     **PRESIDENT/CEO.** The President/CEO shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President/CEO shall have such other powers and duties as the Board of Directors or the bylaws may require.

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

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

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

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

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

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

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

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

Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

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

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

## **ARTICLE XIII INSURANCE**

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

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

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

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

## **ARTICLE XV**



## **INSPECTION RIGHTS**

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

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

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

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

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** The Corporation will comply with Corporations Code section 6322.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at

which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

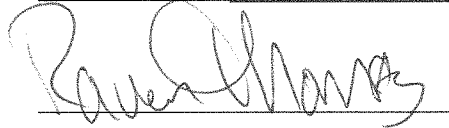
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Frink School Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of the Corporation as adopted by the Board of Directors on December 12, 2022; and that these bylaws have not been amended or modified since that date.

Executed on December 12, 2022 at Bakersfield, California.

Raven Thomas

 , Secretary



**Secretary of State**  
**Articles of Incorporation of a**  
**Nonprofit Public Benefit Corporation**

**ARTS-PB-  
501(c)(3)**

**IMPORTANT — [Read Instructions](#) before completing this form.**

**Filing Fee — \$30.00**

**Copy Fees —** First page \$1.00; each attachment page \$0.50;  
 Certification Fee - \$5.00

**Note:** A separate California Franchise Tax Board application is required to obtain tax exempt status. For more information, go to [ftb.ca.gov](http://ftb.ca.gov).

<b>FILED</b>
Secretary of State State of California
4795883
Filing Number
09/29/2021
Filing Date

**This Space For Office Use Only**

**1. Corporate Name** (Go to [www.sos.ca.gov/business/be/name-reservations](http://www.sos.ca.gov/business/be/name-reservations) for general corporate name requirements and restrictions.)

The name of the corporation is Frink School Inc

**2. Business Addresses** (Enter the **complete** business addresses. Item 2a cannot be a P.O.Box or "in care of" an individual or entity.)

a. Initial Street Address of Corporation - <b>Do not enter a P.O. Box</b> 201 New Stine Road, Suite 300	City (no abbreviations) Bakersfield	State CA	Zip Code 93309
b. Initial Mailing Address of Corporation, <b>if different than item 2a</b>	City (no abbreviations)	State	Zip Code

**3. Service of Process** (Must provide either Individual **OR** Corporation.)

**INDIVIDUAL** — Complete Items 3a and 3b only. Must include agent's full name and California street address.

a. California Agent's First Name (if agent is <b>not</b> a corporation)	Middle Name	Last Name	Suffix
b. Street Address (if agent is <b>not</b> a corporation) - <b>Do not enter a P.O. Box</b>	City (no abbreviations)	State CA	Zip Code

**CORPORATION** — Complete Item 3c. Only include the name of the registered agent Corporation.

c. California Registered Corporate Agent's Name (if agent is a corporation) — Do not complete Item 3a or 3b  
LegalCorp Solutions, Inc

**4. Purpose Statement** **Item 4a:** One or both boxes **must** be checked.  
**Item 4b:** If "public" purposes is checked in Item 4a, or if you intend to apply for tax-exempt status in California, you **must** enter the specific purpose in Item 4b.)

a. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: ☒ **public** purposes. ☒ **charitable** purposes.  
 b. The specific purpose of this corporation is to A Public Charter School

**5. Additional Statements** ([See Instructions and Filing Tips](#).)

- a. This corporation is organized and operated exclusively for the purposes set forth in **Article 4** hereof within the meaning of Internal Revenue Code section 501(c)(3).
- b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- c. The property of this corporation is irrevocably dedicated to the purposes in **Article 4** hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
- d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable, educational and/or religious** purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

**6. Read and Sign Below** (This form must be signed by each incorporator. [See Instructions](#). Do not include a title.)

Signature

Sonia Becerra

Type or Print Name

**FRINK SCHOOL INC.  
CONFLICT OF INTEREST CODE**

**I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Frink School Inc Board of Directors hereby adopts this Conflict-of-Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Frink School Inc (“Charter School”), as specifically required by California Government Code Section 87300.

**II. DEFINITION OF TERMS**

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

**III. DESIGNATED EMPLOYEES**

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

**IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated position, including governing board members, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by the California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the designated position is assigned in Exhibit A.

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

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall retain the original Statement in the school office.

**V. DISQUALIFICATION**

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

generally, on the person or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

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

### **B. Governing Board Member Designated Employees**

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

## **EXHIBIT A**

### **Designated Positions**

<b>Designated Position</b>	<b>Assigned Disclosure Category</b>
Charter School Board Member	1, 2
President/Chief Executive Officer	1, 2
Head of School	1, 2
Principal	1, 2
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

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

## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1**

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
  - of any school district that has authorized a Frink School charter school, or
  - of any facility utilized by a Frink School charter school, or
  - of a proposed site for a Frink School facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

#### **Category 2**

Designated positions assigned to this category must report:

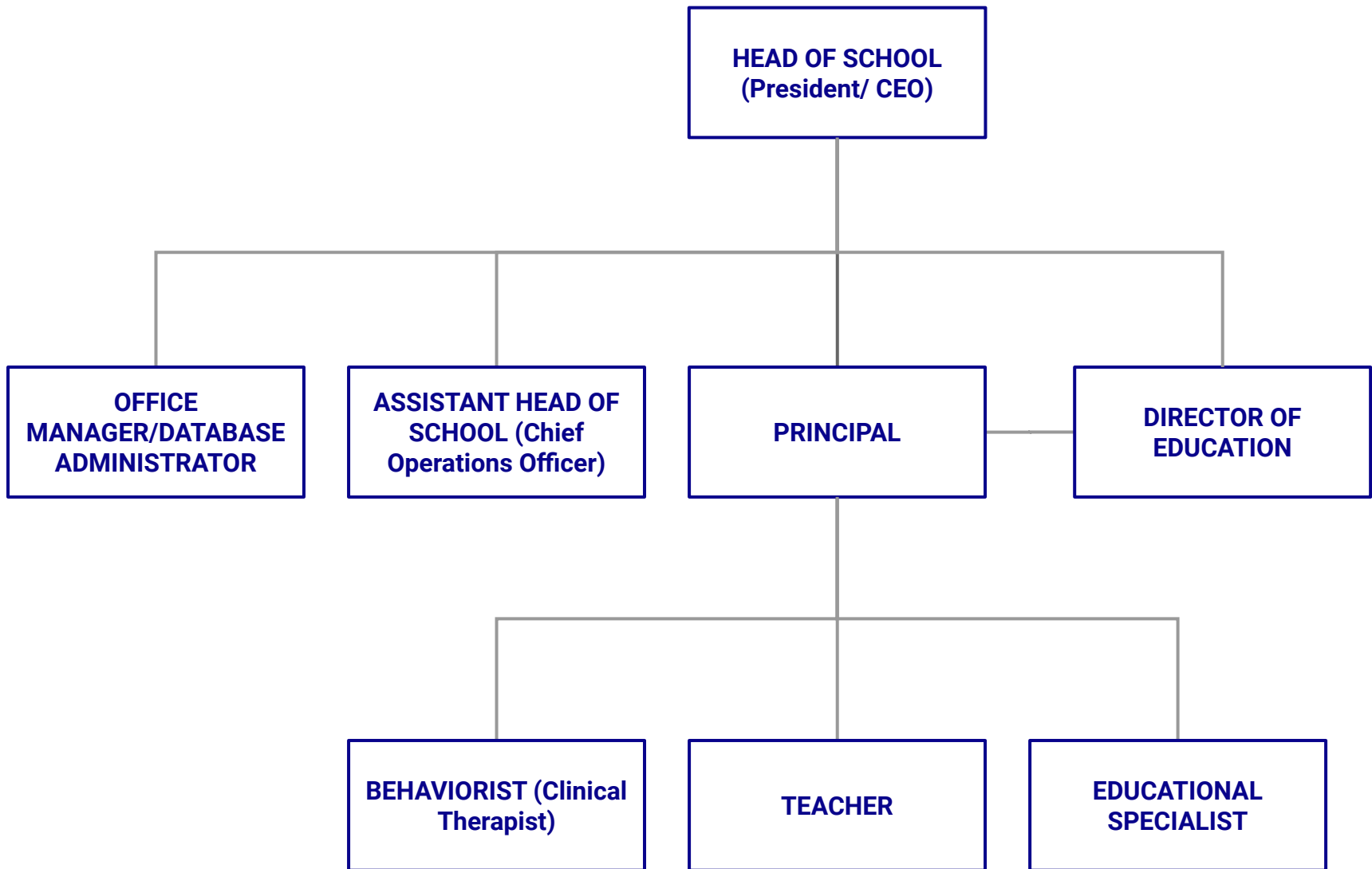
- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Frink School.

#### **Category 3**

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.





## Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement Willie J Frink College Prep's (WJFCP) program as described in the charter petition. Assumptions used are based on historical financial data from similar charter schools.

### I. Revenues

#### A. Enrollment and ADA

Enrollment assumes two classrooms at each grade level with 22 students each and an additional TK classroom with 18 students. Assumed attendance percentage is aligned with the statewide average for K-8 grade levels per CDE at 95.5%.

	2024-25	2025-26	2026-27	2027-28	2028-29
TK	18	18	18	18	18
K	44	44	44	44	44
1 <sup>st</sup>	44	44	44	44	44
2 <sup>nd</sup>	44	44	44	44	44
3 <sup>rd</sup>	0	44	44	44	44
4 <sup>th</sup>	0	0	44	44	44
5 <sup>th</sup>	0	0	0	44	44
6 <sup>th</sup>	0	0	0	44	44
7 <sup>th</sup>	0	0	0	0	44
8 <sup>th</sup>	0	0	0	0	44
9 <sup>th</sup>	0	0	0	0	0
10 <sup>th</sup>	0	0	0	0	0
11 <sup>th</sup>	0	0	0	0	0
12 <sup>th</sup>	0	0	0	0	0
Enrollment	150	194	238	326	414
ADA	143.25	185.27	227.29	311.33	395.37
Percentage	95.5%	95.5%	95.5%	95.5%	95.5%

#### B. Government Funding

The Local Control Funding Formula (LCFF) was signed by the Governor on June 27, 2013. Using the Fiscal Crisis and Management Assistance Team (FCMAT) calculator version 23.2c, and updated for the January 2023 Governor's budget projection, the average LCFF rates across grades spans used are as follows:

	2024-25	2025-26	2026-27	2027-28	2028-29
LCFF Rate	\$14,398	\$14,793	\$14,993	\$14,947	\$15,136

Because there isn't a published COLA for 2027-28 and 2028-29 an assumption of a 2% COLA increase was used in those years.

This budget reflects an unduplicated pupil percentage (UPP) of 70% for Free and Reduced (FRL), English Language Learners (ELL), Foster and Homeless students for Willie J Frink College Prep. This percentage is on par with Panama-Buena Vista Union's own UPP of 74.86% as reported in the 2022-23 P-1 certification.

The school believes that the actual unduplicated pupil percentage will be closer to 90% but has opted to budget conservatively. If in fact the school has a higher UPP, the LCFF rate will increase due to a higher Supplemental and Concentrations Grant funding, which will result in higher revenues. The allocation of property tax is estimated at \$1,093 per ADA based on 2022-23 P-1 rate of Panama-Buena Vista Union School District. The Education Protection Account (EPA) is assumed to be \$200 per ADA.

WJFCP will participate in, and comply with, the CA Universal Meals program and has therefore budgeted for Child Nutrition assuming 95% of food expenses are reimbursed between state and federal revenue, which does not include staff expenses related to operating NSLP which are also budgeted separately. Per the new state guidelines, the school will also apply for Community Eligibility with the National School Lunch Program and plans to operate as their own School Food Authority (SFA).

The school expects to receive Title funding, estimated at \$350 per eligible student for Title I, \$45 per eligible student for Title II and the minimum base grant for Title IV of \$10,000 which will help serve the unique needs of its unduplicated student population. Title III has not been budgeted for, though as enrollment grows the school will continue to assess eligibility.

For special education, the budget assumes that WJFCP will apply and become an independent Local Education Agency (LEA) member in a SELPA and contract with Panama-Buena Vista Union School District for services. Thus, WJFCP will receive state 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 \$887 per ADA and \$147 per prior year enrollment, respectively. Rates projected by the El Dorado Charter SELPA, as a benchmark, which should be a conservative estimate since the El Dorado Charter SELPA uses statewide rates, while other SELPAs sometimes have higher funding rates.

The school has budgeted for state lottery revenue, which is accrued in year one and paid in year two for new charter schools. The expected rate is \$237 per ADA per the CDE's estimate. The Mandate Block Grant is also included at \$21 per prior year ADA starting in Year 2.

Willie J Frink College Prep is projecting eligibility for the SB740 Charter School Facilities Grant Program based on their own estimated unduplicated percentage of 70% being above the 55% threshold. Though a specific facility has not yet been secured, the school's population will support this grant. Funding is either \$1,470/ADA in year 1 or 75% of lease costs, whichever is the lesser of the two, and the school is projected to be capped at its lease cost in year 1 and 2 based on an estimated lease cost which was determined after initial conversations with multiple potential landlords. In years 3-5, the school would potentially have the opportunity to submit additional facilities costs to CSFA for additional reimbursement which would increase revenues in those years.

WJFCP is projecting Expanded Learning Opportunity Program Revenue at the current funding rate of \$2,054 per unduplicated TK-6 ADA.

### **C. Fundraising**

Willie J Frink College Prep has received strong community support including individual donors who have already contributed or committed donations. The leadership is planning a matching donation campaign in which they are optimistic about doubling these commitments. However, the budget only includes funds that have already been committed or contributed. The \$1.06M in fundraising budgeted over the course of the five-year petition is supported by the commitment and donation letters attached (\$250k from Charter School Growth Fund, \$710k from Silicon Schools via 2 separate commitment, and \$100k in private donations already received). These funds will be used to support startup costs as the committed funds that

have not already been distributed will be distributed upon charter approval and prior to the opening of the school.

Donors and foundations have expressed interest in supporting the school further after a charter petition is approved, which would increase revenue and alleviate the burden of borrowing to support the cash flow needs.

While these fundraising revenues will help offset startup costs and support the school as it grows to scale, the intent is to be fully sustainable on public funds over the long term.

## **II. EXPENSES**

Expenses have been conservatively estimated by the petitioners and EdTec based on current market conditions in Kern County and Panama-Buena Vista Union School District. Expense assumptions have been increased 2% per year. Below is a summary of the major expense categories and their underlying assumptions.

### **A. Staffing and Benefits**

Willie J Frink College Prep's staffing plan is represented in the table below. The salary projections were set at the current rates in an effort to balance local competitive compensation and affordability throughout the first five years of operations. Salary growth is projected at an average of 2% per year.

WJFCP estimates spending \$7,500 per year per eligible employee in year one on health insurance, which increases at 7% in out years. The school is planning to be a member of the California State Teachers' Retirement System (CalSTRS) and CalPERS, and as such, has budgeted 19.1% of eligible salaries for STRS and 28.1% of eligible salaries for PERS per guidance from School Services of California. Additionally, substitute teachers will be secured and are budgeted on payroll and will be used on an as needed basis.

		Year 1	Year 2	Year 3	Year 4	Year 5
		2024-25	2025-26	2026-27	2027-28	2028-29
Payroll		Total Paid	FTE Count	FTE Count	FTE Count	FTE Count
Head Count	Position	Year 1 Salary	FTE Count	FTE Count	FTE Count	FTE Count
7	Teacher Yr 1	67,000	7.00	7.00	7.00	7.00
2	Teacher Yr 2	-	-	2.00	2.00	2.00
2	Teacher Yr 3	-	-	-	2.00	2.00
4	Teacher Yr 4	-	-	-	-	4.00
4	Teacher Yr 5	-	-	-	-	4.00
1	SPED Coordinator/Director (Year 2)	65,000	1.00	1.00	1.00	1.00
1	Counselor	-	-	-	1.00	1.00
1	Special Education Resource Special	-	-	-	1.00	1.00
1	Special Education Resource Special	-	-	-	-	1.00
1	Head of School (President / CEO)	135,000	1.00	1.00	1.00	1.00
1	Chief of C & I	-	-	-	-	1.00
1	Principal	115,000	1.00	1.00	1.00	1.00
1	Director of Education	-	-	-	-	1.00
1	Substitute Teachers	6,700	0.10	0.10	0.10	0.10
1	Substitute Teachers	-	-	0.03	0.03	0.03
1	Substitute Teachers	-	-	-	0.03	0.03
1	Substitute Teachers	-	-	-	-	0.03
1	Substitute Teachers	-	-	-	-	0.03
1	Assistant Principal	-	-	-	1.00	1.00
7	Instructional Aides Yr 1	24,320	7.00	7.00	7.00	7.00
2	Instructional Aides Yr 2	-	-	2.00	2.00	2.00
2	Instructional Aides Yr 3	-	-	-	2.00	2.00
4	Instructional Aides Yr 4	-	-	-	-	4.00
4	Instructional Aides Yr 5	-	-	-	-	4.00
1	Special Education Aide	28,120	1.00	1.00	1.00	1.00
1	Special Education Aide	-	-	-	1.00	1.00
1	Behaviorist	55,000	1.00	1.00	1.00	1.00
1	Behavior Technician	-	-	-	1.00	1.00
1	Yoga Instructor (SEL)	13,680	0.50	0.50	0.50	0.50
1	PE, Music, Art Instructor	-	-	-	1.00	1.00
1	PE, Music, Art Instructor	-	-	-	-	1.00
1	PE, Music, Art Instructor	-	-	-	-	1.00
1	Custodian	28,120	1.00	1.00	1.00	1.00
1	Custodian	-	-	-	1.00	1.00
1	Food Service Coordinator	34,960	1.00	1.00	1.00	1.00
1	Food Service Aide	-	-	-	1.00	1.00
1	Office Manager/Data Administrator	65,000	1.00	1.00	1.00	1.00
1	School Secretary	-	-	-	1.00	1.00
1	Parent Liason	-	-	-	-	1.00
<b>Payroll Total</b>			<b>22.60</b>	<b>26.63</b>	<b>39.66</b>	<b>50.69</b>
						<b>61.72</b>

## **B. Books and Supplies**

WJFCP plans to spend \$297k in its first year based upon current expectations, increasing for inflation and accounting for cyclical technology replacement needs in out years. The school will spend \$500 per new student for textbooks and curricula material with replacement costs in the out years, along with an additional \$50 per student on educational software.

Instructional materials and supplies are budgeted at \$100 per student and custodial and office supplies are budgeted at \$45 and \$75 per student respectively. Classroom furniture is budgeted at \$150 per new student with replacement costs in out years.

The school plans to have a 1:1 technology in the classroom and will purchase Chromebooks as student devices. Staff computers based on FTE counts as well as Chromebooks have been budgeted to include replacement costs. Student Food Services are included with a built-in waste factor.

## **C. Services and Operating**

Travel and conferences assume \$250 per staff member. Dues and memberships assume the annual California Charter School Association membership and an additional professional association. The liability insurance premium is assumed to be \$150 per student.

Operations and Housekeeping are budgeted at \$125 per student for utilities. Equipment leases are assumed to be \$50 per student month for a copier lease and charges. Rent is budgeted at \$30,000 per month in year 1 based on initial conversations and market research with several local landlords interested in working with WJFCP. Repairs and maintenance are budgeted at \$50 per student.

The school has budgeted to contract with a back-office business provider to provide the following services: accounting, accounts payable, budgeting, forecasting, attendance reporting, grant compliance reporting, payroll services and board support. Auditor fees are contracted separately, and banking fees are estimated at \$50 per month. District oversight at 1% of LCFF has been included.

The special education expense budget assumes that WJFCP would provide its students with special education services directly as an independent Local Education Agency (LEA) member in a SELPA. In addition to special education staffing, WJFCP is planning on contracting with Panama-Buena Vista Union School District to provide services. This has been budgeted at \$4,046 per special education student with an assumption that 14% of total students would need services.

The school has also budgeted for after school program consultants, field trips, fingerprinting, legal, marketing and student recruiting, interest, professional development, payroll fees, technology, health services, and student information systems. All these assumptions are in line with benchmarked charter school expenditures.

Willie J Frink College Prep expects to spend roughly \$100 per student on its technology support and \$1,000 per month on communication expenses, including telephone, cell phones, internet, and postage.

Additionally, facilities capital improvements have been budgeted with depreciation with the understanding that a facility will likely require renovations to be ready for students and that this will be a process of ongoing improvements as affordability allows.

#### **D. Cash Flow**

Wille J Fink College Prep has included California School Finance Authority's (CSFA) Revolving Loan Program in the cash flow projection. CSFA provides low-cost start-up loans of \$250,000 for new charters. Loan payments are deducted from apportionments starting in the fiscal year after the proceeds are received. Additionally, WJFCP will plan to utilize additional cash flow financing to fund start-up needs. There are several companies, such as Charter Asset Management or Charter School Capital, that provide receivables sale financing and are available when startup purchases need to be made. The cash flow and budget do assume the school will need receivable sale financing until it builds up its reserves as it expands to new grade levels. These short terms loans have been budgeted at an interest cost of 12% annualized interest.

No deferrals of state aid apportionments are included in the budget; however, these revenues are usually received in the month following the apportionment as it can take county offices several business days to wire funds to the schools. The Special Advance Apportionment for new and growing schools has been included following historical disbursement patterns with funds arriving in October and January. Education Protection Account payments are quarterly.

#### **E. Contingencies and Reserves**

The school plans to exceed the CDE recommended fund balance reserve of 5% of total annual expenses in its first year of operation and intends to maintain that in future years.

This budget does not contain any Public Charter Schools Grant Program startup funding, which the school will apply for during the next funding round. If WJFCP receives the startup grant of up to \$475,000, these funds will increase revenue and less unrestricted funding would be used for startup purposes.

**Willie J Frink College Prep**  
**Multi-year Projection**

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumptions
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	-	2,062,451	2,740,660	3,407,759	4,653,474	5,984,217	
Federal Revenue	-	98,710	160,944	198,752	267,062	336,256	
Other State Revenues	-	384,274	730,165	857,288	1,026,617	1,257,226	
Local Revenues	-	-	-	-	-	-	
Fundraising and Grants	400,000	400,000	50,000	130,000	80,000	-	
<b>Total Revenue</b>	<b>400,000</b>	<b>2,945,435</b>	<b>3,681,768</b>	<b>4,593,799</b>	<b>6,027,153</b>	<b>7,577,699</b>	
<b>Expenses</b>							
Compensation and Benefits	77,415	1,711,004	2,059,263	3,057,845	4,035,475	4,955,426	
Books and Supplies	-	297,450	219,925	271,127	402,806	493,640	
Services and Other Operating Expenditures	52,500	731,481	992,151	1,135,921	1,406,990	1,641,584	
Depreciation	-	18,333	38,333	40,000	40,000	40,000	
Other Outflows	-	3,998	1,832	1,159	484	-	
<b>Total Expenses</b>	<b>129,915</b>	<b>2,762,266</b>	<b>3,311,503</b>	<b>4,506,051</b>	<b>5,885,755</b>	<b>7,130,650</b>	
<b>Operating Income</b>	<b>270,085</b>	<b>183,169</b>	<b>370,265</b>	<b>87,748</b>	<b>141,399</b>	<b>447,049</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	-	270,085	453,254	823,519	911,267	1,052,666	
Audit Adjustment							
Beginning Balance (Audited)	-	270,085	453,254	823,519	911,267	1,052,666	
Operating Income	270,085	183,169	370,265	87,748	141,399	447,049	
<b>Ending Fund Balance</b>	<b>270,085</b>	<b>453,254</b>	<b>823,519</b>	<b>911,267</b>	<b>1,052,666</b>	<b>1,499,715</b>	
<b>Total Revenue Per ADA</b>		20,561	19,872	20,211	19,359	19,166	
<b>Total Expenses Per ADA</b>		19,283	17,874	19,825	18,905	18,035	
<b>Operating Income Per ADA</b>		1,279	1,999	386	454	1,131	
<b>Fund Balance as a % of Expenses</b>	208%	16%	25%	20%	18%	21%	



**Willie J Frink College Prep**  
Multi-year Projection

Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumptions
<b>Key Assumptions</b>						
<b>Enrollment Breakdown</b>						
TK	18	18	18	18	18	
K	44	44	44	44	44	
1	44	44	44	44	44	
2	44	44	44	44	44	
3	-	44	44	44	44	
4	-	-	44	44	44	
5	-	-	-	44	44	
6	-	-	-	44	44	
7	-	-	-	-	44	
8	-	-	-	-	44	
<b>Total Enrolled</b>	<b>150</b>	<b>194</b>	<b>238</b>	<b>326</b>	<b>414</b>	
<b>ADA %</b>						
K-3	95.5%	95.5%	95.5%	95.5%	95.5%	
4-6			95.5%	95.5%	95.5%	
7-8					95.5%	
<b>Average ADA %</b>	<b>95.5%</b>	<b>95.5%</b>	<b>95.5%</b>	<b>95.5%</b>	<b>95.5%</b>	
<b>ADA</b>						
K-3	143	185	185	185	185	
4-6	-	-	42	126	126	
7-8	-	-	-	-	84	
<b>Total ADA</b>	<b>143</b>	<b>185</b>	<b>227</b>	<b>311</b>	<b>395</b>	
<b>Demographic Information</b>						
CALPADS Enrollment (for unduplicated % calc)	150	194	238	326	414	
# Unduplicated (CALPADS)	105	136	167	228	290	
# Free & Reduced Lunch (CALPADS)	98	126	155	212	269	
# ELL (CALPADS)	-	-	-	-	-	
New Students	150	44	44	88	88	
<b>School Information</b>						
FTE's	22.6	26.6	39.7	50.7	61.7	
Teachers	7	9	12	16	21	
Certificated Pay Increases	2%	2%	2%	2%	2%	
Classified Pay Increases	2%	2%	2%	2%	2%	
Default Expense Inflation Rate		2%	2%	2%	2%	

**Willie J Frink College Prep**  
**Multi-year Projection**

Start-up Year		Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
		2024-25	2025-26	2026-27	2027-28	2028-29	
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
8011	Charter Schools General Purpose Entitlement - State Aid	1,881,526	2,506,664	3,120,692	4,260,265	5,484,865	per FCMAT calculator 23.2b
8012	Education Protection Account Entitlement	28,650	37,054	45,458	62,266	79,074	\$200 per ADA
8096	Charter Schools in Lieu of Property Taxes	152,275	196,942	241,609	330,944	420,278	Estimated \$1,063 per ADA
<b>SUBTOTAL - LCFF Entitlement</b>		<b>-</b>	<b>2,062,451</b>	<b>2,740,660</b>	<b>3,407,759</b>	<b>4,653,474</b>	<b>5,984,217</b>
<b>Federal Revenue</b>							
8181	Special Education - Entitlement	-	22,022	28,481	34,941	40,750	\$147 per PY Enrollment (El Dorado SELPA)
8220	Child Nutrition Programs	60,000	79,152	99,046	138,382	179,251	80% of food cost
8291	Title I	34,300	44,100	54,250	74,200	94,150	\$350 per CY FRL
8292	Title II	4,410	5,670	6,975	9,540	12,105	\$45 per CY FRL
8294	Title IV	-	10,000	10,000	10,000	10,000	\$10k min grant
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>98,710</b>	<b>160,944</b>	<b>198,752</b>	<b>267,062</b>	<b>336,256</b>
<b>Other State Revenue</b>							
8381	Special Education - Entitlement (State	127,015	164,273	201,530	276,046	350,561	\$887 per CY ADA (El Dorado SELPA)
8520	Child Nutrition - State	11,250	14,841	18,571	25,947	33,610	15% of food cost
8545	School Facilities Apportionments	210,549	278,937	287,947	287,947	287,947	Lesser of \$1,420 per ADA or 75% or rent expense
8550	Mandated Cost Reimbursements	-	3,038	4,057	4,978	6,860	\$19 per PY ADA
8560	State Lottery Revenue	35,460	45,861	56,263	77,066	97,869	\$237 per ADA
8590	All Other State Revenue	-	17,250	22,310	27,370	32,430	Prop 28 Funding
8593	Expanded Learning Opportunities Program	-	205,965	266,610	327,264	447,950	\$2,054 per PY unduplicated TK-6 ADA
<b>SUBTOTAL - Other State Revenue</b>		<b>-</b>	<b>384,274</b>	<b>730,165</b>	<b>857,288</b>	<b>1,026,617</b>	<b>1,257,226</b>
<b>Local Revenue</b>							
<b>SUBTOTAL - Local Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fundraising and Grants</b>							
8803	Fundraising	400,000	400,000	50,000	130,000	80,000	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>400,000</b>	<b>400,000</b>	<b>50,000</b>	<b>130,000</b>	<b>80,000</b>	<b>-</b>
<b>TOTAL REVENUE</b>		<b>400,000</b>	<b>2,945,435</b>	<b>3,681,768</b>	<b>4,593,799</b>	<b>6,027,153</b>	<b>7,577,699</b>

Silicon Schools Fund & Charter School Growth Fund Commitments

**Willie J Frink College Prep**  
**Multi-year Projection**

Start-up Year		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumptions
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1100	Teachers Salaries	469,000	615,060	841,684	1,142,921	1,533,807	
1103	Teacher - Substitute Pay	6,700	8,884	11,153	13,509	15,955	
1200	Certificated Pupil Support Salaries	65,000	85,000	161,609	164,841	168,138	
1300	Certificated Supervisor & Administrator Salaries	65,000	117,300	204,646	208,739	304,920	
	<b>SUBTOTAL - Certificated Salaries</b>	<b>65,000</b>	<b>655,700</b>	<b>826,244</b>	<b>1,219,091</b>	<b>1,530,010</b>	<b>2,022,821</b>
<b>Classified Salaries</b>							
2100	Classified Instructional Aide Salaries	267,040	321,994	481,539	636,852	798,185	
2200	Classified Support Salaries	63,080	64,342	120,187	122,591	125,043	
2300	Classified Supervisor & Administrator Salaries	135,000	137,700	140,454	259,996	265,196	
2400	Classified Clerical & Office Salaries	65,000	66,300	121,727	177,222	180,766	
	<b>SUBTOTAL - Classified Salaries</b>	<b>-</b>	<b>530,120</b>	<b>590,335</b>	<b>863,907</b>	<b>1,196,661</b>	<b>1,369,190</b>
<b>Employee Benefits</b>							
3100	STRS	12,415	125,239	157,813	292,232	386,359	19.1% of eligible payroll
3200	PERS	-	148,964	170,017	349,425	324,498	25.2% of eligible payroll
3300	OASDI-Medicare-Alternative	-	50,062	57,141	83,766	113,730	1.45% of total payroll plus 6.2% of non-STRS payroll
3400	Health & Welfare Benefits	-	180,000	232,725	369,230	505,330	\$7,500 per eligible employee, plus 7% increases
3500	Unemployment Insurance	-	6,690	7,989	11,748	15,367	.55% of total payroll
3600	Workers Comp Insurance	-	14,230	16,999	24,996	32,720	1.2% of total payroll
	<b>SUBTOTAL - Employee Benefits</b>	<b>12,415</b>	<b>525,184</b>	<b>642,683</b>	<b>974,847</b>	<b>1,308,804</b>	<b>1,563,416</b>
<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	-	82,500	32,140	35,027	69,594	\$500 per new student plus replacement costs
4315	Custodial Supplies	-	6,750	8,905	11,143	15,568	\$45 per student
4320	Educational Software	-	7,500	9,894	12,381	17,298	\$50 per student
4325	Instructional Materials & Supplies	-	15,000	19,788	24,762	34,595	\$100 per student
4330	Office Supplies	-	11,250	14,841	18,571	25,947	\$75 per student
4410	Classroom Furniture, Equipment & Supplies	-	22,500	6,732	6,867	14,008	\$150 per new student
4420	Computers: individual items less than \$5k	-	76,950	28,685	38,570	58,762	1:1 chromebooks, staff computers, plus replacement costs
4710	Student Food Services	-	75,000	98,940	123,808	172,977	\$500 per student
	<b>SUBTOTAL - Books and Supplies</b>	<b>-</b>	<b>297,450</b>	<b>219,925</b>	<b>271,127</b>	<b>402,806</b>	<b>493,640</b>
<b>Services &amp; Other Operating Expenses</b>							
5200	Travel & Conferences	-	5,650	6,791	10,316	13,448	\$250 per staff
5300	Dues & Memberships	-	3,750	4,947	6,190	8,649	\$25 per student
5400	Insurance	-	22,500	29,682	37,142	51,893	\$150 per student
5500	Operations & Housekeeping	-	18,750	24,735	30,952	43,244	\$125 per student
5605	Equipment Leases	-	7,500	9,894	12,381	17,298	\$50 per student
5610	Rent	-	360,000	396,000	432,000	468,000	per preliminary market research of a few various sites
5615	Repairs and Maintenance - Building	-	7,500	9,894	12,381	17,298	\$50 per student
5803	Audit Fees	-	12,000	12,240	12,485	12,734	Auditor fee - flat rate
5807	After School Partnerships	-	-	135,800	169,932	237,419	\$2k per student, half of UP students
5809	Banking Fees	-	600	612	624	637	\$50 per Month
5812	Business Services	2,500	80,000	85,000	90,000	100,000	Backoffice services including Accounts Payable, Payroll, Attendance Reporting, Budgeting, Forecasting, Grant Compliance, Cash Flow Monitoring
5815	Consultants - Instructional	-	20,000	20,400	20,808	21,224	Flat rate
5824	District Oversight Fees	-	20,625	27,407	34,078	46,535	1% of LCFF Revenue
5830	Field Trips Expenses	-	3,750	4,947	6,190	8,649	\$25 per student
5836	Fingerprinting	-	2,250	2,968	3,714	5,189	\$15 per student
5843	Interest - Loans Less than 1 Year	-	3,500	19,000	3,500	15,000	Estimated receivable sales interest

**Willie J Frink College Prep**  
**Multi-year Projection**

Start-up Year		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumptions
5845	Legal Fees	25,000	5,000	7,500	7,650	7,803	7,959 Flat rate
5851	Marketing and Student Recruiting	25,000	5,000	5,100	5,202	5,306	5,412 Flat rate
5857	Payroll Fees		3,390	4,074	6,189	8,069	10,021 \$150 per staff
5863	Professional Development		18,000	22,185	33,553	43,775	54,392 \$750 per staff member
5869	Special Education Contract Instructors		84,966	112,087	140,259	195,962	253,837 \$4,046 per student, 14% SPED
5880	Student Health Services		5,250	6,926	8,667	12,108	15,684 \$35 per student
5881	Student Information System	-	12,500	9,894	12,381	17,298	22,406 Set up fee plus \$50 per student
5887	Technology Services		15,000	19,788	24,762	34,595	44,813 \$100 per student
5899	Miscellaneous Operating Expenses		2,000	2,040	2,081	2,122	2,165 Flat rate
5900	Communications		12,000	12,240	12,485	12,734	12,989 \$1000 per month
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>52,500</b>	<b>731,481</b>	<b>992,151</b>	<b>1,135,921</b>	<b>1,406,990</b>	<b>1,641,584</b>
<b>Depreciation Expense</b>							
6900	Depreciation		18,333	38,333	40,000	40,000	40,000
<b>SUBTOTAL - Depreciation Expense</b>		<b>-</b>	<b>18,333</b>	<b>38,333</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>
<b>Other Outflows</b>							
7438	Long term debt - Interest		3,998	1,832	1,159	484	- CDE Revolving Loan interest
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>3,998</b>	<b>1,832</b>	<b>1,159</b>	<b>484</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>129,915</b>	<b>2,762,266</b>	<b>3,311,503</b>	<b>4,506,051</b>	<b>5,885,755</b>	<b>7,130,650</b>

**Willie J Frink College Prep**  
**Monthly Cash Forecast**  
**As of Set closed month override FY2025**

	2024-25											
	Actuals & Forecast											
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
<b>Beginning Cash</b>	<b>270,085</b>	<b>428,832</b>	<b>193,560</b>	<b>124,795</b>	<b>435,696</b>	<b>202,344</b>	<b>119,022</b>	<b>358,758</b>	<b>132,261</b>	<b>89,757</b>	<b>94,344</b>	<b>132,372</b>
<b>REVENUE</b>												
LCFF Entitlement	-	-	-	745,964	-	-	373,247	-	169,337	203,909	183,042	183,042
Federal Revenue	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Other State Revenue	-	-	938	938	938	938	106,212	938	26,340	26,340	78,978	26,340
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	400,000	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>400,000</b>	<b>-</b>	<b>5,938</b>	<b>751,902</b>	<b>5,938</b>	<b>5,938</b>	<b>484,459</b>	<b>5,938</b>	<b>200,678</b>	<b>235,250</b>	<b>267,020</b>	<b>214,383</b>
<b>EXPENSES</b>												
Certificated Salaries	15,000	58,245	58,245	58,245	58,245	58,245	58,245	58,245	58,245	58,245	58,245	58,245
Classified Salaries	16,667	46,678	46,678	46,678	46,678	46,678	46,678	46,678	46,678	46,678	46,678	46,678
Employee Benefits	42,598	44,991	44,991	46,663	44,991	44,991	46,663	44,991	44,991	45,329	43,657	28,657
Books & Supplies	26,520	44,656	50,906	18,096	18,096	18,096	18,096	18,096	18,096	18,096	18,096	18,096
Services & Other Operating Expenses	40,468	40,702	60,649	60,649	60,649	60,649	64,424	64,424	64,424	62,315	62,315	62,315
Capital Outlay & Depreciation	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528
Other Outflows	-	-	2,817	252	214	184	200	-	331	-	-	-
<b>TOTAL EXPENSES</b>	<b>142,781</b>	<b>236,800</b>	<b>265,814</b>	<b>232,112</b>	<b>230,401</b>	<b>230,371</b>	<b>235,835</b>	<b>233,962</b>	<b>234,293</b>	<b>232,191</b>	<b>230,519</b>	<b>215,519</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>257,219</b>	<b>(236,800)</b>	<b>(259,877)</b>	<b>519,790</b>	<b>(224,464)</b>	<b>(224,434)</b>	<b>248,624</b>	<b>(228,025)</b>	<b>(33,615)</b>	<b>3,058</b>	<b>36,501</b>	<b>(1,136)</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	(198,472)	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528	1,528
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	200,000	(200,000)	-	150,000	(150,000)	-	-	-	-	-
Loans Payable (Long Term)	100,000	-	(10,416)	(10,416)	(10,416)	(10,416)	139,584	-	(10,416)	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>428,832</b>	<b>193,560</b>	<b>124,795</b>	<b>435,696</b>	<b>202,344</b>	<b>119,022</b>	<b>358,758</b>	<b>132,261</b>	<b>89,757</b>	<b>94,344</b>	<b>132,372</b>	<b>132,764</b>

**Willie J Frink College Prep**  
**Monthly Cash Forecast**  
**As of Set closed month override FY2025**

	Forecast	Remaining Balance	2025-26 Actuals & Forecast									
			Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast
<b>Beginning Cash</b>			<b>132,764</b>	<b>104,211</b>	<b>104,072</b>	<b>122,639</b>	<b>160,064</b>	<b>164,977</b>	<b>105,362</b>	<b>101,470</b>	<b>119,150</b>	<b>106,244</b>
<b>REVENUE</b>												
LCFF Entitlement	2,062,451	203,909	-	96,907	106,044	438,729	186,615	186,615	311,935	186,615	233,025	263,667
Federal Revenue	98,710	48,710	-	-	6,596	6,596	21,539	6,596	6,596	21,539	6,596	17,607
Other State Revenue	384,274	115,375	-	18,217	19,454	32,773	32,773	35,811	172,242	41,638	40,225	40,225
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	400,000	-	50,000	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>2,945,435</b>	<b>367,994</b>	<b>50,000</b>	<b>115,124</b>	<b>132,094</b>	<b>478,098</b>	<b>240,926</b>	<b>229,022</b>	<b>490,773</b>	<b>249,791</b>	<b>279,845</b>	<b>321,498</b>
<b>EXPENSES</b>												
Certificated Salaries	655,700	-	16,858	73,581	73,581	73,581	73,581	73,581	73,581	73,581	73,581	73,581
Classified Salaries	530,120	-	17,000	52,121	52,121	52,121	52,121	52,121	52,121	52,121	52,121	52,121
Employee Benefits	525,184	1,672	52,698	55,106	55,106	57,104	55,106	55,106	57,104	55,106	55,106	55,510
Books & Supplies	297,450	12,500	9,445	26,398	34,643	14,772	14,772	14,772	14,772	14,772	14,772	14,772
Services & Other Operating Expenses	731,481	27,494	59,293	59,134	82,509	82,509	82,509	82,509	86,531	86,531	86,531	83,748
Capital Outlay & Depreciation	18,333	-	3,194	3,194	3,194	3,194	3,194	3,194	3,194	3,194	3,194	3,194
Other Outflows	3,998	-	-	-	1,022	170	145	131	140	-	224	-
<b>TOTAL EXPENSES</b>	<b>2,762,266</b>	<b>41,667</b>	<b>158,488</b>	<b>269,534</b>	<b>302,177</b>	<b>283,452</b>	<b>281,429</b>	<b>281,415</b>	<b>287,443</b>	<b>285,306</b>	<b>285,530</b>	<b>282,927</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>183,169</b>	<b>326,328</b>	<b>(108,488)</b>	<b>(154,410)</b>	<b>(170,083)</b>	<b>194,646</b>	<b>(40,503)</b>	<b>(52,393)</b>	<b>203,330</b>	<b>(35,515)</b>	<b>(5,684)</b>	<b>38,571</b>
Revenues - Prior Year Accruals			218,408	51,077	45,873	-	52,637	-	-	-	-	-
Fixed Assets			(196,806)	3,194	3,194	3,194	3,194	3,194	3,194	3,194	3,194	3,194
Expenses - Prior Year Accruals			(41,667)	-	-	-	-	-	-	-	-	-
Loans Payable (Current)			150,000	100,000	150,000	(150,000)	-	-	(200,000)	50,000	-	-
Loans Payable (Long Term)			-	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	(10,416)	-
Other Liabilities			(50,000)	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>			<b>104,211</b>	<b>104,072</b>	<b>122,639</b>	<b>160,064</b>	<b>164,977</b>	<b>105,362</b>	<b>101,470</b>	<b>119,150</b>	<b>106,244</b>	<b>148,010</b>

**Willie J Frink College Prep**  
**Monthly Cash Forecast**  
**As of Set closed month override FY2025**

					2026-27 Actuals & Forecast							
	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast
<b>Beginning Cash</b>	<b>148,010</b>	<b>146,159</b>			<b>170,160</b>	<b>348,654</b>	<b>180,881</b>	<b>109,061</b>	<b>119,263</b>	<b>127,979</b>	<b>134,669</b>	<b>303,311</b>
<b>REVENUE</b>												
LCFF Entitlement	235,522	235,522	2,740,660	259,465	-	127,188	139,004	505,220	244,694	244,694	374,317	244,694
Federal Revenue	21,539	6,596	160,944	39,145	-	-	8,254	8,254	26,060	8,254	8,254	26,060
Other State Revenue	118,824	40,225	730,165	137,759	-	23,572	25,120	42,355	42,355	46,413	186,329	53,820
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	50,000	-	130,000	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>375,884</b>	<b>282,343</b>	<b>3,681,768</b>	<b>436,369</b>	<b>130,000</b>	<b>150,760</b>	<b>172,378</b>	<b>555,829</b>	<b>313,109</b>	<b>299,360</b>	<b>568,899</b>	<b>324,574</b>
<b>EXPENSES</b>												
Certificated Salaries	73,581	73,581	826,244	-	17,196	109,263	109,263	109,263	109,263	109,263	109,263	109,263
Classified Salaries	52,121	52,121	590,335	-	21,848	76,551	76,551	76,551	76,551	76,551	76,551	76,551
Employee Benefits	53,513	34,119	642,683	1,997	79,372	83,775	83,775	86,712	83,775	83,775	86,712	83,775
Books & Supplies	14,772	14,772	219,925	16,490	12,116	32,859	43,176	18,038	18,038	18,038	18,038	18,038
Services & Other Operating Expenses	83,748	83,748	992,151	32,848	67,273	67,343	94,537	94,537	94,537	94,537	99,204	99,204
Capital Outlay & Depreciation	3,194	3,194	38,333	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Other Outflows	-	-	1,832	-	-	-	685	110	84	90	72	-
<b>TOTAL EXPENSES</b>	<b>280,930</b>	<b>261,536</b>	<b>3,311,503</b>	<b>51,335</b>	<b>201,139</b>	<b>373,124</b>	<b>411,321</b>	<b>388,545</b>	<b>385,582</b>	<b>385,588</b>	<b>393,174</b>	<b>390,165</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>94,955</b>	<b>20,807</b>	<b>370,265</b>	<b>385,034</b>	<b>(71,139)</b>	<b>(222,364)</b>	<b>(238,943)</b>	<b>167,285</b>	<b>(72,473)</b>	<b>(86,228)</b>	<b>175,725</b>	<b>(65,591)</b>
Revenues - Prior Year Accruals	-	-			272,635	51,257	24,206	-	88,271	-	-	-
Fixed Assets	3,194	3,194			3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Expenses - Prior Year Accruals	-	-			(51,335)	-	-	-	-	-	-	-
Loans Payable (Current)	(100,000)	-			-	-	150,000	(150,000)	-	100,000	-	(100,000)
Loans Payable (Long Term)	-	-			-	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-
Other Liabilities	-	-			25,000	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>146,159</b>	<b>170,160</b>			<b>348,654</b>	<b>180,881</b>	<b>109,061</b>	<b>119,263</b>	<b>127,979</b>	<b>134,669</b>	<b>303,311</b>	<b>141,054</b>

**Willie J Frink College Prep**  
**Monthly Cash Forecast**  
**As of Set closed month override FY2025**

	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast
<b>Beginning Cash</b>	<b>141,054</b>	<b>93,191</b>	<b>108,413</b>	<b>180,217</b>			<b>181,532</b>	<b>290,576</b>	<b>98,784</b>	<b>142,399</b>	<b>169,129</b>	<b>141,087</b>
<b>REVENUE</b>												
LCFF Entitlement	291,441	326,864	293,491	293,491	3,407,759	322,662	-	155,513	170,009	777,291	299,252	299,252
Federal Revenue	8,254	22,494	26,060	8,254	198,752	48,555	-	-	11,532	11,532	34,967	11,532
Other State Revenue	49,807	49,807	133,259	49,807	857,288	154,645	-	28,928	31,090	52,242	52,242	57,220
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	130,000	-	80,000	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>349,501</b>	<b>399,165</b>	<b>452,810</b>	<b>351,552</b>	<b>4,593,799</b>	<b>525,861</b>	<b>80,000</b>	<b>184,441</b>	<b>212,631</b>	<b>841,065</b>	<b>386,460</b>	<b>368,003</b>
<b>EXPENSES</b>												
Certificated Salaries	109,263	109,263	109,263	109,263	1,219,091	-	17,539	137,497	137,497	137,497	137,497	137,497
Classified Salaries	76,551	76,551	76,551	76,551	863,907	-	32,013	105,877	105,877	105,877	105,877	105,877
Employee Benefits	83,775	84,369	81,432	50,663	974,847	2,937	107,803	112,450	112,450	116,292	112,450	112,450
Books & Supplies	18,038	18,038	18,038	18,038	271,127	20,635	19,405	49,723	64,138	26,746	26,746	26,746
Services & Other Operating Expenses	99,204	95,722	95,722	95,722	1,135,921	38,377	83,377	82,765	117,463	117,463	117,463	117,463
Capital Outlay & Depreciation	3,333	3,333	3,333	3,333	40,000	-	3,333	3,333	3,333	3,333	3,333	3,333
Other Outflows	118	-	-	-	1,159	-	-	-	346	45	35	30
<b>TOTAL EXPENSES</b>	<b>390,282</b>	<b>387,276</b>	<b>384,339</b>	<b>353,570</b>	<b>4,506,051</b>	<b>61,948</b>	<b>263,471</b>	<b>491,646</b>	<b>541,104</b>	<b>507,253</b>	<b>503,401</b>	<b>503,396</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(40,781)</b>	<b>11,889</b>	<b>68,471</b>	<b>(2,018)</b>	<b>87,748</b>	<b>463,913</b>	<b>(183,471)</b>	<b>(307,205)</b>	<b>(328,473)</b>	<b>333,813</b>	<b>(116,940)</b>	<b>(135,393)</b>
Revenues - Prior Year Accruals	-	-	-	-			338,630	62,079	29,171	-	95,982	-
Fixed Assets	3,333	3,333	3,333	3,333			3,333	3,333	3,333	3,333	3,333	3,333
Expenses - Prior Year Accruals	-	-	-	-			(61,948)	-	-	-	-	-
Loans Payable (Current)	-	-	-	-			-	50,000	350,000	(300,000)	-	150,000
Loans Payable (Long Term)	(10,416)	-	-	-			-	-	(10,416)	(10,416)	(10,416)	(10,416)
Other Liabilities	-	-	-	-			12,500	-	-	-	-	-
<b>Ending Cash</b>	<b>93,191</b>	<b>108,413</b>	<b>180,217</b>	<b>181,532</b>			<b>290,576</b>	<b>98,784</b>	<b>142,399</b>	<b>169,129</b>	<b>141,087</b>	<b>148,612</b>



**Willie J Frink College Prep**  
**Monthly Cash Forecast**  
**As of Set closed month override FY2025**

	2027-28											
	Actuals & Forecast											
	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast
<b>Beginning Cash</b>	<b>148,612</b>	<b>223,661</b>	<b>118,906</b>	<b>114,470</b>	<b>146,570</b>	<b>125,605</b>			<b>137,263</b>	<b>293,647</b>	<b>95,561</b>	<b>124,872</b>
<b>REVENUE</b>												
LCFF Entitlement	536,857	299,252	382,595	437,142	388,219	388,219	4,653,474	519,874	-	215,950	235,807	898,932
Federal Revenue	11,532	34,967	11,532	29,002	34,967	11,532	267,062	63,969	-	-	14,938	14,938
Other State Revenue	196,215	66,308	67,145	67,145	153,197	67,145	1,026,617	187,740	-	39,148	41,949	70,909
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	80,000	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>744,604</b>	<b>400,526</b>	<b>461,272</b>	<b>533,289</b>	<b>576,383</b>	<b>466,896</b>	<b>6,027,153</b>	<b>771,583</b>	<b>-</b>	<b>255,098</b>	<b>292,693</b>	<b>984,779</b>
<b>EXPENSES</b>												
Certificated Salaries	137,497	137,497	137,497	137,497	137,497	137,497	1,530,010	-	25,557	181,569	181,569	181,569
Classified Salaries	105,877	105,877	105,877	105,877	105,877	105,877	1,196,661	-	32,653	121,503	121,503	121,503
Employee Benefits	116,292	112,450	112,450	113,224	109,382	67,271	1,308,804	3,842	135,444	134,109	134,109	138,886
Books & Supplies	26,746	26,746	26,746	26,746	26,746	26,746	402,806	28,829	21,063	59,166	77,838	33,136
Services & Other Operating Expenses	122,711	122,711	122,711	117,846	117,846	117,846	1,406,990	49,327	96,224	94,902	137,362	137,362
Capital Outlay & Depreciation	3,333	3,333	3,333	3,333	3,333	3,333	40,000	-	3,333	3,333	3,333	3,333
Other Outflows	17	-	11	-	-	-	484	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>512,473</b>	<b>508,614</b>	<b>508,625</b>	<b>504,523</b>	<b>500,681</b>	<b>458,571</b>	<b>5,885,755</b>	<b>81,998</b>	<b>314,276</b>	<b>594,584</b>	<b>655,716</b>	<b>615,790</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>232,132</b>	<b>(108,088)</b>	<b>(47,353)</b>	<b>28,766</b>	<b>75,702</b>	<b>8,325</b>	<b>141,399</b>	<b>689,585</b>	<b>(314,276)</b>	<b>(339,486)</b>	<b>(363,023)</b>	<b>368,988</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	543,075	88,067	39,002	-
Fixed Assets	3,333	3,333	3,333	3,333	3,333	3,333	-	-	3,333	3,333	3,333	3,333
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	(81,998)	-	-	-
Loans Payable (Current)	(150,000)	-	50,000	-	(100,000)	-	-	-	-	50,000	350,000	(400,000)
Loans Payable (Long Term)	(10,416)	-	(10,416)	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	6,250	-	-	-
<b>Ending Cash</b>	<b>223,661</b>	<b>118,906</b>	<b>114,470</b>	<b>146,570</b>	<b>125,605</b>	<b>137,263</b>			<b>293,647</b>	<b>95,561</b>	<b>124,872</b>	<b>97,194</b>

**Willie J Frink College Prep**  
**Monthly Cash Forecast**  
**As of Set closed month override FY2025**

	2028-29									
	Actuals & Forecast									
	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	97,194	121,049	121,261	238,760	174,591	135,908	187,052	283,535		
REVENUE										
LCFF Entitlement	415,185	415,185	655,987	415,185	474,100	538,209	478,830	478,830	5,984,217	762,015
Federal Revenue	44,001	14,938	14,938	44,001	14,938	35,313	44,001	14,938	336,256	79,314
Other State Revenue	70,909	77,769	214,882	90,175	85,812	85,812	177,065	85,812	1,257,226	216,987
Other Local Revenue	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	530,095	507,892	885,806	549,362	574,849	659,333	699,897	579,580	7,577,699	1,058,316
EXPENSES										
Certificated Salaries	181,569	181,569	181,569	181,569	181,569	181,569	181,569	181,569	2,022,821	-
Classified Salaries	121,503	121,503	121,503	121,503	121,503	121,503	121,503	121,503	1,369,190	-
Employee Benefits	134,109	134,109	138,886	134,109	134,109	135,070	130,293	75,404	1,563,416	4,776
Books & Supplies	33,136	33,136	33,136	33,136	33,136	33,136	33,136	33,136	493,640	37,344
Services & Other Operating Expenses	137,362	137,362	143,213	143,213	143,213	136,911	136,911	136,911	1,641,584	60,640
Capital Outlay & Depreciation	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	611,014	611,014	621,641	616,864	616,864	611,523	606,747	551,857	7,130,650	102,760
Operating Cash Inflow (Outflow)	(80,918)	(103,122)	264,165	(67,503)	(42,015)	47,810	93,150	27,723	447,049	955,556
Revenues - Prior Year Accruals	101,440	-	-	-	-	-	-	-		
Fixed Assets	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333		
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	100,000	(150,000)	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-		
Ending Cash	121,049	121,261	238,760	174,591	135,908	187,052	283,535	314,591		

# TK Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<b>Key Question:</b> <i>Why do we follow rules?</i>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Explain what a rule is.</li> <li>• Understand that rules keep us safe and healthy.</li> <li>• Explain what a consequence is.</li> <li>• Identify different rules and consequences in my classroom.</li> <li>• Help to create rules to follow in the classroom.</li> </ul>	<b>Key Question:</b> <i>Who am I?</i>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Recognize our names.</li> <li>• Describe what we look like.</li> <li>• Name our likes and dislikes.</li> <li>• Name our family members.</li> <li>• Identify our skills and talents.</li> </ul>	<b>Key Question:</b> <i>What are feelings?</i>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Name two or more feelings.</li> <li>• Identify two or more feelings on others' facial expressions.</li> <li>• Identify actions linked to two feelings.</li> <li>• Show two or more feelings using our own facial expressions.</li> </ul>	<b>Key Question:</b> <i>What are jobs?</i>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Explore common traditional and non-traditional jobs in society.</li> <li>• Identify different roles and responsibilities of people in the community, such as firefighters, police, teachers.</li> <li>• Choose a job that we are interested in for the future.</li> <li>• Explore different jobs firsthand in the community through interactive learning.</li> </ul>
Unit 2 November – December	<b>Key Question:</b> <i>What does it mean to be American?</i>	<b>Key Question:</b> <i>What is a friend?</i>  <b>Objectives:</b>	<b>Key Question:</b> <i>What is happiness?</i>  <b>Objectives:</b>	<b>Key Question:</b> <i>How is money used?</i>  <b>Objectives:</b>

	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify that we live in the United States of America.</li> <li>Name one or more of the colors associated with America.</li> <li>Learn the other names for America, such as USA and US.</li> <li>State ways that we are proud to be an American.</li> </ul>	<ul style="list-style-type: none"> <li>Name peers in our classroom.</li> <li>Work alongside peers cooperatively.</li> <li>Name ways to be a good friend.</li> <li>Act as a good friend to others in our classroom.</li> <li>Identify how we are similar and different to our friends.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that happiness is a feeling that is good.</li> <li>Explain a time when we have felt happy, describing how our bodies and minds felt.</li> <li>Use facial expressions and actions to show our own happiness.</li> <li>Recognize facial expressions and actions of others who are happy.</li> </ul>	<ul style="list-style-type: none"> <li>Create a learning system where students are given stickers or pretend money for activities in the classroom. This could be linked to their character development, SEL, academics or any other points of positive praise.</li> <li>Keep track of how many stickers/money we have.</li> <li>Understand the value of our stickers/toy money in terms of classroom prizes.</li> </ul>
<p>Unit 3 January – February</p>	<p><b>Key Question:</b> <i>Where do I live?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand that the globe is a map of the Earth.</li> <li>Locate the US on a map.</li> <li>Understand that the US is made up of many states.</li> </ul>	<p><b>Key Question:</b> <i>What is kindness?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what kindness is.</li> <li>Describe ways we can show kindness.</li> <li>Explain how we feel when others are kind to us.</li> <li>Explain how we feel when we are kind to others.</li> </ul>	<p><b>Key Question:</b> <i>What is sadness?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain that sadness is a feeling that does not feel good.</li> <li>Explain a time when we have felt sad, describing how our bodies and minds felt.</li> </ul>	<p><b>Key Question:</b> <i>How do we use money to buy things?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explore firsthand through learning experiences what different things cost.</li> <li>Understanding that the same product can cost different amounts in different places.</li> <li>Use our stickers/pretend</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the name of the state we live in.</li> <li>Locate California on a map of the US.</li> <li>Begin to explore the differences between a city, state, and town.</li> </ul>	<ul style="list-style-type: none"> <li>Perform acts of kindness for others.</li> </ul>	<ul style="list-style-type: none"> <li>Use facial expressions and actions to show our own sadness.</li> <li>Recognize facial expressions and actions of others who are sad.</li> <li>Identify ways we can cope with sadness.</li> </ul>	<p>money to 'buy' items from our classroom 'store.'</p> <ul style="list-style-type: none"> <li>Understand how money is transferred between buyer and consumer through our own transactions in the classroom.</li> </ul>
Unit 4 March – April	<p>Key Question: <b><i>What does it mean to be responsible?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what the word responsible means.</li> <li>Complete jobs in the classroom to show responsibility.</li> <li>Take care of our belongings.</li> <li>Work with adults at home to develop routines that incorporate responsibility into our home life.</li> </ul>	<p>Key Question: <b><i>What is honesty?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what honesty is.</li> <li>Describe situations where honesty is important.</li> <li>Display honesty in our interactions with peers and adults in the classroom.</li> <li>Learn about role models in society who display(ed) honesty.</li> </ul>	<p>Key Question: <b><i>What is anger?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what anger is and feels like in our bodies.</li> <li>Explain a time when we have felt anger.</li> <li>Use facial expressions and describe actions that show our own anger.</li> <li>Recognize facial expressions and actions of others who are angry.</li> <li>Identify ways we can cope with</li> </ul>	<p>Key Question: <b><i>What is trading?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify why people trade things.</li> <li>Explain what trading is.</li> <li>Engaging in trading with peers during play and learning.</li> <li>Explore trading services as well as goods.</li> </ul>

			anger in safe and positive ways.	
Unit 5 May – June	<p>Key Question: <b><i>What are rights?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what 'rights' means.</li> <li>• Explain a few basic rights everyone is entitled to.</li> <li>• Identify our rights in school.</li> <li>• Identify our rights in our community.</li> <li>• Discuss equal rights and what this means.</li> </ul>	<p>Key Question: <b><i>What is confidence?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what confidence is.</li> <li>• Describe things we are good at.</li> <li>• Describe things that make us feel proud of ourselves.</li> <li>• Learn and practice new skills, with praise being offered by adults for our effort rather than achievement.</li> </ul>	<p>Key Question: <b><i>How can we channel calm?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe what calm is and how it looks and feels.</li> <li>• Identify times when we need to channel calm to help us regulate our emotions.</li> <li>• Learn and practice one mindfulness strategy.</li> <li>• Learn and practice on breathing technique strategy.</li> <li>• Apply calming skills to classroom situations.</li> </ul>	<p>Key Question: <b><i>How can we solve problems?</i></b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify common problems we may have.</li> <li>• Explore different solutions for problems with support from an adult.</li> <li>• Learn how to pause when we experience a problem, practicing our mindfulness or breathing techniques.</li> <li>• Communicate with others in verbal and non-verbal ways when experiencing a problem.</li> <li>• Choose a solution for a problem we may experience, with guidance from an adult.</li> </ul>

# Kindergarten Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>What are rules?</i></p> <p><i>Standards:</i> CA Common Core K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Identify rules in the classroom and in my community.</li> <li>Explore how rules help to keep order and safety for everyone.</li> <li>Explain what happens if rules are broken in my classroom or community.</li> </ul>	<p><b>Key Question:</b> <i>How are we all unique?</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Identify differences in the way people look, live, act and celebrate.</li> <li>Explain that we are all unique.</li> <li>Discuss treating everyone equally regardless of their unique qualities.</li> <li>Explore different role models of different race, gender, and nationality such as Wilma Rudolph, Ruby Bridges, Nelson Mandela.</li> </ul>	<p><b>Key Question:</b> <i>What are feelings?</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Name three or more feelings.</li> <li>Identify three or more feelings on others' facial expressions.</li> <li>Identify actions linked to three or more feelings.</li> <li>Show three or more feelings using our own facial expressions.</li> <li>Identify some coping mechanisms used to deal with different emotions.</li> </ul>	<p><b>Key Question:</b> <i>What is a business?</i></p> <p><i>Standards:</i> CA Common Core K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Explain what a business is.</li> <li>Explore different small and large businesses in the local community.</li> <li>Understand that a business can come from an idea, a want, or a need.</li> <li>Explore large businesses in the</li> </ul>

	<ul style="list-style-type: none"> <li>Understand that different communities and social settings may have different rules.</li> <li>Learn about different historical figures who followed or broke rules, discussing the reasoning of each. (Rosa Parks, Dr. King, Nelson Mandela, Ghandi, Susan B. Anthony)</li> </ul>	<ul style="list-style-type: none"> <li>Identify our own unique traits and why they are special.</li> </ul>		<p>world that we use or know.</p> <ul style="list-style-type: none"> <li>Engage in role play within the classroom that involves local or world-wide businesses.</li> </ul>
Unit 2 November – December	<p><b>Key Question:</b> <i>What are communities?</i></p> <p><i>Standards:</i> K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4 Students compare and contrast the locations of people, places, and</p>	<p><b>Key Question:</b> <i>Can we be different in different places?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify key features of ourselves, such as our appearance and traits.</li> <li>Explain how we are similar or different to others.</li> </ul>	<p><b>Key Question:</b> <i>How can we name our feelings?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Listen and observe others naming their feelings.</li> <li>Describe how we are feeling during a daily check in with an adult.</li> <li>Describe to others how we</li> </ul>	<p><b>Key Question:</b> <i>What can we earn money?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Create a learning system where students are given stickers or pretend money for activities in the classroom. This could be linked to their character development, SEL, academics or any other points of positive praise.</li> </ul>



	<p><i>environments and describe their characteristics</i></p> <p>Objective:</p> <ul style="list-style-type: none"> <li>• Understand what a community is and how communities are diverse.</li> <li>• Identify different communities we are a part of, including each community's rules and special features.</li> <li>• Explain how different people work in the community, each with different roles and responsibilities.</li> <li>• Explore communities near us, comparing the buildings, landmarks, history, and transportation.</li> <li>• Understand that each of these</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how adults act differently in different situations (i.e., at work they may be serious, dress formally, talk using more complex words.)</li> <li>• Identify different societal norms at school as opposed to home.</li> <li>• Identify any differences in ourselves between home and school.</li> </ul>	<p>are feeling during times of positive feelings.</p> <ul style="list-style-type: none"> <li>• Describe to others how we are feeling during conflict with ourselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep track of how many stickers or money we have.</li> <li>• Identify opportunities to make more money through extra work or activities.</li> <li>• Consider the payment of stickers/toy money in relation to the job/work.</li> </ul>
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	communities is a small part of the United States.			
Unit 3 January – February	<p><b>Key Question:</b> <i>How are maps used?</i></p> <p><i>Standards:</i> CA Common Core K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand that the US consists of 50 states.</li> <li>• Explore maps and how keys or legends are used to represent different land features,</li> </ul>	<p><b>Key Question:</b> <i>What is fairness?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what fairness is.</li> <li>• Identify if a situation is fair or unfair.</li> <li>• Explain why fairness is important.</li> <li>• Identify how we may feel if things are unfair.</li> <li>• Practice fairness and compromise in social situations with peers.</li> </ul>	<p><b>Key Question:</b> <i>What is frustration?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what frustration is and when we might feel frustrated.</li> <li>• Explain a time when we have felt frustrated, describing how our bodies and minds felt.</li> <li>• Use facial expressions and actions to show our own frustration.</li> <li>• Recognize facial expressions and actions of others who are frustrated.</li> <li>• Explain how we can cope with feeling frustrated.</li> </ul>	<p><b>Key Question:</b> <i>How can we work with others?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand how to work with peers fairly.</li> <li>• Understand how to take turns.</li> <li>• Actively work towards solving a problem or conflict with a peer.</li> <li>• Use compromise to solve a conflict or disagreement with peers.</li> <li>• Work collectively with peers to solve a problem or complete a task.</li> </ul>

	<p>symbols, or distances.</p> <ul style="list-style-type: none"> <li>Analyze states on the US map, comparing features of each state such as size, location, and bodies of water using the key or legend.</li> <li>Create a map of California or our city/town, using positional words to describe where common landmarks are located (specific buildings, bodies of water, roads).</li> </ul>			
<p>Unit 4 March – April</p>	<p><b>Key Question:</b> <i>What are key events in US History?</i></p> <p><i>Standards:</i> <i>CA Common Core</i> <i>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</i> <i>K.6 Students understand that history relates to</i></p>	<p><b>Key Question:</b> <i>Why do people share?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify what sharing is.</li> <li>Explain why people share.</li> <li>Practice sharing with peers in the classroom, being praised for</li> </ul>	<p><b>Key Question:</b> <i>What is perseverance?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what it means to persevere.</li> <li>Try activities that require perseverance.</li> <li>Practice mindfulness and calming</li> </ul>	<p><b>Key Question:</b> <i>How can we be active participants?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify what an active participant looks like (someone who helps make choices, expresses opinions).</li> <li>Actively participate in classroom decision</li> </ul>

	<p><i>events, people, and places of other times.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what history is and how it is measured chronologically.</li> <li>• Identify different US holidays that commemorate historical events.</li> <li>• Explore the stories behind different historical events and individuals in the US such as John Lewis, Daisy Bates, Martin Luther King Jr, Rosa Parks.</li> <li>• Compare what life was like during different historical time periods and the current day and age.</li> </ul>	<p>positive interactions.</p> <ul style="list-style-type: none"> <li>• Name benefits of sharing with others.</li> <li>• Name feelings experienced when someone shares with us.</li> </ul>	<p>strategies when necessary, during activities that require perseverance.</p> <ul style="list-style-type: none"> <li>• Extend our ability and range for perseverance.</li> <li>• Study people who persevered to achieve their goals such as Jackie Robinson, Malala Yousufzai, Mae Jemison.</li> </ul>	<p>making when given the opportunity.</p> <ul style="list-style-type: none"> <li>• Use compromise and cooperation to work with peers during active participation.</li> <li>• Begin to use strategy and decision-making skills as an active participant.</li> </ul>
Unit 5 May – June	<p><b>Key Question:</b> <i>What does it mean to be a US citizen?</i></p>	<p><b>Key Question:</b> <i>How do we set goals?</i></p>	<p><b>Key Question:</b> <i>What are coping strategies?</i></p>	<p><b>Key Question:</b> <i>How can we solve problems?</i></p>

	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what a citizen is.</li> <li>• Discuss the rights and responsibilities of being a citizen of the US and the local community (following rules and laws, helping others, voting).</li> <li>• Identify the key symbols of the US (bald eagle, flag, Statue of Liberty).</li> <li>• Understand that the US is made up of diverse citizens from a range of communities.</li> <li>• Explain that different communities contribute to being a US citizen in different ways.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Study people of interest who set goals to achieve such as Jane Bolin, Booker T Washington, and Muhammad Ali.</li> <li>• Identify what a goal is and why people set goals.</li> <li>• Understand how to set a SMART goal.</li> <li>• Identify something we want to achieve.</li> <li>• Develop a SMART goal for ourselves.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand that coping strategies help us to manage our feelings.</li> <li>• Identify different times when a coping strategy may be used (times of anger, frustration, sadness).</li> <li>• Explore different coping strategies such as mindfulness, breathing techniques, counting to 10, drawing or exercising.</li> <li>• Identify 2-3 strategies that we prefer.</li> <li>• With guidance, begin to use a coping strategy of choice during times of conflict or frustration.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify common, age-appropriate problems.</li> <li>• Explore different solutions for problems with support from a peer.</li> <li>• Learn how to pause when we experience a problem, thinking of different solutions and practicing our mindfulness or breathing techniques.</li> <li>• Communicate with others in verbal and non-verbal ways when experiencing a problem.</li> <li>• Choose a solution for a problem we may experience, independently or with peer/adult guidance.</li> </ul>
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# 1<sup>st</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>How can we be good citizens?</i></p> <p><i>Standards:</i> CA Common Core 1.1 Students describe the rights and individual responsibilities of citizenship.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand how voting works through firsthand voting experiences in the classroom and community.</li> <li>• Describe how an elected democracy works in our classroom, community, and country.</li> </ul>	<p><b>Key Question:</b> <i>What is the Golden Rule?</i></p> <p><i>Standards:</i> CA Common Core 1.1 Students describe the rights and individual responsibilities of citizenship.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what the Golden Rule is.</li> <li>• Embody behaviors in the classroom that align with the Golden Rule.</li> <li>• Engage in fair play and good sportsmanship with peers.</li> <li>• Explore how to react if others</li> </ul>	<p><b>Key Question:</b> <i>What are feelings?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Name five feelings.</li> <li>• Identify five feelings on others' facial expressions.</li> <li>• Identify actions linked to five feelings.</li> <li>• Show five feelings using our own facial expressions.</li> <li>• Identify 2-3 coping mechanisms that we prefer to use.</li> </ul>	<p><b>Key Question:</b> <i>What are needs and wants?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define needs and wants.</li> <li>• Explain what some of our personal needs are.</li> <li>• Identify some of our wants.</li> <li>• Explore the necessary balance of needs and wants.</li> <li>• Explain why it is important to balance wants and needs.</li> </ul>

	<ul style="list-style-type: none"> <li>Name different elected democracy examples in my classroom, community, and country.</li> <li>Identify why it is important to vote.</li> <li>Describe the Fifteenth Amendment and the rights it gave to Black people.</li> <li>Explore the work of Dr. Martin Luther King Jr and John Lewis on voting rights.</li> </ul>	are not abiding by fair play, good sportsmanship, or the Golden Rule.		
Unit 2 November – December	<p><b>Key Question:</b> <i>What are key events in US History?</i></p> <p><i>Standards:</i> CA Common Core 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over</p>	<p><b>Key Question:</b> <i>What is respect?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what respect is and why it is important to show respect to others.</li> <li>Identify situations where people have shown respect,</li> </ul>	<p><b>Key Question:</b> <i>How can we name our feelings?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Listen and observe others naming their feelings.</li> <li>Describe how we are feeling during a daily check in with an adult.</li> </ul>	<p><b>Key Question:</b> <i>What are consumers?</i></p> <p><i>Standards:</i> CA Common Core 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand what a consumer is.</li> </ul>

	<p><i>time while others stay the same.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compare what the local community was like during different historical time periods and the current day and age, exploring differences in work (inside and outside the home), dress, manners, stories, games, and festivals.</li> <li>• Explore how rights and life changed for BIPOC in the local community and/or state of California during different historical time periods and the current day and age.</li> <li>• Compare what school was like</li> </ul>	<p>describing how it made everyone feel.</p> <ul style="list-style-type: none"> <li>• Identify situations where people have not shown respecting, describing how it made everyone feel.</li> <li>• Explain why respect is important and how it is reciprocal.</li> <li>• Demonstrate respect in social situations with peers, school staff and those in our community.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe to others how we are feeling during times of positive feelings.</li> <li>• Describe to others how we are feeling during conflict with ourselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how we are consumers in our own community.</li> <li>• Identify how consumers use trade and the transfer of money to gain the goods and services they desire.</li> <li>• Explore how consumers vary based on age, location, and interests.</li> </ul>
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	<p>during different historical time periods and the current day and age.</p> <ul style="list-style-type: none"> <li>• Explore the history of segregation in schools and how this has evolved over time.</li> <li>• Explain who Oliver Brown was and the role he played in desegregation of schools.</li> </ul>			
Unit 3 January – February	<p><b>Key Question:</b> <i>What are key traditions of the United States?</i></p> <p><i>Standards:</i> CA Common Core 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Recite the Pledge of Allegiance.</li> </ul>	<p><b>Key Question:</b> <i>What is diversity?</i></p> <p><i>Standards:</i> CA Common Core 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what diversity is.</li> <li>• Identify how our school and</li> </ul>	<p><b>Key Question:</b> <i>What does it mean to feel scared?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what fear is and when we might feel it.</li> <li>• Explain a time when we have felt scared, describing how our bodies and minds felt.</li> <li>• Use facial expressions and</li> </ul>	<p><b>Key Question:</b> <i>What are producers?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what a producer is.</li> <li>• Identify different producers in our community.</li> <li>• Explore the cost and materials required by different producers we are interested in.</li> <li>• Explain how producers must work together with others to create</li> </ul>

	<ul style="list-style-type: none"> <li>Name and sing different songs relating to American ideals (National Anthem, My Country Tis of Thee).</li> <li>Identify and explain the historical facts about National Holidays such as Thanksgiving, 4<sup>th</sup> of July, Juneteenth, and MLK Day.</li> <li>Recognize and identify symbols of the United States such as the flag, bald eagle, and Statue of Liberty.</li> <li>Explain the historical context around the Constitution and Declaration of Independence.</li> </ul>	<p>community are diverse, exploring the traditions, culture, and goals of all stakeholders.</p> <ul style="list-style-type: none"> <li>Compare the different historical beliefs, customs, and traditions of various cultures within our community.</li> <li>Understand how BIPOC have helped to define California and the United States.</li> <li>Describe the benefits and challenges of diversity in our community and the wider country.</li> </ul>	<p>actions to show fear.</p> <ul style="list-style-type: none"> <li>Recognize facial expressions and actions of others who are scared.</li> <li>Explain how we can cope with feeling scared.</li> </ul>	<p>new products or services.</p> <ul style="list-style-type: none"> <li>Explore how producers create their own business based on the needs and/or wants of a consumer.</li> </ul>
Unit 4 March – April	<b>Key Question:</b> <i>What is shown on a map?</i>	<b>Key Question:</b> <i>Why do we act different in different places?</i>	<b>Key Question:</b> <i>What is pride?</i>  Objectives:	<b>Key Question:</b> <i>How can we create a business?</i>

	<p><i>Standards:</i>  CA Common Core  1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Identify the differences between globe and 2D maps, explaining the differences in what can be shown on each.</li> <li>• Locate the United States, California, our city/town, the 4 major Oceans and the 7 continents on a map.</li> <li>• Use different types of maps (physical map, climate map, political map, road map) to identify features</li> </ul>	<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Identify different societal norms at various places in the community, in comparison to school and home (grocery store, playground, religious building).</li> <li>• Identify any differences in ourselves between various locations in the community.</li> <li>• Explain why we may act or speak differently depending on different places or environments we are in.</li> <li>• Engage in role play or first-hand experiences to practice code-switching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what it means to feel proud.</li> <li>• Identify times we have felt proud and describe how our bodies and minds felt.</li> <li>• Use and recognize facial expressions that show pride.</li> <li>• Explain how we can feel proud of ourselves and others.</li> <li>• Explore how feeling proud can link to confidence and happiness.</li> </ul>	<p><i>Standards:</i>  CA Common Core  1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Identify the needs and wants of our classroom community, based on the materials available (paper, glue, pens/pencils, scissors).</li> <li>• Create goods and services based on the wants and needs of our classroom community.</li> <li>• Explain how these goods could be exchanged through trade or money.</li> <li>• Create a marketplace for the exchange of goods and services, including signage, prices, shop stalls.</li> </ul>
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	<p>of the local community.</p> <ul style="list-style-type: none"> <li>Analyze how the climate, physical geography and road structure affect the way of life in the local community.</li> <li>Understand the four cardinal directions and how keys are used on maps.</li> <li>Create our own maps using the cardinal directions and a key.</li> </ul>			
Unit 5 May – June	<p><b>Key Question:</b> <i>What is transportation?</i></p> <p><i>Standards:</i> CA Common Core 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.4 Students compare and contrast everyday life in different times and</p>	<p><b>Key Question:</b> <i>How can we work as a team?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand what teamwork is and why it is important.</li> <li>Study famous teams and their common characteristics (The Dream Team, The Black</li> </ul>	<p><b>Key Question:</b> <i>What are coping strategies?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand that coping strategies help us to manage our feelings.</li> <li>Identify different times when a coping strategy may be used (times of anger,</li> </ul>	<p><b>Key Question:</b> <i>Can we create a successful classroom marketplace?</i></p> <p><i>Standards:</i> CA Common Core 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Exchange goods and services through trading or transfer of</li> </ul>

	<p><i>places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify what transportation is.</li> <li>• Name different modes of transport.</li> <li>• Explain why different modes of transport are used to travel to different places.</li> <li>• Examine the history of transport and how/why transport has changed over time.</li> <li>• Explore historical figures who contributed to the evolution of transport in the United States, including Andrew Beard, Bessie Coleman, Henry</li> </ul>	<p>Mambas, Apollo 11).</p> <ul style="list-style-type: none"> <li>• Engage in teamwork activities with peers, navigating conflict resolution and compromise skills where necessary.</li> <li>• Apply taught principles of fairness, perseverance, The Golden Rule, respect, and calming strategies to achieve a common goal.</li> </ul>	<p>frustration, sadness, or fear).</p> <ul style="list-style-type: none"> <li>• Explore different coping strategies such as yoga, meditation, facing fears, counting to 10, drawing or exercising.</li> <li>• Identify 2-3 strategies that we prefer to use.</li> <li>• With guidance, begin to use a coping strategy of choice during times of fear, conflict, or frustration.</li> </ul>	<p>money in our own classroom marketplace.</p> <ul style="list-style-type: none"> <li>• Identify successful attributes of different consumers and producers in our marketplace.</li> <li>• Analyze any areas for improvement in the logistics or pricing in our marketplace.</li> <li>• Understand the benefits and difficulties of running our own business in our classroom marketplace.</li> </ul>
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## 2<sup>nd</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>How have families changed through history?</i></p> <p><i>Standards:</i> CA Common Core 2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Research to find out about a historical family of interest, exploring primary and secondary sources.</li> <li>• Create a family tree to map out</li> </ul>	<p><b>Key Question:</b> <i>What is courage?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what courage is and how it is shown.</li> <li>• Identify situations where people have shown courage, describing how it made everyone feel.</li> <li>• Describe, using real life examples of speaking out for what is right, to show courage is not always easy.</li> <li>• Show courage in social situations with peers, school staff and</li> </ul>	<p><b>Key Question:</b> <i>What is self-control?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe what self-control is and why it is important to show self-control.</li> <li>• Identify the three ways we can develop and manage self-control.</li> <li>• Identify different situations where exhibiting self-control is helpful.</li> <li>• Identify difficulties that may arise when trying to show self-control.</li> </ul>	<p><b>Key Question:</b> <i>What makes a successful business?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain the impact of needs vs wants when starting a business.</li> <li>• Identify roles of successful producers in a business.</li> <li>• Identify the roles of consumers in a successful business.</li> <li>• Describe the cooperation and teamwork needed to create a successful business.</li> <li>• Explain how conflicts can be managed in a business and the impact that not resolving a conflict can have on the business.</li> </ul>

	<p>the family history and lineage.</p> <ul style="list-style-type: none"> <li>• Order the events of the chosen family's life on a timeline using chronological order.</li> <li>• Compare different generations of the family, noting similarities and differences.</li> <li>• Compare the life of the family to our lives now, noting similarities and differences.</li> </ul>	<p>those in our community.</p> <ul style="list-style-type: none"> <li>• Describe strategies that can help us show courage, such as planning or working with others.</li> </ul>		
<p>Unit 2 November – December</p>	<p><b>Key Question:</b> <i>How has my family changed through history?</i></p> <p><i>Standards:</i> CA Common Core 2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p>	<p><b>Key Question:</b> <i>What is a leader?</i></p> <p><i>Standards:</i> CA Common Core 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from</p>	<p><b>Key Question:</b> <i>How can we show self-control?</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Apply our knowledge and understanding of ourselves, our feelings, and our coping strategies to demonstrate self-control in</li> </ul>	<p><b>Key Question:</b> <i>What is supply vs. demand?</i></p> <p><i>Standards:</i> CA Common Core 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <p><i>Objectives:</i></p>



	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Research to find out about our own families, using primary and secondary sources.</li> <li>• Create a family tree to map out our family history and lineage.</li> <li>• Order the events of our family's life on a timeline using chronological order.</li> <li>• Compare the life of our family in previous generations to our lives now, noting similarities and differences.</li> </ul>	<p><i>biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain a leader is and what characteristics they should exhibit.</li> <li>• Research to find out about a famous leader from history, such as Jackie Robinson, Rosa Parks, George Washington Carver, Zora Neale Hurston.</li> <li>• Explain the qualities these famous leaders embodied which made them successful.</li> <li>• Understand the struggles these leaders faced on</li> </ul>	<p>our classroom or community.</p> <ul style="list-style-type: none"> <li>• Use role-play or guided social situations in the classroom to change a situation to show self-control.</li> <li>• Use role-play or guided social situations to change our thinking to show self-control.</li> <li>• Use role-play or guided social situations to change our responses to show self-control.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what supply and demand are.</li> <li>• Understand how supply and demand work in conjunction with one another.</li> <li>• Identify reasons the supply chain may be affected.</li> <li>• Identify reasons the demand for a product may increase.</li> <li>• Analyze real life scenarios to explore the supply chain in depth (increased demand for cleaning products during a pandemic, stores having 'end of summer' sales, shortages of essentials at grocery stores just prior to a storm).</li> </ul>
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		<p>their way to success.</p> <ul style="list-style-type: none"> <li>Identify how these leaders helped to improve the community they lived in and influenced the lives of others.</li> </ul>		
<p>Unit 3 January – February</p>	<p><b>Key Question:</b> <i>What are absolute and relative location?</i></p> <p><i>Standards:</i> CA Common Core 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Use a map of California and the United States to locate places where our ancestors lived and how our families travelled</li> </ul>	<p><b>Key Question:</b> <i>How can we be leaders?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Review the key qualities that leaders embody.</li> <li>Identify areas or aspects of our community or school that we think needs change or reform.</li> <li>Explain how we can make a difference in our school or community using our skills.</li> <li>Perform acts of service in our school or community to</li> </ul>	<p><b>Key Question:</b> <i>What is embarrassment?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what embarrassment is and when we might feel it.</li> <li>Explain a time when we have felt embarrassed, describing how our bodies and minds felt.</li> <li>Use facial expressions and actions to show embarrassment.</li> <li>Recognize facial expressions and actions of others who are embarrassed.</li> </ul>	<p><b>Key Question:</b> <i>What are demands in our school or community?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand what a product or service in demand is.</li> <li>Identify products or services in demand in our school or community.</li> <li>Analyze how the demand could be fulfilled through a new business, service, or product.</li> <li>Create a plan to fulfil this demand through a new service or product.</li> </ul>

	<p>to our current location.</p> <ul style="list-style-type: none"> <li>• Label a map of the North America, locating the United States, California, our town/city, any oceans, major rivers/lakes, or major mountains.</li> <li>• Use a letter and number grid map of our school or local community to identify the absolute and relative locations of different things.</li> <li>• Describe and use legends, scales, titles, and compasses on maps.</li> </ul>	<p>display leadership and work towards change or reform.</p>	<ul style="list-style-type: none"> <li>• Explain how we can cope with feeling embarrassed.</li> </ul>	
<p>Unit 4 March – April</p>	<p><b>Key Question:</b> <i>How has food production and consumption changed through history?</i></p> <p><i>Standards:</i></p>	<p><b>Key Question:</b> <i>What is code-switching?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what code-switching is.</li> </ul>	<p><b>Key Question:</b> <i>Why do we feel worried?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what it means to feel worried.</li> </ul>	<p><b>Key Question:</b> <i>What is a business plan?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify the key elements of a business plan.</li> </ul>

	<p><i>CA Common Core 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify the current practices in food consumption and productions, exploring the roles of farmers, distributors, weather, land, water resources, and technology.</li> <li>Explain how the roles of farmers, distributors, weather, land, water resources, and technology have changed throughout history.</li> <li>Use maps and knowledge of US geography to explain why</li> </ul>	<ul style="list-style-type: none"> <li>Understand why we may code-switch.</li> <li>Identify how and when we code-switch in our own lives.</li> <li>Engage in role play or first-hand experiences to practice code-switching skills.</li> </ul>	<ul style="list-style-type: none"> <li>Identify times we have felt worried and describe how our bodies and minds felt.</li> <li>Use and recognize facial expressions that show worry.</li> <li>Identify coping mechanisms that we can use to help us manage our worries.</li> <li>Engage in a weekly 'worry time' to allow learners to express or let out any worries they have through conversation, drawings, or writing.</li> </ul>	<ul style="list-style-type: none"> <li>Create a business plan for our own business to fulfil a gap in the market in our own school or community.</li> <li>Identify the goals of the business.</li> <li>Identify any employees necessary to help run the business.</li> <li>Plan out the materials and costs associated with starting the business.</li> </ul>
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	<p>certain foods are grown in specific geographical locations, considering landforms and climate.</p> <ul style="list-style-type: none"> <li>• Understand how travel has influenced cuisines around the world.</li> </ul>			
Unit 5 May – June	<p><b>Key Question:</b> <i>How do nations, states and provinces work together to maintain order and solve problems?</i></p> <p><i>Standards:</i> CA Common Core 2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what laws are and how they are created in the United States and other countries.</li> </ul>	<p><b>Key Question:</b> <i>What is gratitude?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what gratitude is.</li> <li>• Understand how to practice gratitude.</li> <li>• Identify things we are grateful for each day.</li> <li>• Explore how practicing gratitude can help to change our perspective of the day.</li> </ul>	<p><b>Key Question:</b> <i>What are coping strategies?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand that coping strategies help us to manage our feelings and display self-control.</li> <li>• Identify various times when a coping strategy may be used (times of anger, frustration, sadness, temptation, or fear).</li> </ul>	<p><b>Key Question:</b> <i>Can we fulfil our business plan?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create a new product or service, using the ideas, goals, and budgets from our business plan.</li> <li>• Purchase any necessary goods or materials for our business.</li> <li>• Create any stock necessary.</li> <li>• Train any employees, as necessary.</li> <li>• Implement our business in our classroom, school, or community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify how the United States and other countries enforce laws and punish those who break the law.</li> <li>• Describe how different countries, states and provinces work together for the common good.</li> <li>• Describe how different countries work together to solve problems relating to trade, treaties, military force, and diplomatic issues.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore different coping strategies such as yoga, meditation, facing fears, counting to 10, drawing or exercising.</li> <li>• Identify 2-3 strategies that we prefer to use.</li> <li>• Begin to use a coping strategy of choice during times of fear, conflict, or frustration.</li> </ul>	
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# 3<sup>rd</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>What are the geographical features of our local area?</i></p> <p><i>Standards:</i> CA Common Core 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand that different regions have different geographical features.</li> <li>• Identify the geographical</li> </ul>	<p><b>Key Question:</b> <i>Why is it important to be organized?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain why organization is important in academics, business, and our daily life.</li> <li>• Explore simple routines to improve organization such as check lists and color coding.</li> <li>• Examine how organization improves our efficiency.</li> <li>• Identify 2-3 areas where we would like to be more</li> </ul>	<p><b>Key Question:</b> <i>How can we identify the feelings or others?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the facial expressions linked to different feelings.</li> <li>• Identify the actions linked to different feelings.</li> <li>• Explain how tone of voice and pitch can help to explain others' feelings.</li> <li>• Understand how assumptions and bias can cloud our understanding of others' feelings.</li> </ul>	<p><b>Key Question:</b> <i>What is a profit?</i></p> <p><i>Standards:</i> CA Common Core 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand what a profit is.</li> <li>• Understand there are costs associated with running a business.</li> <li>• Identify different costs to businesses, looking at how to source goods internationally to consider the benefits of goods vs costs.</li> <li>• Calculate the costs associated with</li> </ul>

	<p>features in our local area.</p> <ul style="list-style-type: none"> <li>Identify how local people have used the environment and natural resources over time.</li> <li>Explain how humans have modified the local environment to meet their needs.</li> </ul>	<p>organized in the future.</p> <ul style="list-style-type: none"> <li>Begin to put organizational skills into practice at home and in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Practice listening skills to hear others and understand their feelings.</li> </ul>	<p>running a business, offsetting them to find the profit.</p> <ul style="list-style-type: none"> <li>Explore how a profit can be used to reinvest in the business or to pay the salary of the entrepreneur.</li> </ul>
<p>Unit 2 November – December</p>	<p><b>Key Question:</b> <i>Who are the American Indians?</i></p> <p><i>Standards:</i> CA Common Core 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe who the American Indians are, including their customs, beliefs, and history.</li> </ul>	<p><b>Key Question:</b> <i>What is time management?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain what a schedule is.</li> <li>Describe why time management is important.</li> <li>Use calendars and clocks to assist in scheduling and time management.</li> </ul>	<p><b>Key Question:</b> <i>What is empathy?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Define empathy.</li> <li>Accurately identify the feelings of others.</li> <li>Use empathy to relate to others feeling this way.</li> <li>Help others who are feeling distressed, sad, or frustrated.</li> <li>Apply empathy skills in the classroom in</li> </ul>	<p><b>Key Question:</b> <i>How can profit be reinvested in a business?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand why profits would be reinvested into a business.</li> <li>Explain how profits could be used to attract new customers to the business.</li> <li>Explain how profits could be used to add new business locations and how this would increase overall profits.</li> </ul>



	<ul style="list-style-type: none"> <li>Identify the tribe(s) local to our region.</li> <li>Describe how the local geography and climate impacted the ways the American Indians adapted to living here.</li> <li>Explain how settlers in our region interacted with the already established American Indians of the area.</li> <li>Explain the government and economy of the local American Indians, including their links to the state and federal government.</li> </ul>	<ul style="list-style-type: none"> <li>Use time management skills to complete a short-term project.</li> </ul>	social situations with peers.	<ul style="list-style-type: none"> <li>Explain how profits could be used to buy new stock and how this could increase overall profits.</li> </ul>
Unit 3 January – February	<p><b>Key Question:</b> <i>What is the history of our local area?</i></p> <p><i>Standards:</i> CA Common Core 3.3 Students draw from historical and community</p>	<p><b>Key Question:</b> <i>What is honesty?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Define honesty.</li> <li>Identify why it is important to be honest.</li> </ul>	<p><b>Key Question:</b> <i>How can we show empathy in our community?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Volunteer services to help</li> </ul>	<p><b>Key Question:</b> How can investors be used to kickstart or expand our businesses?</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain why investors would be used to</li> </ul>

	<p><i>resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Research to find out about explorers and settlers in our local area, including their culture and religion.</li> <li>• Identify the economies established in our local area by settlers and how it has influenced our local economy today.</li> <li>• Use maps and primary and secondary sources to establish why settlers established their community here, how it was founded and</li> </ul>	<ul style="list-style-type: none"> <li>• Explore people from history who were honest such as Gandhi and Abraham Lincoln.</li> <li>• Understand the consequences both short term and long term of being dishonest.</li> <li>• Show honesty in our classroom and community.</li> </ul>	<p>in the local community.</p> <ul style="list-style-type: none"> <li>• Discuss how our volunteering benefited others.</li> <li>• Describe how we would feel if we were in the position of those we supported.</li> <li>• Identify other ways in which we can volunteer or help in the local community to show empathy to others.</li> </ul>	<p>kickstart or expand our businesses.</p> <ul style="list-style-type: none"> <li>• Identify ways to find an investor.</li> <li>• Understand how to secure an investor using persuasive arguments.</li> <li>• Engage in mock pitch activities to develop pitching and presenting skills.</li> </ul>
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	<p>developed, and how the community has changed over time.</p> <ul style="list-style-type: none"> <li>• Explain why people continue to come to visit or settle in our area, describing the local attractions and businesses.</li> </ul>			
<p>Unit 4 March – April</p>	<p><b>Key Question:</b> <i><b>What is government?</b></i></p> <p><i>Standards:</i> <i>CA Common Core</i> <i>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain why we have laws and the Constitution.</li> <li>• Identify the three branches of government and their roles.</li> <li>• Describe the impact of the</li> </ul>	<p><b>Key Question:</b> <i><b>What is integrity?</b></i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define integrity.</li> <li>• Explain why having integrity is important.</li> <li>• Research famous figures who displayed integrity such as Octavius Catto, Claudette Colvin, Francis Harper.</li> <li>• Display integrity in our classroom and community.</li> <li>• Understand how showing integrity can make the</li> </ul>	<p><b>Key Question:</b> <i><b>What is jealousy?</b></i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain what jealous is.</li> <li>• Identify times we have felt jealous.</li> <li>• Describe how our bodies and minds felt when we were jealous.</li> <li>• Use and recognize facial expressions that show jealousy.</li> <li>• Identify coping mechanisms that we can use to help us manage jealousy.</li> </ul>	<p><b>Key Question:</b> <i><b>How is marketing used in business?</b></i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand what marketing is.</li> <li>• Identify how marketing can be used to build business.</li> <li>• Identify different sources of marketing, both online and in print.</li> <li>• Explain how a logo and slogan can help build your business.</li> <li>• Identify low cost and free marketing techniques.</li> </ul>

	<p>three branches of government on local government.</p> <ul style="list-style-type: none"> <li>Explain how California, the other 49 states and the American Indians contribute to and participate in the federal government.</li> </ul>	<p>community and the world better, making us powerful people.</p>		
<p>Unit 5 May – June</p>	<p><b>Key Question:</b> <i>How are citizens responsible for upholding democracy?</i></p> <p><i>Standards:</i> CA Common Core 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify how citizens help to uphold the laws established by our democracy and the</li> </ul>	<p><b>Key Question:</b> <i>How can we code-switch while remaining true to our identities?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand how code-switching may cause us to deviate from our true selves.</li> <li>Identify ways in which code-switching is beneficial, such as using different vocabulary or grammar depending on the audience.</li> </ul>	<p><b>Key Question:</b> <i>What are coping strategies?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand that coping strategies help us to manage our feelings and display self-control.</li> <li>Identify various times when a coping strategy may be used (times of anger, frustration, sadness, temptation, jealousy, or fear).</li> </ul>	<p><b>Key Question:</b> <i>What is generational wealth?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what generational wealth is.</li> <li>Explain how generational wealth can build independence and benefits for the family.</li> <li>Identify how and why wealth can struggle to last beyond two generations.</li> <li>Explain diverse ways to create generational wealth.</li> <li>Identify ways in which we can start to build</li> </ul>

	<p>consequences of breaking the law.</p> <ul style="list-style-type: none"> <li>• Explain the importance of public virtue and how we can participate in community life.</li> <li>• Understand the history and significance of local and national symbols and landmarks, explaining how they create a sense of community.</li> <li>• Research the lives of American heroes who secured our freedoms, including Harriet Tubman, Frederick Douglass, Martin Luther King Jr, Anne Hutchinson, Abraham Lincoln.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aspects of ourselves that do not need to switch based on the audience, such as changing food you eat based on the audience, changing your hairstyle based on audience.</li> <li>• Understand that code-switching requires a fine balance to maintain our identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different coping strategies such as positive self-talk, listening to music, breathing exercises, exercise, or meditation.</li> <li>• Identify 2-3 strategies that we prefer to use, based on the feeling we are experiencing.</li> <li>• Begin to use a coping strategy of choice during times of fear, conflict, or frustration.</li> </ul>	<p>generational wealth now.</p>
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# 4<sup>th</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>What are the geographical features of California?</i></p> <p><i>Standards:</i> CA Common Core 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Use longitude and latitude coordinates to determine the locations of places in California (e.g., the capital) and</li> </ul>	<p><b>Key Question:</b> <i>What is active listening?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe what active listening is.</li> <li>• Explain why active listening is important.</li> <li>• Identify how active listening improves communication.</li> <li>• Practice active listening skills in class and at home.</li> </ul>	<p><b>Key Question:</b> <i>What is growth mindset?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what growth mindset is.</li> <li>• Describe the benefits of growth mindset.</li> <li>• Identify areas of our lives where we are using a fixed mindset.</li> <li>• Create a plan for times when our fixed mindsets are present, identifying strategies we can use to overcome this.</li> <li>• Utilize growth mindset visibly in</li> </ul>	<p><b>Key Question:</b> <i>How is communication key to business?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what effective communication is.</li> <li>• Describe how effective communication can be used with others.</li> <li>• Compare outcomes in businesses when effective communication is used versus when it is not.</li> <li>• Analyze the efficiency of businesses when effective communication is in place.</li> <li>• Use effective communication in our school and community</li> </ul>

	<p>around the world.</p> <ul style="list-style-type: none"> <li>• Understand the geography of a map, including the North and South poles, the equator, the hemispheres, the tropics, and the prime meridian.</li> <li>• Compare different regions of California based on their climate, landforms, water, and vegetation.</li> <li>• Explain how the Pacific Ocean, valleys, rivers, and mountains effect the growth of towns in California.</li> <li>• Describe how different regions and communities in California have different landforms, populations, wildlife, climate,</li> </ul>		<p>the classroom and community when I am presented with challenges.</p>	<p>to work alongside others.</p>
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	transportation, land use and vegetation.			
Unit 2 November – December	<p><b>Key Question:</b> <i>What was California like from pre-Columbian society to the Mexican rancho period?</i></p> <p><i>Standards:</i> CA Common Core 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify the nations of California Indians, including their location, economy, and religion and how they used or adapted the land and sea resources.</li> </ul>	<p><b>Key Question:</b> <i>Why is kindness important?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain what a kindness is.</li> <li>Describe different ways we can display kindness.</li> <li>Identify how acts of kindness feel to both the giver and receiver.</li> <li>Build a culture of kindness in our classroom and school community.</li> <li>Implement ‘Acts of Kindness’ around our school.</li> </ul>	<p><b>Key Question:</b> <i>What is self-care?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what self-care is.</li> <li>Explain reasons we love ourselves.</li> <li>Identify why self-care is important.</li> <li>Describe ways we can practice self-care.</li> <li>Identify 2-3 self-care practices that we are going to adopt.</li> <li>Implement our self-care practices at home or at school.</li> </ul>	<p><b>Key Question:</b> <i>Why is customer service important?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what customer service is.</li> <li>Describe good customer service</li> <li>Explore how good customer service builds trust in the business and can build a strong following.</li> <li>Explore the detrimental effects of poor customer service on a business.</li> <li>Understand how accommodating special requests is a good customer service practice.</li> </ul>



	<ul style="list-style-type: none"> <li>• Describe the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), by both land and sea, identifying the geographical features that made it easy or difficult for European settlements.</li> <li>• Explain how the Spanish colonized California, and the impact on relationships among soldiers, missionaries, and American Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</li> <li>• Explain the reasoning and motivation for Spanish missions and how</li> </ul>			
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	<p>missions expanded Spanish culture and Catholicism throughout New Spain and Latin America.</p> <ul style="list-style-type: none"><li>• Describe the daily lives of the people who occupied the presidios, missions, ranchos, and pueblos.</li><li>• Identify how California changed from a hunter gatherer economy to an agricultural economy.</li><li>• Explain how the Mexican War affected the territorial boundaries of North America.</li><li>• Describe the period of Mexican rule in California and its attributes, including land</li></ul>			
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	grants, and the rise of the rancho economy.			
Unit 3 January – February	<p><b>Key Question:</b> <i>What was California like from the Bear Hood Republic to the granting of statehood?</i></p> <p><i>Standards:</i> CA Common Core 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Locate the Mexican settlements in California as well as the settlements of Fort Ross and Sutter’s Fort.</li> <li>• Describe how and why people traveled to</li> </ul>	<p><b>Key Question:</b> <i>Why should we include everyone?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review that we are all unique with different interests and traits.</li> <li>• Explain how it feels if someone is excluded from a group.</li> <li>• Identify reasons someone may be excluded or socially isolated.</li> <li>• Explore the consequences and problems that can arise from excluding or isolating others.</li> <li>• Understand how including everyone can build a community and</li> </ul>	<p><b>Key Question:</b> <i>How can we stay calm?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain what calm means and looks like in our actions.</li> <li>• Identify how we feel when we are calm.</li> <li>• Describe places, thoughts or actions that help us feel calm.</li> <li>• Explore calming strategies such as breathing techniques, drawing or exercising.</li> <li>• Identify times when we may need calming strategies and our preferred calming strategy.</li> </ul>	<p><b>Key Question:</b> <i>What are our interests and passions?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify what our unique interests and passions are.</li> <li>• Understand that everyone has different passions or interests.</li> <li>• Explore businesses in this fields or subjects, looking at the goods and services offered.</li> <li>• Identify any gaps in the current market for goods and services linked to our passion or interests.</li> <li>• Understand how we can turn our passions or interests into viable businesses.</li> </ul>

	<p>California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).</p> <ul style="list-style-type: none"> <li>Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment, studying the lives of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp.</li> <li>Research about the lives of women who helped build early California such as Biddy Mason.</li> <li>Explain how and when California became a state and how the government was different than</li> </ul>	<p>open us to new and different people and opportunities.</p> <ul style="list-style-type: none"> <li>Practice inclusion in our class, school, and community, respecting the differences in others.</li> </ul>		
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	previous governments.			
Unit 4 March – April	<p><b>Key Question:</b> <i>How did California develop industry and agriculture?</i></p> <p><i>Standards:</i> CA Common Core 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe how the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad changed California.</li> <li>• Explain the impact of the Gold Rush on the economy of California.</li> </ul>	<p><b>Key Question:</b> <i>What is curiosity?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define curiosity.</li> <li>• Explain why curiosity is important in learning, business, and life.</li> <li>• Identify how to ask high quality questions.</li> <li>• Reframe our confusion or frustration about a topic or situation into curiosity to solve a problem.</li> <li>• Explore the role of skepticism in curiosity.</li> <li>• Use our interests to stimulate and explore curiosity in the classroom.</li> </ul>	<p><b>Key Question:</b> <i>How can we control our anger?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify what anger is and what it looks like in our words, bodies, and actions.</li> <li>• Understand that we all have different things that trigger our anger.</li> <li>• Identify our own personal anger triggers.</li> <li>• Explore how we can anticipate anger triggers.</li> <li>• Use our calming strategies when feeling angry.</li> </ul>	<p><b>Key Question:</b> <i>Can we turn our passions and interests into a business plan?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify our idea for a business, linked to our passions and interests.</li> <li>• Build a team of peers in our class to work with, as partners or CEOs and employees.</li> <li>• Create a vision and SMART goals for our business.</li> <li>• Identify the budget necessary to start our business.</li> <li>• Identify the materials needed to start the business.</li> </ul>

	<ul style="list-style-type: none"><li>• Describe the immigration and migration to California between 1850 and 1900, noting the diversity of settlers.</li><li>• Explain the effects of the Great Depression, the Dust Bowl, and World War II on California</li><li>• Describe the new industries in California since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade</li></ul>			
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	<p>links with the Pacific Basin.</p> <ul style="list-style-type: none"> <li>• Explain the development of California's water systems.</li> <li>• Describe the history and development of California's public education system.</li> <li>• Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).</li> </ul>			
Unit 5 May – June	<b>Key Question:</b>	<b>Key Question:</b> <i>How does reflection help us to improve?</i>	<b>Key Question:</b> <i>How can we be healthy?</i>	<b>Key Question:</b> <i>Can we run a profitable business?</i>

	<p><b><i>What are the roles of the local, state, and federal governments?</i></b></p> <p><i>Standards:</i>  CA Common Core  4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain the importance of the US Constitution.</li> <li>• Identify what the California Constitution is, what it entails and how it relates to the US Constitution.</li> <li>• Compare the roles, regulations, and scope of local, state, and federal government.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify what reflection is and how it can be used in different contexts.</li> <li>• Explain the importance of reflecting on situations.</li> <li>• Describe actions and improvements that can be achieved after reflection.</li> <li>• Identify how reflection can be a cyclical process.</li> <li>• Use reflection in social and academic situations in the classroom to improve my work and relationships with others.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define healthy, including healthy minds and bodies.</li> <li>• Describe the benefits of keeping a healthy body and mind.</li> <li>• Explore the consequences of neglecting our health.</li> <li>• Identify 2-3 practices that lead to healthy body or mind.</li> <li>• Create our own health plan, describing practices we are going to implement to ensure our body and minds are healthy.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Build the product or materials needed for the business.</li> <li>• Market the business to our peers and school.</li> <li>• Run our business in our school or community.</li> <li>• Practice effective communication with employees and customers.</li> <li>• Display excellent customer service skills.</li> <li>• Review the budgets and profits of our business each week, amending our products, prices, and services to reflect any necessary changes.</li> </ul>
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	<ul style="list-style-type: none"><li>• Describe the distinct roles in state government.</li><li>• Explain the differences in local governments in California.</li></ul>			
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# 5<sup>th</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>What was the Age of Exploration?</i></p> <p><b>Standards:</b> CA Common Core 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how longitude and latitude allowed early explorers to explore by sea.</li> <li>• Identify why Europeans decided to explore and colonize the world and what the Age of Exploration was.</li> </ul>	<p><b>Key Question:</b> <i>What are our strengths and how are we unique?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify our own strengths.</li> <li>• Describe our own unique traits.</li> <li>• Explain why it is important to have differences between us, looking from a broader worldly perspective.</li> <li>• Celebrate our differences and unique traits, learning from each other.</li> <li>• Respect those with different values,</li> </ul>	<p><b>Key Question:</b> <i>What is mental health and why is it important?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain what mental health is.</li> <li>• Describe the importance of mental health.</li> <li>• Identify events that can impact on our mental health.</li> <li>• Describe ways we can look after our mental health.</li> <li>• Explore strategies to help us support our mental health, reviewing our calming strategies.</li> </ul>	<p><b>Key Question:</b> <i>How were early sea explorers entrepreneurs?</i></p> <p><b>Standards:</b> CA Common Core 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe what an entrepreneur is.</li> <li>• Research about early sea explorers such as Christopher Columbus and Francisco Vásquez de Coronado.</li> <li>• Explain the traits early sea explorers displayed that made them entrepreneurs.</li> <li>• Identify what made early sea explorers’</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the motivations, obstacles, and accomplishments of various expeditions by the Europeans.</li> <li>• Trace the routes and distances of the major land explorers of the United States and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</li> <li>• Locate North and South America on a map, identifying which country claimed each region during exploration (Spain, France, England, Portugal, the Netherlands, Sweden, and Russia).</li> </ul>	<p>perspectives, interests, or appearances.</p>	<ul style="list-style-type: none"> <li>• Identify different ways to seek help for our mental health.</li> </ul>	<p>roles both influential and risky.</p> <ul style="list-style-type: none"> <li>• Explain what we can learn from the entrepreneurial skills of early sea explorers.</li> </ul>
Unit 2 November – December	<b>Key Question:</b> <i>What was life like for the American Indians in the</i>	<b>Key Question:</b> <i>What is bullying?</i>  Objectives:	<b>Key Question:</b> <i>Who is on 'our team'?</i>  Objectives:	<b>Key Question:</b> <i>What is a career?</i>  Objectives:

	<p><b><i>pre-Columbian and colonial periods?</i></b></p> <p><i>Standards:</i>  CA Common Core  5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.  5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Identify how the geography and climate affected different American Indian tribes, influencing their buildings, food, clothing,</li> </ul>	<ul style="list-style-type: none"> <li>Explain what bullying is.</li> <li>Describe the impact that bullying can have on someone.</li> <li>Identify what to do if you or someone you know is being bullied.</li> <li>Build a culture of anti-bullying in our school and community.</li> <li>Recognize and celebrate our differences and unique traits, learning to respect the differences between us all.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why it is important to support ourselves with a team of people we can rely on and trust.</li> <li>Identify people who are in 'our team', and we can rely on and trust.</li> <li>Identify situations of events in life where we may need 'our team'.</li> <li>Describe how we can interact with 'our team' positively during times of stress, conflict, or difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that not everyone has to be a business owner or entrepreneur.</li> <li>Identify what a career is and name different careers.</li> <li>Explore different career choices through firsthand interviews and research.</li> <li>Utilize a personality quiz to help identify careers that would be a good match for our personalities.</li> <li>Identify careers that we would be interested in.</li> </ul>
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	<p>economies, customs, governments, and folklore.</p> <ul style="list-style-type: none"><li>• Describe the struggle for control of North America between European countries and the Indian nations.</li><li>• Explain the relationship between the American Indians and the colonists, including their peaceful trading, alliances, and cultural exchanges.</li><li>• Describe what the Trail of Tears was and the impact of it on American Indians.</li><li>• Examine different conflicts that American Indians engaged in, both prior to the Revolutionary War and in</li></ul>			
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	<p>competition for the land.</p> <ul style="list-style-type: none"> <li>Research about influential leaders of the colonists and American Indians, such as John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah, examining their leadership and influence.</li> </ul>			
<p>Unit 3 January – February</p>	<p><b>Key Question:</b> <i>What was the colonial period and how did it influence modern day America?</i></p> <p><i>Standards:</i> CA Common Core 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Locate the 13 original colonies on a map, nothing</li> </ul>	<p><b>Key Question:</b> <i>What is cyberbullying?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what cyberbullying is.</li> <li>Describe the impact of cyberbullying on those who are bullied.</li> <li>Explain the consequences of being a cyberbully.</li> <li>Identify what to do if you or someone you</li> </ul>	<p><b>Key Question:</b> <i>How can we maintain healthy relationships with those people on our team?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain what a healthy relationship is and what it looks like.</li> <li>Describe how we can engage in a healthy relationship.</li> <li>Analyze our relationships</li> </ul>	<p><b>Key Question:</b> <i>What is important to consider when looking at different careers?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and responsibilities of careers that interest us.</li> <li>Identify the salary and working hours of careers that interest us.</li> <li>Explore the training and skills that are necessary to gain a</li> </ul>

	<p>the American Indians in these regions.</p> <ul style="list-style-type: none"> <li>• Explain the founders of each of the 13 colonies and their reasons for founding each colony.</li> <li>• Describe the religions of the early colonies (Puritanism, Anglicanism, Catholicism, Quakerism) and how the First Great Awakening shifted religious views.</li> <li>• Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization</li> </ul>	<p>know if being bullied.</p> <ul style="list-style-type: none"> <li>• Build a culture of anti-bullying in our school and community.</li> <li>• Recognize and celebrate our differences and unique traits, learning to respect the differences between us all.</li> </ul>	<p>with the people on 'our team', identifying areas that are going well and areas to improve.</p> <ul style="list-style-type: none"> <li>• Explore how to maintain open lines of communication with others to maintain a healthy relationship.</li> <li>• Invest in our relationships with those people on 'our team' to strength them and keep a healthy relationship.</li> </ul>	<p>role in our chosen careers.</p> <ul style="list-style-type: none"> <li>• Identify potential progression within the chosen careers.</li> <li>• Identify careers that we would be interested in.</li> </ul>
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	<p>of slavery in the South.</p> <ul style="list-style-type: none"> <li>• Explain the free-market system, self-governance and democratic ideas that emerged in the colonial period.</li> <li>• Analyze how these early foundational moments shaped American as we know it today.</li> </ul>			
<p>Unit 4 March – April</p>	<p><b>Key Question:</b> <i>What were the causes and consequences of the American Revolution?</i></p> <p><i>Standards:</i> CA Common Core 5.5 Students explain the causes of the American Revolution. 5.6 Students understand the course and consequences of the American Revolution. 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze</p>	<p><b>Key Question:</b> <i>What is racism?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what racism is and when or how we have experienced it.</li> <li>• Describe the feelings we have when we experience racism and following an act of racism.</li> <li>• Understand the historical roots of racism.</li> </ul>	<p><b>Key Question:</b> <i>What is mindfulness?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify what mindfulness is and why it is used.</li> <li>• Explain how mindfulness can help us.</li> <li>• Explore and practice different mindfulness practices.</li> <li>• Utilize mindfulness practices in our daily lives to help</li> </ul>	<p><b>Key Question:</b> <i>How can we manifest our goals and dreams?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Review our studies of business, entrepreneurship, and careers.</li> <li>• Discuss what our goals for the future are.</li> <li>• Identify what manifesting is and how it can help us to achieve our goals and dreams.</li> <li>• Set out a plan, using SMART targets, to outline how we will</li> </ul>



	<p><i>the Constitution's significance as the foundation of the American republic.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain the political, religious, and economical situations that led to the American Revolution.</li> <li>• Identify the significance of the first and second Continental Congresses, the Committees of Correspondence, and the people and events associated with the drafting and signing of the Declaration of Independence.</li> <li>• Explain the significance of the Declaration of Independence, including the key political concepts it embodies, the origins of those</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how we can respond to racism we witness or experience.</li> <li>• Educate those in our school or community on racism and equality.</li> </ul>	<p>us improve our mental health and wellbeing.</p>	<p>achieve our goals for the future.</p>
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	<p>concepts, its role in severing ties with Great Britain and how it changed the way people viewed slavery.</p> <ul style="list-style-type: none"><li>• Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</li><li>• Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the</li></ul>			
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	<p>Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben).</p> <ul style="list-style-type: none"> <li>• Describe the views, lives, and impact of key individuals during this period, particularly the role women played in the War. (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</li> <li>• Understand the personal impact and economic hardship of the war on families, problems of</li> </ul>			
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	<p>financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <ul style="list-style-type: none"> <li>Describe the people and events associated with the development of the U.S. Constitution, identifying how the state constitutions influenced the Constitution and analyzing the Constitution's significance as the foundation of the American republic.</li> </ul>			
<p>Unit 5 May – June</p>	<p><b>Key Question:</b> <i>How did the United States expand from 13 colonies to 50 states?</i></p> <p><i>Standards:</i> CA Common Core 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from</p>	<p><b>Key Question:</b> <i>What is self-efficacy?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe what self-efficacy is.</li> <li>Reflect on our own self-efficacy and areas for improvement.</li> </ul>	<p><b>Key Question:</b> <i>What is perseverance?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Define perseverance.</li> <li>Describe situations where we may need perseverance (linked to goal</li> </ul>	<p><b>Key Question:</b> <i>What is a mentor?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand the role of a mentor and how it can positively benefit us.</li> <li>Connect with a mentor who is in our chosen field or career.</li> </ul>

	<p><i>1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</i></p> <p><i>5.9 Students know the location of the current 50 states and the names of their capitals.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the influx of immigrants from Europe in 1789 to mid-1800s and the migration of Mexican settlers into the Southwest and West, identifying their modes of transportation westward.</li> <li>• Name and locate the states that existed in 1850, describing their geographical features.</li> <li>• Identify and describe the</li> </ul>	<ul style="list-style-type: none"> <li>• Review strategies for building and improving our self-efficacy.</li> <li>• Identify how SMART goals can help us to achieve our goals and build efficacy.</li> <li>• Engage in strategies and practices that help us to build our self-efficacy.</li> </ul>	<p>setting and self-efficacy).</p> <ul style="list-style-type: none"> <li>• Understand the benefits of perseverance.</li> <li>• Identify 2-3 practices help us to persevere, including self-talk, maintain optimism and taking risks.</li> <li>• Reflect on our own goals and skills, identifying areas where we may need to show perseverance.</li> <li>• Utilize known strategies to build our threshold for perseverance to build self-efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with our mentor (on site if possible) to gain firsthand experience of what day to day skills are needed in our chosen career.</li> <li>• Reflect on our experiences with our mentor and in our chosen field, analyzing any changes to our chosen career or goals.</li> </ul>
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	<p>exploration of the West after the Louisiana Purchase.</p> <ul style="list-style-type: none"><li>• Describe how western lands later became a part of the United States (including the significance of the Mexican American War and the Texas War for Independence).</li><li>• Explain the experiences of settlers on journeys west including routes taken, hardships, climate, geographical features of significance and what life was like on the journey and upon settling in the West.</li><li>• Name and locate all 50 states and their capitals on a map.</li></ul>			
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# 6<sup>th</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>How did civilization develop?</i></p> <p><b>Standards:</b> CA Common Core 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe early communities of hunters and</li> </ul>	<p><b>Key Question:</b> <i>How can we be responsible?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain what being responsible means.</li> <li>Describe how we can be responsible at school, at home and in our community.</li> <li>Take on roles of responsibility within our classroom, school, or community.</li> <li>Explain how being accountable for</li> </ul>	<p><b>Key Question:</b> <i>What is stress?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain what stress is.</li> <li>Describe the physical and psychological symptoms of stress.</li> <li>Identify triggers for stress.</li> <li>Analyze our lives, considering things that may cause us stress.</li> <li>Practice the coping mechanisms for dealing with stress (exercise, diet, breathing exercises, rely on 'our team') to</li> </ul>	<p><b>Key Question:</b> <i>What are the steps to getting a job?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify the steps to getting a job.</li> <li>Understand what a resume is and how it is used.</li> <li>Create my own resume.</li> <li>Understand what an interview is and how they are used to hire for jobs.</li> <li>Take part in a mock job fair, participating in mock interviews both as the interviewer and interviewee.</li> <li>Explain the role of an entrepreneur in managing employees.</li> </ul>

	gatherings, including their use of fire and tools. <ul style="list-style-type: none"> <li>Identify where early human communities lived, discussing how they adapted to their environments.</li> <li>Explain how changes to the climate and human impact on the environment led to domesticating animals and plants.</li> <li>Describe how early civilization and settlement revolved around major water systems, studying the development of agriculture as a main source of economy.</li> <li>Understand the relationship between religion and the social and</li> </ul>	our actions displays responsibility. <ul style="list-style-type: none"> <li>Display accountability for our actions within the classroom, the school, and our community.</li> </ul>	reduce the stress in our lives.	<ul style="list-style-type: none"> <li>Understand the role that code-switching plays in the work environment.</li> </ul>
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	<p>political order in Mesopotamia and Egypt, identifying the location of the Kush civilization and describing its political, commercial, and cultural relations with Egypt and the significance of Hammurabi's Code.</p> <ul style="list-style-type: none"><li>• Identify cultural developments of Mesopotamia and Egypt, including the evolution of language and its written forms, the main features of Egyptian art and architecture, the role of Egyptian trade in the eastern Mediterranean and Nile valley and the significance of Queen Hatshepsut and</li></ul>			
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	Ramses the Great.			
Unit 2 November – December	<p><b>Key Question:</b> <i>Who were the Ancient Hebrews and Greeks?</i></p> <p><i>Standards:</i> CA Common Core 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the origins and beliefs of Judaism, including its role in the moral and ethical traditions of Western civilization.</li> <li>• Identify the settlements and movements of Hebrew people, including the</li> </ul>	<p><b>Key Question:</b> <i>What is peer pressure?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what peer pressure is.</li> <li>• Compare negative and positive peer pressure.</li> <li>• Describe peer pressure we have experienced before.</li> <li>• Identify the consequences of negative peer pressure.</li> <li>• Understand how to stand up to peer pressure.</li> <li>• Practice responding to peer pressure through roleplay and guided activities.</li> </ul>	<p><b>Key Question:</b> <i>How can we solve problems we are experiencing?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand that we all face problems or conflicts.</li> <li>• Identify the conflicts or problems we have experienced or are experiencing in our lives.</li> <li>• Review ways to deal with conflict or problems.</li> <li>• Identify ways we can solve our problems constructively.</li> </ul>	<p><b>Key Question:</b> <i>What is personal finance?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what personal finance is.</li> <li>• Explain why our finances are important, considering the role of generational wealth in our finances.</li> <li>• Explain how our salary or business contributes to our personal finances.</li> <li>• Identify what a budget is and how it can be used to help us with our personal finances.</li> <li>• Create our own budget based on a mock salary and expenses, aiming to manage our money effectively.</li> </ul>

	<p>Exodus, their movement to and from Egypt, and their dispersion after the destruction of the second Temple in A.D. 70.</p> <ul style="list-style-type: none"><li>• Explain why the Greeks settled around the Aegean Sea, explaining the benefits of the geography and trade links.</li><li>• Trace the formation of governments through tyranny, oligarchy, and democracy, describing each type of government and explaining how the Greeks contributed to the idea of citizenship.</li><li>• Explain who Alexander the Great was and how he helped spread Greek</li></ul>			
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	<p>culture east and into Egypt.</p> <ul style="list-style-type: none"> <li>Describe the influence of Greek mythology, literature, arts, and sciences, studying key figures such as Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides, and Homer.</li> <li>Explain the founding and expansion of the Persian Empire, comparing life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</li> </ul>			
Unit 3 January – February	<p><b>Key Question:</b> <i>What were the early civilizations in India like?</i></p> <p><i>Standards:</i> CA Common Core 6.5 Students analyze the geographic, political,</p>	<p><b>Key Question:</b> <i>How can we stay safe?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand dangers and risks in our community.</li> </ul>	<p><b>Key Question:</b> <i>How can we work with others effectively?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand the importance of</li> </ul>	<p><b>Key Question:</b> <i>What are taxes?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify what taxes are.</li> </ul>

	<p><i>economic, religious, and social structures of the early civilizations of India.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify the major river system and geographical features that supported the early civilizations in India.</li> <li>• Describe how Hinduism developed from Brahmanism and explain the teachings of Buddha and the spread of Buddhism in India.</li> <li>• Explain what the Aryan invasions were and how they influenced the culture and religion in India.</li> <li>• Describe the caste system and how it impacts social structure in India.</li> <li>• Explain what the Maurya Empire was, including the</li> </ul>	<ul style="list-style-type: none"> <li>• Understand dangers and risks online.</li> <li>• Describe ways that we can avoid dangers and minimize risks online and in our community.</li> <li>• Identify how we can respond to dangerous situations online or in our community.</li> <li>• Explain how we can keep ourselves and those around us safe.</li> </ul>	<p>teamwork and cooperation.</p> <ul style="list-style-type: none"> <li>• Understand that we may not be friends with everyone we work with, and that is okay.</li> <li>• Identify that it is important to show respect to those we work with, even if we do not always agree with them.</li> <li>• Explain what compromise is and how it can be used to solve problems or work with those we disagree with.</li> <li>• Work effectively in teams with others in my school and community, displaying cooperation, teamwork, compromise, and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and when they are paid.</li> <li>• Describe who must pay taxes, both personally and through businesses.</li> <li>• Describe how personal and business taxes differ.</li> <li>• Explore how taxes are calculated and filed, learning firsthand from an accountant or other financial/tax advisor.</li> <li>• Understand how being responsible with our finances is a beneficial during tax season.</li> </ul>
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	<p>influence and life of the emperor Asoka.</p> <ul style="list-style-type: none"> <li>Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu Arabic numerals and the zero).</li> </ul>			
<p>Unit 4 March – April</p>	<p><b>Key Question:</b> <i>What were the early civilizations of China like?</i></p> <p><i>Standards:</i> CA Common Core 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify the origins of civilization in China during the Shang Dynasty,</li> </ul>	<p><b>Key Question:</b> <i>What are values?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain what values are.</li> <li>Identify how our values shape our character.</li> <li>Recognize which values are most important to us and why.</li> <li>Respect the notion that our values may not align with others' values.</li> </ul>	<p><b>Key Question:</b> <i>What is impulse control?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what impulses are.</li> <li>Identify triggers for our own impulsivity.</li> <li>Explain how impulsiveness can be harmful.</li> <li>Explore strategies to help manage our impulsiveness, known as impulse control.</li> </ul>	<p><b>Key Question:</b> <i>How can we save money?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand the benefits to saving money.</li> <li>Explore what compound interest is and why it is a good financial investment.</li> <li>Identify ways we can save money through budgeting, savvy business, and responsible spending.</li> <li>Research about different savings</li> </ul>

	<p>describing the geographical features of China that isolated it from trading with the rest of the world.</p> <ul style="list-style-type: none"> <li>• Explain the teachings of Confucianism and Taoism, identifying how Confucius sought to solve political and cultural problems with the teachings.</li> <li>• Discuss who Shi Huangdi was and how he unified northern China under the Qin dynasty.</li> <li>• Describe how the Han dynasty contributed to the politics and expansion of the empire, including the significance of the silk roads and the diffusion of Buddhism north to China.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how our values link to our goals and choices.</li> <li>• Act in a manner that represents our values.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice impulse control in our trigger situations, with help and guidance from adults where necessary.</li> </ul>	<p>accounts and the benefits of each.</p> <ul style="list-style-type: none"> <li>• Explore how much money we would have in 10 years if we saved \$5 a week.</li> </ul>
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<p>Unit 5 May – June</p>	<p><b>Key Question:</b> <i>How did the Roman empire develop?</i></p> <p><i>Standards:</i> CA Common Core 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify where and how the Roman Republic began, including the significance of the government (e.g., written constitution and tripartite government, checks and balances, civic duty) and the importance of mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius</li> </ul>	<p><b>Key Question:</b> <i>What can we ‘do the right thing’?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand the phrase ‘do the right thing’.</li> <li>Identify the core values behind this phrase (honesty, integrity, respect, kindness).</li> <li>Explore how we can show these values.</li> <li>Explain how ‘doing the right thing’ and show these values can create a more peaceful world.</li> <li>Create a community in our school where we aim to do the right thing.</li> </ul>	<p><b>Key Question:</b> <i>What coping mechanisms are best for us?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Reflect on the coping mechanisms we have learnt over time, identifying the ones we prefer.</li> <li>Understand how different coping mechanisms help us with managing our different feelings and emotions.</li> <li>Identify one or two feelings we are having difficulty coping with currently.</li> <li>Revisit the coping mechanisms to identify how we can use these to target the feelings we are having difficulty with.</li> </ul>	<p><b>Key Question:</b> <i>What is investing?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify what investing is and different ways we can invest.</li> <li>Explain how investing helps to create generational wealth.</li> <li>Investigate how different investment options carry different levels of risk.</li> <li>Understand how investing can generate passive income.</li> <li>Explore the pros and cons of different types of investing.</li> </ul>
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	<p>Caesar, and Cicero.</p> <ul style="list-style-type: none"> <li>• Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth by currency and trade routes.</li> <li>• Explain how Julius Caesar and Augustus played roles in the transition from republic to empire.</li> <li>• Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on</li> </ul>		<ul style="list-style-type: none"> <li>• Utilize our coping mechanisms regularly in school and our community.</li> </ul>	
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	<p>their right to live in Jerusalem.</p> <ul style="list-style-type: none"><li>• Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs, explaining how Christianity spread in Europe and other Roman territories.</li><li>• Describe the importance and impact of Roman art and architecture, technology and science, literature, language, and law.</li></ul>			
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# 7<sup>th</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>What caused the rise and fall of the Roman Empire?</i></p> <p><i>Standards:</i> CA Common Core 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe the strengths and weaknesses of the Roman Empire.</li> <li>Identify the territory of the Roman Empire at its peak and the geographical factors that contributed to its</li> </ul>	<p><b>Key Question:</b> <i>Why should we say no to drugs and alcohol?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify different type of drugs and alcohol.</li> <li>Describe the risks associated with drugs and alcohol.</li> <li>Explain what addiction is and how it can form from using drugs or alcohol.</li> <li>Explain the mental wellbeing risks associated with drugs and alcohol.</li> <li>Identify ways that we can say</li> </ul>	<p><b>Key Question:</b> <i>What is anxiety?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what anxiety is.</li> <li>Describe the physical and psychological symptoms of anxiety.</li> <li>Identify triggers for anxiety.</li> <li>Analyze our lives, considering things that may cause us anxiety.</li> <li>Practice the coping mechanisms for dealing with anxiety (exercise, mindfulness, CBT, breathing exercises) to</li> </ul>	<p><b>Key Question:</b> <i>What is the stock market?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Understand what the stock market is.</li> <li>Identify different stock markets in the world.</li> <li>Describe the different risks involved with investing in the stock market.</li> <li>Identify different types of stock, explaining their risk levels and reward levels.</li> <li>Name different stocks we are familiar with, explaining what type of stock they are.</li> </ul>

	<p>weaknesses as a territory.</p> <ul style="list-style-type: none"> <li>Describe the tension between two religions in the Roman Empire – Eastern Orthodox and Roman Catholic.</li> </ul> <p><b>Key Question:</b>  <b><i>What were the sub-Saharan civilizations in Medieval Africa?</i></b></p> <p><i>Standards:</i>  CA Common Core  7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Locate the Niger River and describe the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food,</li> </ul>	<p>no to drugs and alcohol.</p> <ul style="list-style-type: none"> <li>Identify ways to seek help if we or someone we know is abusing drugs or alcohol.</li> </ul>	<p>reduce the anxiety in our lives.</p> <ul style="list-style-type: none"> <li>Identify who we can turn to if we are experiencing chronic anxiety or anxiety attacks.</li> </ul>	
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	<p>and slaves, and the growth of the Ghana and Mali empires.</p> <ul style="list-style-type: none"> <li>• Describe the role of family, specialized labor, and commerce in developing West Africa.</li> <li>• Identify how the trans-Saharan caravan trade influenced religion and culture, particularly Islamic beliefs, in West Africa.</li> <li>• Explain how the Arabic language grew in government, trade, and Islam in West Africa.</li> <li>• Explain how African history and culture was spread through oral and written traditions.</li> </ul>			
Unit 2 November – December	<b>Key Question:</b> <i>What were the civilizations of Islam in the Middle Ages?</i>	<b>Key Question:</b> <i>How can we form positive relationships?</i>	<b>Key Question:</b> <i>What is depression?</i>  Objectives:	<b>Key Question:</b> <i>How can we make money in the stock market?</i>

	<p><i>Standards:</i>  CA Common Core  7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Locate the Arabian Peninsula, describing its physical features and climate as well as how the surrounding bodies of water contribute to nomadic and sedentary ways of life.</li> <li>• Explain the origins of Islam through the life and teaching of Muhammad, connecting Islam with Judaism and Christianity.</li> <li>• Identify the significance of the Qur'an and</li> </ul>	<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Understand what a healthy, positive relationship is.</li> <li>• Identify key skills necessary for maintaining positive relationships.</li> <li>• Describe different relationships that are important to maintain such as family relationships, mentor relationships and romantic relationships.</li> <li>• Practice our relationship skills with peers and mentors in our school and community.</li> <li>• Identify ways that we can improve or build our relationships with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what depression is.</li> <li>• Describe the physical and psychological symptoms of depression.</li> <li>• Identify triggers for depression.</li> <li>• Analyze our lives, considering things that may cause us to feel depressed.</li> <li>• Practice the coping mechanisms for dealing with depression (exercise, eating healthy, mindfulness, getting enough sleep).</li> <li>• Identify who we can turn to if we are experiencing depression.</li> </ul>	<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Explore the relationship of risk versus reward in relation to length of time investing.</li> <li>• Explain the importance of diversifying our portfolio of stocks.</li> <li>• Track the stock market trends to describe patterns over the last year.</li> <li>• Research stocks, identifying which ones we would be interested in investing in.</li> <li>• Take part in a mock stock market investment project to test our investment and money skills.</li> </ul>
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	<p>Sunnah as sources of Islamic belief.</p> <ul style="list-style-type: none"> <li>• Explain how Muslim rule expanded through conquests and treaties, describing the spread of Islam and Arabic.</li> <li>• Identify the role of merchants in Arab society and the growth of cities due to trade routes among Asia, Africa, and Europe.</li> <li>• Explain contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</li> </ul> <p><b>Key Question:</b>  <b><i>What were the civilizations in China in the Middle Ages like?</i></b></p>			
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	<p><i>Standards:</i>  <i>CA Common Core</i>  <i>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Describe the work of the Tang Dynasty in unifying China and how Buddhism spread in Tang China, Korea, and Japan.</li> <li>• Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</li> <li>• Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Understand the importance of both land and sea trade between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</li> <li>• Explain the influence of the discovery of tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.</li> <li>• Describe the development of the imperial state and the scholar-official class.</li> </ul>			
Unit 3 January – February	<p><b>Key Question:</b> <i>What were the Medieval civilizations of Japan like?</i></p> <p><i>Standards:</i> CA Common Core 7.5 Students analyze the geographic, political, economic, religious, and social structures of the</p>	<p><b>Key Question:</b> <i>Why is commitment important?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what commitment is.</li> <li>• Describe what being committed looks like in our relationships,</li> </ul>	<p><b>Key Question:</b> <i>What is shame?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand what shame is and when we might feel shame.</li> <li>• Identify the feelings and actions</li> </ul>	<p><b>Key Question:</b> <i>How can our portfolio build generational wealth?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what generational wealth is.</li> <li>• Describe how investment portfolios, savings and</li> </ul>

	<p><i>civilizations of Medieval Japan.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Recognize how the geographical location of Japan to China and Korea affected the influence of those countries on Japan.</li> <li>• Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.</li> <li>• Describe the lord-vassal system (shogun, daimyo, and samurai) and the influence of the warrior code in the twentieth century.</li> <li>• Explore the development of forms of Japanese Buddhism.</li> <li>• Research the ninth and tenth centuries' golden</li> </ul>	<p>academics, and goals.</p> <ul style="list-style-type: none"> <li>• Identify barriers to staying committed.</li> <li>• Describe strategies that will help us stay committed.</li> <li>• Identify the benefits of staying committed to things, such as building trust and fostering independence.</li> </ul>	<p>associated with shame.</p> <ul style="list-style-type: none"> <li>• Describe ways we can overcome shame and reframe our mentality about situations.</li> <li>• Understand how compassion and empathy can help to lessen feelings of shame.</li> <li>• Identify strategies we can use to help us cope with shame.</li> </ul>	<p>businesses can contribute to generational wealth.</p> <ul style="list-style-type: none"> <li>• Explain how passive income builds generational wealth.</li> <li>• Identify ways we can start to build our generational wealth now.</li> <li>• Explain the importance of diversifying our portfolio to protect our generational wealth.</li> </ul>
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	<p>age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.</p> <ul style="list-style-type: none"> <li>• Explain the role of the samurai in the military society of the twelfth century.</li> </ul> <p><b>Key Question:</b>  <b><i>What was civilization in Medieval Europe like?</i></b></p> <p><i>Standards:</i>  CA Common Core  7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Explore the geography of Europe, explaining how geographical features contributed to</li> </ul>			
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	<p>ways of life in Medieval Europe.</p> <ul style="list-style-type: none"><li>• Explain how Christianity spread north of the Alps, the role of the church after the fall of the western half of the Roman Empire, and the importance of the Catholic church politically, intellectually, and aesthetically.</li><li>• Explain what feudalism is and how it shaped the medieval European economy and political order.</li><li>• Discuss the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).</li></ul>			
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	<ul style="list-style-type: none"><li>• Explain how the medieval English legal practices led to modern day democratic thought (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</li><li>• Identify the cause of the religious Crusades and the effects on Christian, Muslim, and Jewish populations in Europe.</li><li>• Identify where the bubonic plague spread through Asia, the Middle East and Europe and how it impacted global population.</li><li>• Explain the rise of the Spanish and Portuguese kingdoms as a direct result of the</li></ul>			
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	decline of Muslim rule in the Iberian Peninsula.			
Unit 4 March – April	<p><b>Key Question:</b> <i>Who were the Incans, the Mayans, and the Aztecs?</i></p> <p><i>Standards:</i> CA Common Core 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how the location and climate of Mexico, Central America and South America effected the Mayan, Aztec, and Incan societies.</li> <li>• Explain the class structure, family life, warfare, religion, and slavery in each society.</li> </ul>	<p><b>Key Question:</b> <i>How can we build trust in our relationships?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand what trust is.</li> <li>• Identify how to build trust with others.</li> <li>• Describe how trust is broken and how to respond to broken trust.</li> <li>• Explore strategies and activities that will build trust with others.</li> <li>• Actively pursue trust in our relationships with others.</li> </ul>	<p><b>Key Question:</b> <i>Why is it important to name our feelings and emotions?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Name 10 or more feelings or emotions.</li> <li>• Describe the difference between feelings and emotions.</li> <li>• Understand how to name our emotions, especially in times of stress, conflict, or difficulty.</li> <li>• Explore how naming our feelings or emotions helps to utilize calming strategies.</li> <li>• Practice naming our emotions to cope with our feelings in our classroom,</li> </ul>	<p><b>Key Question:</b> <i>What is debt?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand what debt is.</li> <li>• Describe ways people get into debt, including the use of credit cards.</li> <li>• Understand how interest works on credit cards and debts.</li> <li>• Identify strategies that help us to avoid debt.</li> <li>• Describe ways we can get out of debt if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the rise of each empire and how the Aztec and Incans were defeated by the Spanish.</li> <li>• Identify the art, architecture, and oral traditions in the three civilizations.</li> <li>• Recognize the discoveries in astronomy and mathematics in Meso-American societies.</li> </ul> <p><b>Key Question:</b> <b><i>What was the Renaissance?</i></b></p> <p><i>Standards:</i> <i>CA Common Core</i> <i>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe the revival of classic learning and arts in developing a</li> </ul>		<p>school, and community.</p>	
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	<p>new interest in humanism.</p> <ul style="list-style-type: none"><li>• Describe the role of Florence in the early stages of the Renaissance and the growth of trading cities such as Venice, explaining how they contributed to the spread of Renaissance ideas.</li><li>• Explain how the reopening of the Silk Road between Europe and China effected the Renaissance.</li><li>• Identify how changes in dissemination of information affected spread of information and society.</li><li>• Research the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding</li></ul>			
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	of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).			
Unit 5 May – June	<p><b>Key Question:</b> <i>What was the Reformation?</i></p> <p><i>Standards:</i> CA Common Core 7.9 Students analyze the historical developments of the Reformation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify the causes for the weakening of the Catholic church.</li> <li>Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius</li> </ul>	<p><b>Key Question:</b> <i>What is compassion?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify what compassion is.</li> <li>Describe how we can show compassion for others.</li> <li>Explain how showing compassion helps others and ourselves.</li> <li>Compare compassion and empathy, learning how they are similar with fit with one another.</li> </ul>	<p><b>Key Question:</b> <i>How can we know our worth?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify things we are good at and skills we have.</li> <li>Understand areas where we feel unworthy.</li> <li>Utilize positive relationships to help build confidence.</li> <li>Explain why we are all worthy and should be treated accordingly.</li> <li>Practice skills and strategies</li> </ul>	<p><b>Key Question:</b> <i>Why do people have insurance?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify the different types of insurance available.</li> <li>Explain how insurance protects us and our money.</li> <li>Explore how to find the most cost effective but comprehensive insurance policies.</li> <li>Compare different policies and prices to understand the range of products on the market.</li> <li>Understand the importance of each type of insurance</li> </ul>

	<p>Erasmus, Martin Luther, John Calvin, William Tyndale).</p> <ul style="list-style-type: none"> <li>• Explain how Protestant self-government influenced the development of democracy and idea of federalism.</li> <li>• Compare the regions in Europe that remained Catholic versus those that became Protestant, noting the division that occurred.</li> <li>• Identify the missions that led to the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.</li> <li>• Describe the Golden Age of cooperation between Jews and Muslims in</li> </ul>	<ul style="list-style-type: none"> <li>• Practice compassion and empathy in our classroom, school, and community.</li> </ul>	<p>that help us know our worth and demand respect from others.</p>	<p>policy and why people do or do not have each.</p>
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	<p>Medieval Spain and how that relationship was terminated due to the persecution of groups.</p> <p><b>Key Question:</b>  <b><i>What changes occurred during the sixteenth, seventeenth and eighteenth centuries?</i></b></p> <p><i>Standards:</i>  CA Common Core  7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.  7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain what the Scientific Revolution, the</li> </ul>			
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	<p>Age of Exploration, the Enlightenment, and the Age of Reason were, noting the historical roots of each.</p> <ul style="list-style-type: none"><li>• Understand how new scientific theories led to new inventions, the growth of democratic ideas, and the coexistence of religion and science.</li><li>• Describe the voyages and trade routes that began, noting the importance of shared goods and ideas, as well as the impact on economy.</li><li>• Research the key Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu,</li></ul>			
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	<p>American founders).</p> <ul style="list-style-type: none"><li>• Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</li></ul>			
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# 8<sup>th</sup> Grade Social Studies Scope and Sequence

	Strand 1  Civics	Strand 2  Character Development	Strand 3  Social Emotional Learning	Strand 4  Entrepreneurship
Unit 1 September – October	<p><b>Key Question:</b> <i>How was democracy founded in the United States?</i></p> <p><b>Standards:</b> CA Common Core 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain how the Great Awakening</li> </ul>	<p><b>Key Question:</b> <i>How can we use our voices for change?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand that as young people, our voices are important and should be heard.</li> <li>Identify issues that affect us that we wish to change in our school, in our community and in our country.</li> <li>Research about these issues to gain deeper understanding.</li> <li>Explain how we can use our voices for change, by</li> </ul>	<p><b>Key Question:</b> <i>What can we control?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand what control is and why we seek control.</li> <li>Identify things we can control and things we cannot control.</li> <li>Discuss how control can contribute to anxiety and depression.</li> <li>Practice skills to help us understand what is controllable and what is not controllable.</li> <li>Understand how we can use the</li> </ul>	<p><b>Key Question:</b> <i>Who are successful entrepreneurs and business owners that are BIPOC?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify successful entrepreneurs and business owners that are BIPOC.</li> <li>Compare the traits that these people possess.</li> <li>Identify barriers they faced due to their race and explain how they overcame these barriers.</li> <li>Study one person in depth, learning about their journey to success and noting key areas that we can integrate into our lives and future business.</li> </ul>

	<p>contributed to the American Revolution, noting how the revolution affected other nations, such as France.</p> <ul style="list-style-type: none"> <li>• Analyze the government's philosophy based on the Declaration of Independence, explaining how the Declaration of Independence was implemented into the Articles of Confederation and the Constitution.</li> <li>• Describe the relationship between individual rights, civic republicanism, classical liberal principles, and English parliamentary traditions in our nation.</li> <li>• Explain the importance of the</li> </ul>	<p>working with adults in power and utilizing our own resources for speaking out.</p> <ul style="list-style-type: none"> <li>• Apply our research, knowledge, and firsthand experiences to speak out for change on topics that are important to us, working with adults where necessary to create meaningful changes to our world.</li> </ul>	<p>things we can control (our actions, our words, our bodies) to make a positive impact.</p> <ul style="list-style-type: none"> <li>• Practice using our 'controllable' things for positive influences and letting our 'uncontrollable' things go.</li> </ul>	
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	<p>Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p> <ul style="list-style-type: none"><li>• Describe the debates, resolutions, and political philosophies (as specified in the Federalist Papers) in the development of the Constitution, explaining the roles of different leaders in writing and ratifying the Constitution.</li><li>• Establish the powers of the government based on the Bill of Rights and the Constitution, describing the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and</li></ul>			
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	<p>purpose of majority rule, and the preservation of individual rights.</p> <p><b>Key Question:</b>  <b><i>How was the American political system founded and how do citizens participate in it?</i></b></p> <p><i>Standards:</i>  CA Common Core  8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how the state constitutions between 1777 and 1781 created a basis for American political ideals.</li> <li>• Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned</li> </ul>			
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	<p>lands into private holdings, townships, and states.</p> <ul style="list-style-type: none"><li>• Identify the advantages of a common market between the states.</li><li>• Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties.</li><li>• Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government.</li><li>• Explain the roles and responsibility of free press.</li></ul>			
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	<ul style="list-style-type: none"> <li>Identify different movements of domestic resistance (Shay's rebellion, Whiskey rebellion) and how the central government responded.</li> </ul>			
Unit 2 November – December	<p><b>Key Question:</b> <i>What was the impact of foreign and domestic policies in the early Republic?</i></p> <p><i>Standards:</i> CA Common Core 8.4 Students analyze the aspirations and ideals of the people of the new nation. 8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe the physical landscapes and territorial boundaries of the United States under the first four presidents,</li> </ul>	<p><b>Key Question:</b> <i>What is social justice?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Define social justice.</li> <li>Explore how there is a lack of social justice in our area or community.</li> <li>Identify key reasons for the lack of social justice.</li> <li>Brainstorm ways in which social justice could be achieved in our area or community.</li> <li>Work with community</li> </ul>	<p><b>Key Question:</b> <i>What is Nigresence?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify what Nigresence and the Black identity are.</li> <li>Understand the five stages associated with the acquisition of the Black identity.</li> <li>Describe each stage and the different encounters one faces in each stage.</li> <li>Analyze our own lives in relation to Nigresence, reflecting on what we have</li> </ul>	<p><b>Key Question:</b> <i>How can we turn our passions into a business?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify our interests and passions.</li> <li>Research companies and businesses that currently work in this sector.</li> <li>Identify areas of this sector that are saturated with similar businesses or products.</li> <li>Explore gaps in the market of this sector to identify potential businesses ideas.</li> <li>Create a business plan relating to the gap we have identified and exploring how we can</li> </ul>

	<p>including the boundaries with other countries (Mexico and Canada).</p> <ul style="list-style-type: none"> <li>Analyze the relationship of the United States with its neighbors and Europe, explaining how this impacted westward expansion and the Mexican-American War.</li> <li>Explain the rise of capitalism and the issues that came from it.</li> <li>Explain the significance of famous speeches in relation to policies (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).</li> <li>Explore early life in America including daily life</li> </ul>	<p>leaders and decision makers to make strides towards achieving social justice.</p>	<p>experienced and how it has shaped us.</p> <ul style="list-style-type: none"> <li>Understand that the process is cyclical and can be revisited as different encounters occur.</li> </ul>	<p>meet this need with our business.</p>
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	<p>and cultural traditions.</p> <ul style="list-style-type: none"> <li>• Understand the causes of the War of 1812, identifying key battles and the events that led to peace.</li> <li>• Identify the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</li> </ul> <p><b>Key Question:</b>  <b><i>What was life like in the Northeast of American in the early to mid-1800s?</i></b></p> <p><i>Standards:</i>  CA Common Core  8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>Objectives:</p>			
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	<ul style="list-style-type: none"> <li>• Describe the geographical features of the Northeast, explaining the human impact on the geography including the industrialization and technological developments.</li> <li>• Describe the geographical features and political issues which made it difficult to build a network of roads, canals, and railroads.</li> <li>• Describe the immigration from Northern Europe to the United States, explaining the reasons for immigrating and the growth of cities during this time.</li> <li>• Research the lives of black Americans who gained freedom in</li> </ul>			
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	<p>the North and founded schools and churches to advance their rights and communities, such as Benjamin Banneker, The Reverend Richard Allen, Peter Spencer, and Sojourner Truth.</p> <ul style="list-style-type: none"><li>• Describe the history and roots of the American education system, exploring public and private schools and the movement for free public education.</li><li>• Research the women's suffragette movement and the key leaders in this, such as Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony.</li></ul>			
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	<ul style="list-style-type: none"> <li>Explain transcendentalism and individualism in relation to American art, identify key influential people, their roles and works.</li> </ul>			
Unit 3 January – February	<p><b>Key Question:</b> <i>What was life like in the West in the early to mid-1800s?</i></p> <p><i>Standards:</i> CA Common Core 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain the role of Andrew Jackson as president and the policies he introduced.</li> <li>Identify what Manifest Destiny was and the incentives of</li> </ul>	<p><b>Key Question:</b> <i>What areas of our community need support?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what citizenship is and how we can show it.</li> <li>Analyze our local community, noting the successful and problematic features.</li> <li>Identify areas where our community needs further support.</li> <li>Brainstorm ways we can support our local community to</li> </ul>	<p><b>Key Question:</b> <b>Key Question:</b> <i>How do we respond to injustice, prejudice, and bias?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify what injustice, prejudice and bias are.</li> <li>Explain times we have experienced injustice, prejudice, and bias, discussing how we felt during these experiences.</li> <li>Identify people at home and in our school or community who we can rely on</li> </ul>	<p><b>Key Question:</b> <i>Can we build a business?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Complete our business plan with projected budgets, supplies and materials needed, and goals for the business.</li> <li>Identify stock or materials necessary to get our business up and running.</li> <li>Pitch to potential investors to help fund the startup of our businesses.</li> <li>Decide on a marketing campaign for our business and begin to market our products and services.</li> <li>Find a location for our business and/or build</li> </ul>



	<p>westward expansion.</p> <ul style="list-style-type: none"> <li>• Describe the role of pioneer women and the status women built in this role.</li> <li>• Identify key waterways and the struggle over water rights.</li> <li>• Describe the Mexican settlements, the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</li> </ul> <p><b>Key Question:</b>  <i>What was life like in the South in the early to mid-1800s?</i></p>	<p>build these areas.</p> <ul style="list-style-type: none"> <li>• Contact local officials in our community to offer our support and set up a project to help our community.</li> </ul>	<p>when we experience injustice, prejudice, and bias.</p> <ul style="list-style-type: none"> <li>• Explain how we can use our voices to speak out against injustice, prejudice, and bias.</li> <li>• Reflect on our own self-worth, addressing that it should not and is not minimized by occurrences of bias, injustice, or prejudice.</li> </ul>	<p>a website to create our business.</p> <ul style="list-style-type: none"> <li>• Build stock and set up any necessary materials for our businesses to run.</li> </ul>
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	<p><i>Standards:</i>  CA Common Core  8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Describe the development of agriculture in the south, particularly in relation to cotton and cotton gin.</li> <li>• Understand the origins of slavery, identifying its effects on black Americans and on the region's political, social, religious, economic, and cultural development.</li> <li>• Explain how opposing sides tried to overturn and preserve slavery, examining the role of the</li> </ul>			
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	<p>White south prior to the Civil War.</p> <ul style="list-style-type: none"> <li>• Compare the lives of free blacks in the North and South.</li> </ul>			
<p>Unit 4 March – April</p>	<p><b>Key Question:</b> <i>What attempts were made to abolish slavery?</i></p> <p><i>Standards:</i> CA Common Core 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad,</li> </ul>	<p><b>Key Question:</b> <i>How can we be positive role models in our community?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand how we can support our community.</li> <li>• Help in our community weekly to support areas of need.</li> <li>• Demonstrate the traits of kindness, empathy, and compassion in our community work.</li> <li>• Reflect on the work we have done and how it benefits our community and local area.</li> </ul>	<p><b>Key Question:</b> <i>What is grit?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define what grit is.</li> <li>• Explore BIPOC who have shown grit.</li> <li>• Identify why showing grit is difficult but beneficial.</li> <li>• Analyze our lives to identify areas where we may need to show grit.</li> <li>• Practice strategies that will help us show grit in situations in our own lives.</li> </ul>	<p><b>Key Question:</b> <i>Can we run a successful business?</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Put our business plan into action.</li> <li>• Manage stock levels in our business.</li> <li>• Maintain client relations and customer service queries.</li> <li>• Manage our budget.</li> <li>• Continue to market our business.</li> <li>• Ensure our employees are fulfilling their roles.</li> <li>• Gain feedback to assess the success levels of our business, making amendments where necessary.</li> </ul>

	<p>Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <ul style="list-style-type: none"> <li>• Identify states that abolished slavery in their constitutions, describing the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.</li> <li>• Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key skills and traits we needed to utilize to show citizenship.</li> </ul>		
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	<p>of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).</p> <ul style="list-style-type: none"> <li>Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</li> </ul> <p><b>Key Question:</b>  <b><i>What happened in the Civil War?</i></b></p> <p><i>Standards:</i>  CA Common Core  8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Compare the conflicting view of state versus federal rule.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Identify the boundaries between the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</li> <li>• Discuss Abraham Lincoln's presidency, his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</li> <li>• Research the leaders (e.g., Ulysses S. Grant,</li> </ul>			
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	<p>Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <ul style="list-style-type: none"> <li>Describe critical developments and events in the war.</li> <li>Explain how the war affected combatants, civilians, the physical environment, and future warfare.</li> </ul>			
<p>Unit 5 May – June</p>	<p><b>Key Question:</b> <i>What was the Reconstruction?</i></p> <p><i>Standards:</i> CA Common Core 8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify what the Reconstruction era was and its effects on politics and black people</li> </ul>	<p><b>Key Question:</b> <i>How have we grown or developed as a person?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Look back on who we were and the traits we possessed when we started at this school.</li> <li>Review different character traits we have learned about, such as honesty, integrity,</li> </ul>	<p><b>Key Question:</b> <i>How can we look after, grow, and develop our own mental health?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain what feelings and emotions are and how they affect us.</li> <li>Describe how our experiences in our school, home and community can contribute to</li> </ul>	<p><b>Key Question:</b> <i>Was our business successful?</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Calculate the profits made from our business.</li> <li>Consider investment options if we made a profit.</li> <li>Consider changes necessary to our budgets and businesses if we made a loss.</li> <li>Analyze what made our business</li> </ul>

	<p>in different regions.</p> <ul style="list-style-type: none"> <li>• Trace the movements of former slaves to the North and West, comparing their experiences in different regions.</li> <li>• Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</li> <li>• Explain who the Ku Klux Klan are and their effects on black Americans.</li> <li>• Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their</li> </ul>	<p>compassion, empathy, and kindness.</p> <ul style="list-style-type: none"> <li>• Review how we can be positive role models in our community using these traits and values.</li> <li>• Identify who we are now and the traits we possess.</li> <li>• Analyze how we have changed as a person since joining the school.</li> </ul>	<p>our mental health.</p> <ul style="list-style-type: none"> <li>• Describe coping strategies we can use for different feelings or emotions we experience.</li> <li>• Identify how our race and culture create our identity, naming the amazing traits we have.</li> <li>• Identify people who are on 'our team' when we experience difficulties with mental health or relationships.</li> </ul>	<p>successful and what are areas we need to focus on and improve.</p> <ul style="list-style-type: none"> <li>• Analyze whether we met the gap in the market we set out to address.</li> <li>• Reflect on what it takes to run a successful business and how we may want to start our own business or continue our business in the future.</li> </ul>
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	<p>connection to Reconstruction.</p> <p><b>Key Question:</b>  <i>How did the Industrial Revolution change the American economy, politics, and social structure?</i></p> <p><i>Standards:</i>  CA Common Core  8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• Explain how climate, natural resources and trade affected agriculture and industrialization.</li> <li>• Analyze the federal Indian policy and the wars with the American Indians in relation to</li> </ul>			
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	<p>agriculture and industrialization.</p> <ul style="list-style-type: none"><li>• Explain how business expansion was encouraged by the government, examining the location and effects of urbanization, immigration, and industrialization.</li><li>• Research entrepreneurs, industrialists, and bankers in politics, commerce, and industry such as Clara Brown, Frederick Patterson, Charles Clinton Spaulding, Aaron McDuffie Moore, and John Merrick.</li><li>• Describe the labor movement, child labor, working conditions and protests over labor conditions.</li><li>• Identify the new wave of</li></ul>			
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	<p>immigration, including the causes and the effects of immigration on the building of cities.</p> <ul style="list-style-type: none"><li>• Identify the characteristics and impact of Grangerism and Populism.</li><li>• Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Benjamin Banneker, Henry Blair, George Washington Carver, Lewis Howard Latimer).</li></ul>			
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WILLIE J FRINK COLLEGE PREP - DISCIPLINE MATRIX

The purpose of this matrix is to ensure that our schools are a safe and orderly environment in which learning is not jeopardized by disruptions. Each teacher provides students with a clear set of classroom rules and expectations and will administer consequences for minor offenses within the classroom. A discipline referral will result if students do not correct classroom misbehavior. The following matrix contains consequences that shall be administered if classroom behavior is not corrected, or more serious actions occur. The type of discipline will depend upon the student's disciplinary background and the seriousness of the student's action. The disciplinary action outlined below serves as the required disciplinary action to be taken by administration. The Head of School may not modify disciplinary action at their discretion. Other actions not listed will be reviewed on a case-by-case basis. Multiple or repetitive violations of behavior rules may result in suspension and/or expulsion. All documentation required under the Discipline Matrix will become part of the scholar's disciplinary record.

A student may be suspended or expelled for prohibited misconduct as set forth in the Suspension and Expulsion Policy and the Discipline Matrix below, 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.

Discipline Matrix Key:

*LD = Lunch Detention	*ISS = In-School Suspension	*OSS = Out-of-School Suspension	*CTE = Commitment to Excellence Contract
*SST = Student Study Team	*SS- Saturday School		

Level 1 Actions	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
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<b>Dress Code Violation, Clothes</b>  See reference guide following discipline matrix.	Office calls parent to provide change of clothes.	Office calls parent to provide change of clothes.	Office calls parent to provide change of clothes.	Office calls parent to provide change of clothes.	Office calls parent to provide change of clothes.
	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.
			Parent Conference; re-sign CTE.  LD (1 day)	Parent Conference; re-sign CTE.  LD (1 day)	Parent Conference; re-sign CTE.  LD (1 day)

<b>Dress Code Violation, Other</b>  See reference guide following discipline matrix.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.	Dress Code Violation Slip to be signed by parent and returned next day.
	Confiscate item & return to parent (ONLY).	Confiscate item & return to parent (ONLY).	Parent Conference; re-sign CTE.  LD (1 day)	Parent Conference; re-sign CTE.  LD (1 day)	Parent Conference; re-sign CTE.  LD (1 day)
			Confiscate item & return to parent (ONLY).	Confiscate item & return to parent (ONLY).	Confiscate item & return to parent (ONLY).

<p><b>Possession of Prohibited Item(s)</b></p> <p>See reference guide following discipline matrix.</p> <p>NOTE: Possession of firearm, knife, explosive, destructive device or dangerous object is a Level 4 offense. Please see below.</p>	<p>Confiscate item. Return to parent.</p> <p>Behavior Referral to be signed by parent and returned next day.</p>	<p>Confiscate item. Return to parent.</p> <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent Conference.</p>	<p>Confiscate item. Item will remain in the possession of the school until the end of the trimester or discarded, depending on item. School is not responsible for lost or stolen items.</p> <p>Parent Conference.</p> <p>LD (1 day).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p>	<p>Confiscate item. Item will remain in the possession of the school until the end of the trimester or discarded, depending on item. School is not responsible for lost or stolen items.</p> <p>Parent Conference.</p> <p>LD (1-2 days).</p>	<p>Possible suspension or expulsion for certain prohibited items (i.e., controlled substance).</p>
<b>Level 2 Actions</b>	<b>First Occurrence</b>	<b>Second Occurrence</b>	<b>Third Occurrence</b>	<b>Fourth Occurrence</b>	<b>Fifth Occurrence</b>
<p><b>Disruptive Behavior, including Horseplay</b></p> <p>See reference guide following discipline matrix.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent called or emailed.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>LD (1 day).</p> <p>Parent Conference; re-sign CTE.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>LD (2-3 days).</p> <p>Parent Conference.</p> <p>Develop and Implement Behavioral</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>SS (1-2 days) – grades K-3 only.</p> <p>ISS (1-2 days) – grades 4-12</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>SS (1-2 days) – grades K-3 only.</p> <p>ISS (1-2 days) – grades 4-12</p>

				only.  Parent Conference;	only.  Parent Conference;
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			Contract to Provide Behavioral Interventions to Address Misbehavior  Loss of privileges (i.e. assemblies, etc.).  Referral to SST.	Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior  Referral to SST.	Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior  Referral to SST.
<b>Inappropriate/ Disrespectful Language and/or Material including Viewing and/or Sending Inappropriate Material from the Internet</b>  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  Parent called or emailed.	Behavior Referral to be signed by parent and returned next day.  Parent Conference; re-sign CTE.  LD (1 day).	Behavior Referral to be signed by parent and returned next day.  LD (1-2 days).  Parent Conference.  Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior.	Behavior Referral to be signed by parent and returned next day.  LD (1-3 days).  Parent Conference; inform parent that next offense is OSS.  Referral to SST.  Revisit Behavioral Contract and	OSS (1-2 days) recorded on student's permanent record (if student's conduct is an obscene act or student engages in habitual profanity or vulgarity).

			Loss of privileges (i.e. assemblies, etc.).	Behavioral Interventions to Address Misbehavior.	
<b>Defiance</b>  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  Parent called or emailed.  LD (1 day).	Behavior Referral to be signed by parent and returned next day.  Parent Conference; re-sign CTE.  Loss of privileges (i.e. assemblies, etc.).  Referral to SST.  Develop and Implement	Behavior Referral to be signed by parent and returned next day.  ISS (1 day) – grades 4-12 only.  Parent Conference.  Loss of privileges (i.e. assemblies, etc.).  Referral to SST.	Behavior Referral to be signed by parent and returned next day.  ISS (3 days) – grades 4-12 only.  Parent Conference.  Loss of privileges (i.e. assemblies, etc.).  Referral to SST.	Behavior Referral to be signed by parent and returned next day.  Referral to SST.
		Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior  LD (1-2 days).	Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior  LD (1-3 days)	Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior  LD (1-4 days)	
<b>Level 3 Actions</b>	<b>First Occurrence</b>	<b>Second Occurrence</b>	<b>Third Occurrence</b>	<b>Fourth Occurrence</b>	<b>Fifth Occurrence</b>



<b>Harassment/ Bullying/Hazing/ Extortion or Robbery</b>  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  Parent called or emailed.  Loss of privileges (i.e. assemblies, etc.).	Behavior Referral to be signed by parent and returned next day.  Parent Conference; re-sign CTE.  Written assignment on bullying.  LD (1-2 days).  Loss of privileges (i.e. assemblies, etc.).  Develop and Implement Behavioral Contract to Provide Behavioral Intervention s to Address Misbehavior  Referral to SST.	Behavior Referral to be signed by parent and returned next day.  Parent Conference (both families).  OSS (3-5 days).  Referral to  SST.  Parent Conference.  Revisit Behavioral Contract and Behavioral Intervention s to Address Misbehavior Possible expulsion.	Expulsion.	
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<b>Affectionate Behavior/ Sexual Behavior*</b> (not including sexual assault or committing sexual battery - see Level 4)  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  Parent called or emailed.  LD (1-3 days).	Behavior Referral to be signed by parent and returned next day.  SS (2 – 3 days).  Parent Conference.	Behavior Referral to be signed by parent and returned next day.  ISS (2-3 days) – grades 4-12 only  Parent Conference.	Behavior Referral to be signed by parent and returned next day.  Parent Conference.  Revisit Behavioral Contract and	Expulsion
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		Loss of privileges (i.e. assemblies, etc.).	Loss of privileges (i.e. assemblies, etc.).  Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior  Referral to SST.	Behavioral Interventions to Address Misbehavior.  OSS (3-5 days)  Loss of privileges (i.e. assemblies, etc.).  Referral to SST.	
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<b>Cheating/ Plagiarism/Copying/ Forgery</b>  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  LD (1 day).  Loss of privileges (i.e. assemblies, etc.).  Zero on test/assignment.  Completion of alternative assignment for no credit.	Behavior Referral to be signed by parent and returned next day.  Parent Conference; re-sign CTE.  LD (1-2 days).  Loss of privileges (i.e. assemblies, etc.).  Zero on test/assignment.	Behavior Referral to be signed by parent and returned next day.  LD (1-3 days).  Loss of privileges (i.e. assemblies, etc.).  Zero on test/assignment.  Parent Conference.	Behavior Referral to be signed by parent and returned next day.  LD (1-4 days).  Loss of privileges (i.e. assemblies, etc.).  Zero on test/assignment.  Parent Conference.	Behavior Referral to be signed by parent and returned next day.  LD (1-5 days).  Loss of privileges (i.e. assemblies, etc.).  Zero on test/assignment.  Parent Conference.
<b>Skiping Class(es), School, and/or Leaving Class without Permission</b>  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  Parent called or emailed.  LD (1 day).	Behavior Referral to be signed by parent and returned next day.  SS (1 – 2 days).  LD (1-2 days).  Parent Conference.  Referral to SST.	Behavior Referral to be signed by parent and returned next day.  LD (1-3 days)  Parent Conference; Re-sign CTE.	LD (1-4 days)  SS (1-2 days)  Referral to SART.	LD (1-5 days)  SS (2-3 days)  Referral to SARB.
<b>Damage to Property (Vandalism)/ Stealing or</b>	Behavior Referral to be signed by parent and	Parent Conference.	Parent Conference.	Expulsion.	

Attempting to Steal/					
See reference guide following discipline matrix.	<p>returned next day.</p> <p>Parent called or emailed.</p> <p>LD (1-5 days: clean/ repair property).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property.</p> <p>ISS (1 day) – grades 4-12 only.</p> <p>Possible Expulsion.</p>	<p>ISS (1- 3 days) – grades 4-12 only.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property</p> <p>Referral to SST.</p> <p>Possible Expulsion.</p>	<p>OSS (1-3 days) – grades 4-12 only.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property</p> <p>Possible Expulsion.</p>		
<b>Level 4 Actions</b>	<b>First Occurrence</b>	<b>Second Occurrence</b>	<b>Third Occurrence</b>	<b>Fourth Occurrence</b>	<b>Fifth Occurrence</b>

<b>Arson/Bomb Threats</b>  See reference guide following discipline matrix.	Expulsion.  Law enforcement notified.				
<b>Possession and/or Use of Controlled Substance/Alcohol or any Intoxicant</b>  See reference guide following discipline matrix.	OSS (5 days)  Law Enforcement notified.  Possible expulsion.  Referral to SST.	Expulsion.  Law enforcement notified.			

<b>Possession and/or Use of Tobacco or Nicotine Products</b>  See reference guide following discipline matrix.	Confiscate item. Return to parent.  Behavior Referral to be signed by parent and returned next day.	Parent Conference.  ISS (1- 3 days).  Loss of privileges (i.e. assemblies, etc.).	Parent Conference.  Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior.  OSS (1-3 days)	Parent Conference.  Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior.  OSS (3-5 days)  Referral to SST.	Expulsion.
<b>Selling a Controlled Substance</b>  See reference	Expulsion.  Law enforcement notified.				

guide following discipline matrix.					
<b>Making Terroristic Threat(s)</b>  See reference guide following discipline matrix.	Expulsion.  Law enforcement notified.				
<b>Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another</b>  See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.  ISS (3 days).  Parent Conference; re-sign CTE.	Behavior Referral to be signed by parent and returned next day.  OSS (2-3 days).  Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior  Referral to SST  Parent Conference; inform parents that next offense will result in 5-day OSS.	Behavior Referral to be signed by parent and returned next day.  OSS (5 days)  Revisit Behavior Contract and Behavioral Interventions to Address Misbehavior  Referral to SST  Parent Conference; inform parents that next offense will result in expulsion.	Expulsion	

<b>Assault/Battery upon any School Employee</b>  See reference guide following discipline matrix.	Expulsion.  Law Enforcement notified.				
<b>Committing or attempting to commit a sexual assault or committing a sexual battery</b>	Expulsion.  Law Enforcement notified.				
<b>Weapons: Possession of a Knife, Imitation Firearm or Other Dangerous Object</b>  See reference guide following discipline matrix.	OSS (3-5 days)  Item confiscated  Law Enforcement notified.  Referral to SST.	Expulsion.  Law Enforcement notified.			
<b>Weapons: Brandishing Knife at Another Person</b>	Item confiscated  Law Enforcement notified.  Expulsion.				

<b>Weapons: Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device.</b>  See reference guide following discipline matrix.	Item confiscated.  Law enforcemen t notified.  Expulsion.				
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## Discipline Matrix Reference Guide

### Description of Infractions

#### Affectionate/Sexual Behavior

1. *Sexual Harassment* - unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
  - a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
  - b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
  - c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
  - d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
2. *Sexual Behavior* - (obscene act, lewd behavior, indecent exposure) Sexual contact, including intercourse, without force or threat of force and where victim is capable of giving consent. Exposing an individual to lewd, sexual behavior, or actions.



3. *Sexual Battery* - as defined in Section 243.4 of the Penal Code.

4. *Sexual Assault* - as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code.

### **Arson/Bomb Threats**

1. *Arson* - the willful and malicious burning of any part of a building or its contents.
2. *Bomb threat* - any such communication(s) directed at a school employee which has the effect of interrupting the educational environment.

### **Assault/Battery including Staff Directed Assault**

1. The intentional, unlawful threat by word or act to do violence to the person of another coupled with an apparent ability to do so and doing some act which creates a well-founded fear in such other person that such violence is imminent.

### **Damage to Property (Vandalism)/Stealing/Unauthorized entry of use of school**

- facility**
1. *Damage to Property* - destruction of and/or causing damage to personal and/or school property, which may include, but is not limited to electronic files and data bases.
  2. *Stealing* - obtaining property by fraud; taking dishonestly and/or knowingly receiving stolen school property or private property.

### **Defiance**

1. *Disrespectful Speech/Action* - lacking proper speech, discourteous, rude, non-verbal, disregard for authority, uncontrolled behavior, and negative performing of conduct.
2. *Failure to follow classroom rules* - misconduct dealing with the classroom rules as determined by the teacher while student is in said classroom.
3. *Insubordinate* - not submitting to authority; disobedient; failure to follow reasonable request by Fortune School employee; not telling the truth when requested by a Fortune School employee.
4. Staff directed profanity.

### **Disruptive Behavior**

1. *Disruptive behavior*-Student behavior that hinders the teaching process, the learning process, the school's safety, climate, property, and well-being of others in the environment.
2. *Horseplay* – rowdy, rough, or boisterous play; play fighting.

### **Dress Code Violation (clothes)**

1. Violations of the Fortune School “**Everyday**”; “**Dress**”; and/or “**Spirit**” uniform dress code requirements, as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

### **Dress Code Violation (other)**

1. Violations of the other requirements of the Dress Code (i.e., jewelry, bracelets, piercings, make-up, etc.) as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

### **Controlled Substance and Alcohol (possession and/or use)**

1. Controlled Substance – possession, use, or under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

### **Controlled Substance and Alcohol (sale)**

1. *Unlawful Sale of Controlled Substance* – any unlawful exchange of a controlled substance, as defined above, alcoholic beverage, or an intoxicant of any kind for money or currency or an exchange of services.

### **Fighting/Fight Instigation**

1. *Fighting* - Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. *Fight instigation* - a person instigating, inciting, or encouraging a fight or confrontation between or among other individuals.

### **Harassment/Bullying/Extortion**

1. *Harassment* – where a student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
2. *Bullying* – where a student engages in an act of bullying including, but not limited to, bullying committed by means of an electronic act. The following shall apply to bullying:
  - 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 the Charter School.

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.

3. *Extortion* - Extortion is the obtaining of property or other consideration from another, with his or her consent, or the obtaining of an official act of a public officer, induced by a wrongful use of force or fear, or under color of official right.

### **Inappropriate/Disrespectful/Violent Language and/or Material**

1. Indecent, lewd, extremely "dirty" language or material; disgustingly "filthy" language or materials, including, but not limited to, pictures, videos, paintings, internet websites, etc.
2. Profanity, foul language, or obscene material.

### **Plagiarism / Cheating**

Plagiarism occurs when a student uses another writer's work without giving credit for the source. Plagiarism typically occurs in school situations in the following ways:

- A student uses the author's words without using quote marks around the material.
- A student uses an electronic source (internet, TV, lyrics) without citing the source.
- A student uses the author's ideas or information without giving credit for the material (known in the academic world as "citing the source").
- A student does both—uses the author's words *and* ideas without citing the source. Cheating can take many forms but always involves taking information from another student or individual. Examples of cheating can include but are not limited to:
  - taking answers on a test, homework, or quiz from another student or other source, with or without the other student's knowledge;

- collaboration on assignments such as taking or sharing answers without teacher permission;
- obtaining test answers and/or questions from other students in advance of an exam;
- stealing test materials from a teacher's belongings;
- falsifying grade reports or changing a grade book;
- taking pictures of an exam and forwarding the pictures to anyone;
- texting answers or questions to anyone.

Cheating can be accomplished by several means, including but not limited to: deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as "cheat sheets," and threats to other students.

### **Prohibited Items**

1. Weapons (as defined below) or Imitation (toy) Weapons/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.)
2. Cash in excess amounts
3. Lasers
4. Radio, MP3 Player, iPod, tablets, etc.
5. Beepers
6. Cellular Telephones\*
7. Vulgar stickers and logos
8. Inappropriate Magazines or Books

*\*Frink School, or its employees will not be held liable for lost or stolen property. If parents choose to have their student carry a cellular telephone to and from school for safety purposes, the students must check the phone in daily with their teacher. The student may check out the phone at the end of the day.*

### **Public Displays of Affection**

Kissing Holding Hands Fondling Cuddling Inappropriate Touching Rubbing/  
Massaging Caressing/ Stroking/ Petting Sitting on each other's laps  
Excessive Hugging

### **Terroristic Threat(s)**

Threats made against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of the Discipline Matrix, "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 their own safety or for their 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 their immediate family.

### **Weapons: Knives, Firearms, Explosives, or Other Destructive Device**

Knife – means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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 or a rifle intended solely for sporting, recreational, or cultural purposes; any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; any Class-C common fireworks that are not included in the definition of weapon.

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.

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.

### **CODE OF CONDUCT**

Students and parents/guardians are expected to conduct themselves in an orderly, courteous, dignified, and respectful manner. This requirement refers to their actions toward other students, teachers, and adults within the school including their

language, dress, and manners.

We believe self-discipline is key to individual success. Students and parents have a responsibility to know and respect the policies, rules, and expectations of the school. Violations of such policies, rules and regulations will result in disciplinary action. School authorities have authorization to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

Parents/guardians and adult family members who fail to meet the school's standards of conduct will be banned from campus for an amount of time determined by school administration. A ban from campus may be permanent at the discretion of school administration.

Application of the policies contained in this handbook regarding student conduct are in effect during the following times and in the following places:

- On school grounds during, and immediately before or immediately after school hours
- On school grounds at any other time when the school is being used by a school group
- Off school grounds at a school activity, function, or event
- Enroute to and from school/school activity on a school bus or other school vehicle
- At any time or in any place that impacts the school's ability to maintain order and discipline



## Community Impact and Collaboration

# DRARLEANAWALLER

### statement of impact

#### Statement

Being a transformational leader takes more than educational skills and aptitude; it also takes grit, hustle, key relationships, leadership, entrepreneur combat, resources, and community trust. As a disruptive leader who works building teams to make change with a balance of truth and love, we are effective. Intentionally serving as a community leader to bring the lack of opportunity and access to the under opportunity populations. I am utilizing my Business, Civic, Community Organizing, Advocacy and Relationship building skill sets to impact generational change in disparity spaces.

My community work, awards, recognitions, problem solving, team development, revenue building and leadership, along with relationships with key stakeholders, will be instrumental in closing the race, economic, education and disparity gaps.

Please review a partial list of my impactful work that has brought change for students and families in the Central Valley, specifically in Kern County.

Thank you in advance. Arleana

#### Impact

**CHALLENGE:** Lack of Inclusion of Black girls and women

**ACTIONS:** Broadened and maintained an extensive network of contacts and relationships. Interacted with diverse leaders, key stakeholders, and community organizations, consistently promoting Black excellence unapologetically that allowed the community a view of excellence they can pool from.

**RESULTS:** Built influence, our voices were heard in Kern County, receiving over 70 personal awards and recognitions, including, Dr. Martin Luther King Jr Lifetime Achievement Award, Congressman Valiant Award, Senator She Honors Award, California State University Diversity Award, California State University Inspirational Award along with many



others to include recognition from multiply Congress, Senator, Assembly, City Council, County Supervisor, Mayor, and multiple organizations. Giving Black excellence a sound in Kern County that is undeniably moving inclusion forward. As well as over 200 media sound bites, and serving as media advisor for more inclusive, culturally appropriate storytelling.

**CHALLENGE:** 30 years since Black Women and Girls have had a health report created in California.

**ACTIONS:** Served on the Black Women Health –Statewide Steering Advisory Committee to write a report and close the health inequity gap for Black Girls and Women in California.

**RESULTS:** Co-authored a report along with 30 other women on Black Women Health that will be the guiding report for Black Women Health in California, along with building a Health Campaign around Black Women and Girls Wellness. Something that has not been well funded in the last 30+ years. This will educate young girls and women on the injustice that takes place in Black health and how to take actions and advocate for themselves. Also became an Advisory partner with Kern Public Health to produce an initiative around Black Maternal Health, educating the community and medical providers and the data of Black Infants dying at birth and to make changes. In addition, a legislative bill came out of the Black Women wellness efforts – Black Maternal Health Momnibus Act

**CHALLENGE:** Safely open Bakersfield During Covid-19 Pandemic

**ACTIONS:** Served on Kern County Back to Business Advisory Task Force to help guide the County on best and safe practices to open the city and schools.

**RESULTS:** Educating parents, students, and businesses how to open back up safely maneuvering the pandemic. Speaking directly on behalf of Black students and families.

**CHALLENGE:** Including Black residents in the City Economic Development Planning

**ACTIONS:** Served on B3K (Better Bakersfield and Boundless Kern) Executive Committee, a committee reserved for the top 3% of the City leadership, to serve as a voice that's not typically invited to develop an inclusive economic plan that creates opportunity and include data that is inclusive for all, speaking on behalf of black students and families.

**RESULTS:** Steered committee toward economic inclusion for Black and lower socio-economic residents, developing an inclusive economic plan. Advised the researcher on including Black residents data that was not included prior to joining the Executive Committee.

**CHALLENGE:** Black led organizations lacking leadership/ partnership with City and County to rebuild the southeast area, a double-digit unemployment, low performing community, that is underdeveloped.

**ACTIONS:** Served as Chair, Circle of Life Development Foundation, partnered with City and County of Bakersfield to purchase/lease surplus properties to build affordable homes and green space gardens in the Southeast community. Addressing inequities that affect children's ability to learn because of the environmental elements that cause Post Traumatic Stress Disorder (PTSD) and produce low Adverse Childhood Experiences( ACE) scores.

**RESULTS:** Lead the advocacy through the city. Currently in the works the 1<sup>st</sup> destination shopping center in the southeast along with 71+ affordable housing units and more that will provide safe housing for student families and space for wellness, green space, education, and mentoring. Also challenged the city for more inclusive outreach, which they are doing a great job continuing.

**CHALLENGE:** Lack of Diverse External stakeholders providing representation and value for students of color Students

**ACTIONS:** Served on UEI College Advisory Board to provide guidance and direction for faculty, administration, and the institution to ensure a diverse voice was represented to ensure board members, educators and students achieve the university's goals inclusively.

**RESULTS:** University offerings included the unique needs of students of color, which ShePower has interned more than nine students and employed three.

**CHALLENGE:** Lack of Diverse External stakeholders providing representation and value for Black Adult Students

**ACTIONS:** Served on the Kern Adult School Advisory Board, providing ongoing evaluation and consultation to recommend curriculum to make learning inclusive of Black adult students and cultures.

**RESULTS:** Established techniques to solve cultural problem solving and decision making. Established processes and procedures for short-range and long-term planning and reviewed appropriate techniques for futuristic forecasting and anticipatory planning, representing the voice of all students, specifically Black adult students.

**CHALLENGE:** Lack of Black Representation of CSUB Roadrunner Scholarship Board.

**ACTIONS:** Served on the CSUB Bakersfield Roadrunner Executive Board as the first African American Board member in the school's 45-year history. I served as the top fundraiser for each year of service on the board. I received the Diversity Award and the Inspiration Award. As a board member, I helped raise millions that provided much needed scholarships for athletes. Led the efforts in engaging Black donors, something the university had not engaged previously.

**RESULTS:** Increased the number and value of scholarships for student athletes. Engaged the University's first ever Black Influencer Dinner, which was one of the highest Influencer

fundraising dinners. Continue the relationship with CSUB, serving Black and Brown students as a mentor and support.

**CHALLENGE:** Lack of Transportation in the Southeast area of Bakersfield.

**ACTIONS:** Partnered with the City of Bakersfield for a \$300,000 transportation and green space grant. I led a team of 8 women in our weekly meetings for 5 months along with our tech team, which was sponsored by a City tech grant, to develop a very competitive grant application. The process included 150 Stakeholder interviews, community video interviews, art from children in the community, on ground engagement, hours of research, over twenty Community leaders and elected officials' letters of support along with many moving parts to help secure the grants. The grant allows 18 months of education and engagement in the southeast community with a transportation plan to submit to receive a multimillion-dollar grant to implement transportation in the southeast area, our targeted area.

**RESULTS:** Won the \$300,000 transportation and green space grant. Working with the community to create a plan for transportation and green gas emission that is specific to the southeast community.

**CHALLENGE:** The need for Police Reform in Kern County

**ACTIONS:** Organized and hosted the largest Zoom call with the Kern County Sheriff, with over 6000 views on Zoom and live on Facebook. Also, organized and hosted the largest Zoom call with the Bakersfield Police Chief and police department in history. Over 300 participants were on the call and over 600 registered. The Zoom meetings were a community call to action from the Sheriff and BPD asking for an oversight committee. Many in the city had been asking for 6+ years to establish.

**RESULTS:** Created and Chaired in partnership with Sheriff Youngblood, the Department Of Justice and Monitoring team, the historic Kern County Sheriff Communitywide Advisory Council, with over 60+ applications, resulting in a council of 30 members. Also, due to the marketing and organization efforts, pushed for an advisory council with Bakersfield Police, which the City Council responded to and organized.

**CHALLENGE:** Eliminate the Southeast area food desert.

**ACTIONS:** Developed and organized a food program that has given out over 2,000,000 pounds of food, over 14,000 hot meals, along with my team feeding single families, the homeless, veterans and seniors. Helping to close the food insecurity gap and bringing resources to help the community thrive, especially during the pandemic. Working on bringing a grocery store to the area.

**RESULTS:** Collaborated with over 40 community partners, sponsors, donors and churches to address food insecurity. Closing the food inequity gap slowly. Advocated for a grocery

store that was brought to the area, with another one in the plans. First organization in Kern County to host a Drive Through Food distribution in the height of the pandemic, which resulted in over 22,000 pounds of food to over 550+ families on the first day in the Southeast area.

**CHALLENGE:** Lack of Community engagement and education in the southeast area.

**ACTIONS:** Organized multiple events, and wrap-around services in collaboration with City, County, and 40+ community partners to address the lack of assistance to Southeast residents.

**RESULTS:** Tracked 2900+ unique volunteer hours of the community, with a shift of economic opportunities in the pipeline to rebound the southeast, from City to County to private partners. Our collective efforts have reinvigorated the community in the Southeast, with so much more work needed.

**CHALLENGE:** Lack of City Resources directed to the Southeast area

**ACTIONS:** In collaboration with the MLKcommunity team, collected over 1000+ signatures on a petition submitted to the City Council to reject the \$10,000,000 directed to the homeless low barrier shelter; because in 6 years only \$8,000,000 had been targeted toward the entire ward 1 area, with only .5% targeted toward our area we are working to rebound. We had a demand list for those resources and demanded engagement in the community.

**RESULTS:** Push the City decision back 3 months on the low barrier shelter, while the City engaged the community, and brought a grocery store back to the southeast. This is a project in the making and put several millions into the Southeast area to rebuild.

**CHALLENGE:** Ward 1 lack of Representation on the Park and Recreations Commissioner Board

**ACTIONS:** Advocated and Advised as the 1st African American woman in Kern County history to serve on the Parks & Recreations Commission. Leadership needs to be diverse; we presented a candidate that became the first Black Woman to serve as Parks and Recreations Commissioner.

**RESULTS:** The First Black person, who happened to be a woman was appointed as Park & Recreations Commissioner by the Kern County Board of Supervisors.

**CHALLENGE:** Unsafe Parks for kids to play in the Southeast area

**ACTIONS:** Advocated and Advised on rehabilitation of Belle Terrace Park

**RESULTS:** \$1,000,000 Community Development Block Grant (CBDG) funds were given, along with another \$400,000 of private funds to rebound the park.

CHALLENGE: Lack of Black Advisors on the County General Plan

ACTIONS: Advised on County 2040 General Plan to bring a voice of inclusion and the needs of the southeast community to the plan.

RESULTS: First known Black Woman in History to advise on General Plan with a more inclusive plan getting approved, as well as influencing the first Black Woman to serve on the City Planning Commission.

CHALLENGE: Lack of Diversity in Kern County Supervisor Staff

ACTIONS: Advocated and Advised on 1<sup>st</sup> African American Field Staffer for a Supervisor in Kern County history to bring an authentic voice of Black residents to the decision tables.

RESULTS: 1<sup>st</sup> Field Staffer was hired to work on Supervisor Leticia Perez Staff

CHALLENGE: Lack of Black subcontractors and journeymen working on County projects.

ACTIONS: Worked directly with Kern County Supervisor to secured jobs on the county low barrier homeless shelter for Black Men out of work, in partnership with The Frink Firm

RESULTS: Secured 12 jobs, some were hired permanently with Contractor and continued working after close of initial project.

CHALLENGE: The African American community in Kern County Census Count was low.

ACTIONS: Worked with the County Supervisors and secured a partnership as one of the 2020 community partners, receiving one of the larger county Census budgets to work with the Hard To Count communities, specifically the African American community to get them counted. Increased the count with a "My Black Counts" campaign to include digital and door to door canvassing, full social media and community education and engagement campaign for 8 months.

RESULTS: Became one of the Kern County Census Spokesperson's. Secured 26 Census jobs for Black community members, increased the African American Hard to Count (HTC) community count by 10%.

CHALLENGE: Lack of Support for Black Microenterprise

ACTIONS: Partnered with Bank of America and Kern Initiative for Talent + Entrepreneurship (KITE), to give 50 scholarships to the Startitup Business App to the Southeast area to help close the economic gap with microenterprise business support, engagement, and education.

RESULTS: \$25,000 value to entrepreneurs to support 50 microenterprise businesses with a foundation to build and launch their business.

CHALLENGE: Black authentic Voices in Kern County Media

**ACTIONS:** Partnered with the only locally owned Black News Paper. Researched, wrote, featured, media interviews on various topics for all local media outlets.

**RESULTS:** A voice for the Black experience and an image that young Black children can relate to. Over 200 media coverages.

**CHALLENGE:** Lack of Local dollars raised for/by Black organizations

**ACTIONS:** Created multiple fundraise campaigns, raised more than \$3,000,000 dollars through fundraisers, sponsorship and events that stayed local.

**RESULTS:** Raised and kept money local to benefit students, primarily Black and Brown students that needed scholarships

**CHALLENGE:** Black Girls/Women not present in Leadership and local boards

**ACTIONS:** Successfully implemented ShePower Leadership Program, a girls only leadership program that works with girls through mentorship, personal development, and diverse leadership opportunities.

**RESULTS:** Resulting in an increased representation of Black girls/women in local level leadership and executive boards.

**CHALLENGE:** Black students meeting state reading standards

**ACTIONS:** Collaborated with the local library, Kern Literacy Council and Dollar General to introduce young students to the concept of reading and “real” books through our SheReads reading program for 2nd through 5th grade students to empower and encourage excitement with reading.

**RESULTS:** Launch campaign in low performing communities - Better Readers are Better Leaders.

**CHALLENGE:** Girls with Low Self Confidence

**ACTIONS:** Introduced “ShePower Power Circle,” a trusted space to provide girls the opportunity to be true and honest with themselves and get comfortable using their voice in conversation, debate, and support. Implemented Two Way Communication, that encouraged students to take equal part during power circle impartation and discussions. Catering to the social, academic, and cognitive development of young students.

**RESULTS:** Increased leaders' confidence and ability to engage in conversation with each other. Program reached over 150 girls so far.

**CHALLENGE:** Students Finding their passion early in life

**ACTIONS:** Introduced SheSpeaks, an initiative to encourage local leaders to speak on topics of business and civic leadership to empower girls through their back stories to success, showing them what they can become early in life.

RESULTS: Increased students' interests, mentorship and participation in civic and business.

CHALLENGE: No community indoor basketball – multi sports facility for student athletes

ACTIONS: Facilitated the opening of 60,000 square foot facility for students from a range of ages, who attended from a combination of 132 local schools

RESULTS: Secured a million-dollar key sponsorship, opened the 1<sup>st</sup> indoor multi sports facility in Kern County.

CHALLENGE: Shortage of Clothing for Homeless Population in hospitals

ACTIONS: ShePower led a student initiative, ShePower Pants Drive in partnership with Kern Medical Center and the City of Bakersfield Library to collect pants all over Kern County to assist the homeless leaving the hospital with clothing.

RESULTS: Students collected over 3500 pants over a 30-day campaign.

CHALLENGE: Lack of Women Representation/Support in Sports

ACTIONS: ShePower partnered with CSUB, Bakersfield's National women, and girls in sports pink day to offer a FREE pre-game clinic to celebrate National Girls & Women in Sports Day covering sports and leadership.

RESULTS: Power in Pink clinic day has impacted over 400 girls so far to be strong and bold in sports and leadership, on and off the court/field.

CHALLENGE: High Use of Marijuana by teens, especially low socio-economic teens.

ACTIONS: Partnered with another organization to go after a 1-million-dollar grant

RESULTS: Received the \$1,000,000 grant. A 3-year grant that is currently in action to address the needs, come out with a plan and build student leaders for generational change and education.

CHALLENGE: Lack of Black Millennial Leaders

ACTIONS: Partnered with Bank of America to Develop the Black Millennial Leadership

RESULTS: Built out a program to build Black young leaders and position them on primarily all white or non Black boards to help diversify the boards and identify a mentor to help the young person become a stronger community leader.

CHALLENGE: Low Covid Testing and Vaccination in the Black community

ACTIONS: Partner with local, state, and federal partners to bring resources to keep trusted messengers on the ground

RESULTS: Been on the front line 3 years and counting with Covid education, vaccination, and education. Partnered with Facebook and Governor Newsom to deliver 1000 vaccines in the 1<sup>st</sup> Vaccine Pop up in the Southeast, targeting African Americans.



Vaccinated 500 people in one day. Partnered with Kern Community Foundation, CSUB, Kaiser, Adventist, and Dignity Health, helping vaccine efforts to help get over 50,000 people vaccinated while providing 20+ jobs.

CHALLENGE: Street name affecting Southeast investments

ACTIONS: Worked with elected officials to change street name

RESULTS: Lead the efforts from a community voice to Change Cottonwood Road to South Dr. Martin Luther King Jr Drive, which resulted in immediate change in economics in the southeast with so much more to be done.

Partial list of community sponsor/partners







**BUSINESS &  
CIVIC  
LEADERS**

**60+ LETTERS OF  
SUPPORT**



827 Broadway, Suite 300 • Oakland, CA 94607 • [www.siliconschools.com](http://www.siliconschools.com)

Board of Trustees  
Panama-Buena Vista Union School District  
4200 Ashe Rd., Bakersfield, CA 93313

October 24, 2022

Dear Board of Trustees,

I write this letter in support of Willie J Frink College Prep, a proposed new school to serve students in Bakersfield.

As the Chief Executive Officer of the Silicon Schools Fund, an organization focused on supporting schools across California, I meet with and evaluate most of the educators seeking to start new schools in the state. Our team has been highly impressed by the founder of Willie J Frink, Arleana Waller, as well as the rest of the founding team with whom we have spent many hours. We have conducted thorough diligence on their education model, finances, and mission and we are impressed by their level of preparation and commitment to serving students. We are particularly motivated by their genuine commitment to serve African American students and help address the inequities in our society. We have worked with several other schools across the state with this explicit focus and have seen tremendous outcomes when schools align around a focused commitment to removing achievement gaps through positive and welcoming cultures combined with academic excellence.

The Silicon Schools Fund works with over 80 schools across California, reimagining how schools enable all students to succeed. We support traditional district schools, independent schools, and charter schools. We look at many schools but only end up supporting those with a strong combination of talented and focused team, reasonable financial projections, thoughtful academic model, and a commitment to truly work with the families they serve.

Based on this experience and our interactions with Willie J Frink, we have made unrestricted grants totaling \$110,000 to Willie J Frink. We anticipate making up to an additional \$600,000 of new gifts to the school if they open successfully and deliver on their mission and outcomes. This funding will help support the school in its first three years when startup funding is most crucial.

We strongly support and recommend approval of a charter for Willie J Frink College Prep, and would be happy to answer any questions if helpful. Thank you for your consideration.

Sincerely,

Brian Greenberg  
Chief Executive Officer





November 14, 2022

Board of Trustees  
Panama-Buena Vista Union School District  
4200 Ashe Rd., Bakersfield, CA 93313

Dear Board of Trustees,

On behalf of the Charter School Growth Fund (CSGF), I am writing to express our strong support of Willie J. Frink College Prep's application to serve the students of Bakersfield.

The Charter School Growth Fund is a national non-profit that invests in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Founded by national philanthropists to transform K-12 education, we currently fund over 170 charter school organizations that represent some of the most innovative and successful public-school networks in the United States.

We invest our time in identifying new and existing educational entrepreneurs who seek to bring an increased set of educational options to their communities. Upon meeting Arleana Waller, an experienced entrepreneur and Bakersfield nonprofit leader and her team at Willie J Frink College Prep, we were convinced that they would be a welcome addition to the CSGF portfolio. Their mission of preparing students for college and building good character, and skills around entrepreneurship and citizenship are critical to the continuation of our thriving democracy. We have spent time with Arleana understanding her educational approach, financial model, and parent and community engagement strategies. Many of her plans are rooted in the best practices we see in other high performing networks across the country with adjustments made for the local Bakersfield context. She has helped us understand the needs and dreams of parents in Bakersfield and we are invested in supporting her vision to bring Willie J Frink College Prep to life to help meet these dreams.

CSGF has made an initial commitment of \$250,000 to support the development of the school model and the work necessary to have a high quality school start. Should the Board approve, we will likely follow on with additional investments to ensure the school has all the resources necessary to deliver for their students.

We respectfully ask that the Panama-Buena Vista Board of Trustees strongly consider the application providing Willie J Frink College Prep the opportunity to serve students in Bakersfield and demonstrate what is possible in terms of closing the achievement gap and helping students and families reach their dreams.

Sincerely,

A handwritten signature in black ink, appearing to read "Darryl Cobb", with a stylized circular flourish at the end.

Darryl Cobb, President  
Charter School Growth Fund



SACRAMENTO  
BAY AREA

2890 Gateway Oaks Dr., #100  
Sacramento, CA 95833  
fortuneschool.us

916.924.8633 tel  
916.924.8664 fax

November 2, 2022

Dear Panama Buena Vista Union School District Board Members,

As President/CEO of Fortune School of Education, I am honored to write this letter in support of the Willie J Frink College Prep charter petition. Fortune School is a network of 10 charter schools serving 2200 students on campuses in Sacramento and San Bernardino. We also a teacher and administrator preparation program accredited by the California Commission on Teacher Credentialing.

As participants in our School Leadership Program, this past year I have personally coached Dr. Arleana Waller and her team to develop and hone their skills as education leaders. I continue to be impressed with the quality of their commitment to students in their community. Willie J Frink College Prep will use Fortune School as a model with our permission and has visited our campuses to learn from our team.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep will contribute to regional efforts to serve families and students who are a priority for us all. It's why Willie J Frink College Prep aims to close the gap in opportunities for Black students.

As an operator of schools authorized by the Sacramento County Office of Education to close the Black student achievement gap, I am uniquely positioned to identify leaders who are set up to succeed in this area – Dr. Waller is one of these leaders. Her willingness to lean in and develop a quality educational program, recruit a capable and committed team, while bolstering her skills is commendable.

We will make ourselves available to provide ongoing support to the Willie J Frink College Prep team. We also invite officials from Panama Buena Vista Union School District to visit our campuses. We are happy to share.

I urge your strong support.

Sincerely,

Dr. Margaret Fortune  
President/CEO



November 4, 2022

Dear Panama Buena Vista Union School District Board Members,

As the founder and CEO of Zeta Charter Schools, I am honored to write this letter of support for the Willie J Frink College Prep charter petition approval. Zeta Charter Schools is a next-generation charter school network located in New York City, currently serving ~2,000 children from Pre-K through 5th grade. We also operate Z Combinator, a charter startup school and growth engine that empowers school leaders, operators, and educators with resources, tools, and support to build high-quality schools.

This year, we selected Willie J Frink College Prep co-founder Krissy Warren to participate in the 2022-23 Z Combinator Fellowship program, which supports a cohort of promising charter founders/leaders through an intensive, hands-on learning experience at our schools in NYC. Through this process, we have learned about the incredible vision of Willie J Frink and believe it will provide much-needed access to excellent schooling in Bakersfield, CA.

I urge you to approve Willie J Frink College Prep's charter petition to provide more excellent school seats to the children and families of Bakersfield. Willie J Frink College Prep will be the only public school in Bakersfield that includes, as part of its core curriculum, a specifically designed social studies course of study with a cultural emphasis on civics, character development, social emotional learning, and entrepreneurship along with high academic standards.

Willie J Frink College Prep will also be the only school to embrace educating the whole child with an intentional emphasis on transforming the lowest achieving subgroup. Willie J Frink College Prep enters the charter school space as a milestone in Kern County to improve academic achievements in Mathematics, English Language Arts, College and Career Readiness, and Entrepreneurship. Additionally, Willie J Frink College Prep founders have notably advanced the interests of Black Americans and people of color in partnership with ongoing community impact. Willie J Frink College Prep values revolutionary work that prepares well rounded students for the 21st century grounded in self and community.

For these reasons, I strongly support and urge approval of the petition for Willie J Frink College Prep. If you have any questions or comments, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Emily A. Kim', with a horizontal line extending to the right.

Emily A. Kim  
Founder and CEO  
Zeta Charter Schools & Z Combinator



Manali I. Patel MD MSPH MS  
*Assistant Professor of Medicine*  
*Division of Oncology*

DIVISION OF ONCOLOGY  
875 Blake Wilbur Drive  
STANFORD, CALIFORNIA 94305

March 30, 2023

To whom it may concern:

I write this letter in strong support of Willie J Frink College Preparatory School's application for public charter. It's rigorous curriculum is much needed in serving the educational needs for many in the community of Bakersfield. I met Dr. Arleana Waller in late Fall 2022 as our team was embarking on a project to overcome the impact of climate change on health disparities. I was deeply impressed by Dr. Waller's strong conviction to improving the community and her work to date in leading innovative efforts that are critical to empowering community members.

As a thoracic oncologist at Stanford University and the Veterans Administration Palo Alto Health Care System, I have had the great privilege in my life to receive stellar educational opportunities. Growing up, my family lived in the worst school district in the state of NC. I applied and received admission to the oldest two-year, public residential high school in the nation, the North Carolina School of Science and Mathematics. Had I not had the great fortune of such an opportunity I am not sure I would be where I am today. I am a dedicated cancer doctor and researcher and have dedicated my career to date to improve social and economic barriers that impede health equity. High quality education is the number one determinant, I believe, of better health and health outcomes.

It is without a doubt, therefore, that I recommend this outstanding application for the Willie J Frink College Prep to serve students in Bakersfield. Preparing students for college and enhancing our next generation with skills around entrepreneurship while also building character are absolutely crucial and, thus, my support is unwavering. I strongly recommend that you consider the impact that this school will make in the lives of these future students and for the health of our communities, state, and nation.

Respectfully yours,

A handwritten signature in black ink, appearing to read 'Manali Patel'.

Manali Patel, M.D., M.S.P.H., M.S.  
Assistant Professor, Division of Oncology  
Stanford University School of Medicine



December 1, 2022

To Whom It May Concern:

I am writing in support of the leadership of Ms. Arleana Waller as a prominent community leader and member of the President's African-American Advisory Council at California State University, Bakersfield. Ms. Waller is a respected leader who has been the recipient of the Martin Luther King Jr. Leadership Award in Bakersfield and brings a wealth of wisdom and an important inclusive network to the table.

I met with Ms. Waller to learn about her proposal for the Willie J Frink College Prep public charter school. I found the proposal thoughtful and detailed. Moreover, I noted that the proposal was based on flexibility and equity.

I know that there are many elements that are reviewed for the approval of a charter school. I urge your thoughtful consideration of this proposal.

Sincerely,

A handwritten signature in cursive script, reading "Lynnette Zelezny".

Lynnette Zelezny, Ph.D., M.B.A.  
President





# BAKERSFIELD

THE SOUND OF *Something Better*

Panama Buena Vista Union School District  
4200 Ashe Road  
Bakersfield, CA 93313

May 8, 2020

Dear Panama Buena Vista Union School District Board Members,

As City Manager for the City of Bakersfield, I am honored to write this letter of support for the Willie J Frink College Prep charter petition approval. As a city official that has been dedicated to community revitalization and increasing opportunities in our community, I know that Willie J Frink Prep's strong educational model will not only uplift our students but benefit our entire community.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. It's why Frink Prep aims to close the gap in opportunities for Black American students.

Willie J Frink College Prep will also be the only school to embrace educating the whole child with an intentional emphasis on transforming the lowest-achieving subgroup. Willie J Frink College Prep enters the charter school space as a milestone in Kern County to improve academic achievements in Mathematics, English Language Arts, College, Career Readiness, and Entrepreneurship. Additionally, Willie J Frink College Prep founders have notably advanced the spaces of Black Americans and people of color in partnership with ongoing community impact. Willie J Frink College Prep values revolutionary work that prepares well-rounded students for the 21st century grounded in self and community.

In the community with the children, families, and educators that make up Bakersfield, I call for your support to approve Willie J Frink College Prep's charter petition. Willie J Frink College Prep will be the only public school in Bakersfield that includes, as part of its core curriculum, a specifically designed social studies course of study with a cultural emphasis on civics, character development, social-emotional learning, and entrepreneurship along with high academic standards.

For these reasons, I strongly support and urge approval of the petition for Willie J Frink College Prep. If you have any questions or comments, please do not hesitate to contact me.

Sincerely,

Christian Clegg  
City Manager



BAKERSFIELD OFFICE

1115 TRUXTUN AVENUE, ROOM 503  
BAKERSFIELD, CA 93301  
PHONE (661) 868-3670  
FAX (661) 868-3677  
district3@co.kern.ca.us



FIELD OFFICE

1348 NORRIS ROAD  
BAKERSFIELD, CA 93308  
PHONE (661) 391-7480  
FAX (661) 391-7488  
www.co.kern.ca.us/bos/dist3

MIKE MAGGARD  
SUPERVISOR - THIRD DISTRICT

November 22, 2022

Dr. Arleana Waller  
Willie J Frink College Prep  
201 New Stine Road, Ste 300  
Bakersfield, CA 93309

Re: Letter of Support for Willie J Frink College Prep

To Whom It May Concern:

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Sadly, there are unfortunate realities of extreme achievement gaps across Kern County. Specifically, with students of color and socioeconomically disadvantaged students in low-income communities. This preparatory school addresses these identified problems in Kern County and stands to close those gaps by providing methodical instruction in a robust learning environment. The school serves as a pillar for the community and will continue to provide Kern County students greater access to education so that they may see and achieve their full potential.

I am confident in my understanding that Dr. Waller and the staff at Willie J Frink are fully committed to their mission of graduating high achieving scholar leaders possessing humility and will, who are prepared for college, entrepreneurship, and citizenship in a democratic society.

Certainly, their newly established public charter will prove to be an impactful addition to the community with incalculable value.

I support this initiative and look forward to the continued positive impact Willie J Frink Preparatory will bring to our community through their education programs that are to be offered.

Best regards,

A handwritten signature in blue ink, appearing to read "Mike Maggard", is written over a horizontal line.

Supervisor Maggard

STATE CAPITOL  
SACRAMENTO, CA 95814  
TEL (916) 651-4012  
FAX (916) 651-4912  
SENATOR.GROVE@SENATE.CA.GOV

# California State Senate

SENATOR  
SHANNON GROVE

TWELFTH SENATE DISTRICT

DISTRICT OFFICE  
5701 TRUXTUN AVE., SUITE 150  
BAKERSFIELD, CA 93309  
TEL (661) 323-0443  
FAX (661) 323-0446



February 4, 2023

Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

## **Re: Letter of Support for Willie J. Frink College Prep's Charter Petition**

Dear Panama Buena Vista Union School District Board Members,

As a member of the California State Senate representing Kern County, I write this letter of support for the Willie J Frink College Prep charter petition approval.

I believe investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) intends to utilize methodical instruction to close the gap in opportunities for low-income communities.

In community with the children, families, and educators that make up Bakersfield, I ask for your consideration to approve Willie J Frink College Prep's charter petition. If you have any questions or comments, please do not hesitate to contact me at (661) 323-0443.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shannon Grove', is written over a light blue rectangular background.

SHANNON GROVE  
12<sup>th</sup> Senate District

November 23, 2022

Dear Panama Buena Vista Union School District Board Members,

As a Trustee to the Kern High School District, I am honored to write this letter of support for the Willie J Frink College Prep charter petition approval. I know that Willie J Frink Prep's strong educational model will not only uplift our students but benefit our entire community.

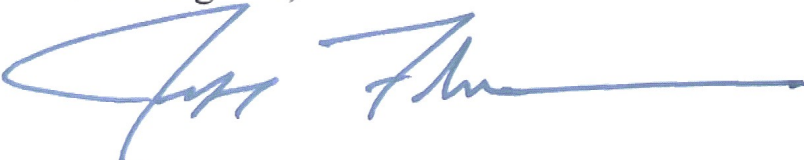
Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. Frink Prep aims to close the gap in opportunities for Black students.

Willie J Frink College Prep will also be the only school to embrace educating the whole child with an intentional emphasis on transforming the lowest achieving subgroup. Willie J Frink College Prep enters the charter school space as a milestone in Kern County to improve academic achievements in Mathematics, English Language Arts, College and Career Readiness, and Entrepreneurship. Additionally, its founders have notably advanced the spaces of Black Americans and people of color in partnership with ongoing community impact. Willie J Frink College Prep values revolutionary work that prepares well rounded students for the 21st century grounded in self and community.

In community with the children, families, and educators that make up Bakersfield, I call for your support to approve Willie J Frink College Prep's charter petition. This will be the only public school in Bakersfield that includes, as part of its core curriculum, a specifically designed social studies course of study with a cultural emphasis on civics, character development, social emotional learning, and entrepreneurship along with high academic standards.

For these reasons, I strongly support and urge approval of the petition for Willie J Frink College Prep. If you have any questions or comments, please do not hesitate to contact me.

Best regards,



Jeff Flores

Kern High School District Trustee



STATE CAPITOL  
P.O. BOX 942849  
SACRAMENTO, CA 94249-0034  
(916) 319-2034  
FAX (916) 319-2134

E-MAIL  
Assemblymember.Fong@assembly.ca.gov



DISTRICT OFFICE  
4550 CALIFORNIA AVENUE, SUITE 740  
BAKERSFIELD, CA 93309  
(661) 395-2995  
FAX (661) 395-3883

December 18, 2020

Charter School Growth Fund  
10901 W. 120<sup>th</sup> Ave, Suite 450  
Broomfield, CO 80021

RE: Charter School Growth Fund, Seed Funding

To Whom It May Concern:

Thank you for this opportunity to provide support for this charter school effort located in the County of Kern in California. The applicants effort to bring another charter school to our area with the support of your seed funding would bolster our community. With 86.3% socioeconomically disadvantaged students; 40.3% students with disabilities and a strong and vibrant minority population, Kern County students deserve another choice in education.

The Central Valley is home to Grimmway Academy and Wonderful College Prep Academy helping students in Arvin, Delano, Lost Hills, and Shafter. I have also visited the East Bay Innovation Academy in Oakland, the Samueli School in Orange County and the Alliance Baxter College Ready High School in Los Angeles and have met countless parents and students who have shared stories of academic success. We should be encouraging the growth and educational opportunities for the millions of California students who deserve a quality education.

Public charter schools offer innovative options for students of all different backgrounds. Many charter schools offer new learning methods than can foster different methods for students to learn in often smaller class sizes, that can lead to better academic outcomes. I have seen first-hand students thriving in charter schools throughout California especially in under-served communities, like the area the applicants are looking to engage in.

I appreciate the applicants effort to bring a new charter school to our community and utilize the Charter School Growth Fund to provide necessary seed funding for the project. As a member of the California State Legislature, I know charter schools are a vital piece of our educational landscape. I am proud to support school opportunities that meet the diverse needs of all students.

Sincerely,

A handwritten signature in blue ink that reads "Vince Fong". The signature is fluid and cursive, with the first name "Vince" and last name "Fong" clearly distinguishable.

Vince Fong  
Assemblyman, 34<sup>th</sup> District

# California State Senate

STATE CAPITOL  
SACRAMENTO, CA 95814  
TEL (916) 651-4014  
FAX (916) 651-4914

DISTRICT OFFICE  
2550 MARIPOSA MALL, SUITE 2016  
FRESNO, CA 93721  
TEL (559) 264-3070

SENATOR.HURTADO@SENATE.CA.GOV

SENATOR  
**MELISSA HURTADO**

FOURTEENTH SENATE DISTRICT



COMMITTEES  
HUMAN SERVICES  
CHAIR

BUDGET & FISCAL REVIEW

GOVERNANCE & FINANCE

HEALTH

VETERANS AFFAIRS

SUBCOMMITTEE  
BUDGET SUBCOMMITTEE NO. 3  
ON HEALTH & HUMAN SERVICES

December 15, 2020

Charter School Growth Fund  
10901 W. 120<sup>th</sup> Avenue, Suite 450  
Broomfield, CO 80021

Dear Mr. Hall,

It is my pleasure to write in support of Arleana Waller's application to the Seed Funding Grant with the Charter School Growth Fund.

I have known Ms. Waller for many years, during which time I've witnessed her hard work, dedication, and her willingness to serve her community of southeast Bakersfield. Ms. Waller plans to open a charter school in southeast Bakersfield, which resides in my 14<sup>th</sup> Senatorial District. Historically, both a disadvantaged community that is predominantly made up of Black and Hispanic families and where there is a lack of diverse educational choices. Ms. Waller's desire is to find and utilize innovative best practice educational models for K-8 education and bring them to the impoverished area of southeast Bakersfield.

Ms. Waller has demonstrated her leadership potential on many occasions. As a community organizer, she organized a community listening session for a Transportation and Green Space Planning Grant from the California Department of Transportation. Ms. Waller made sure disadvantaged residents were heard and their input was taken into consideration. In 2020, Ms. Waller was recognized by Rep. TJ Cox for her positive impact in our community and was awarded the *Congressional Valiant Award*, an honor tendered for impactful and courageous women. Ms. Waller interacts well with the general public and is also well-known in our community, as the founder of her non-profits, MLKCommUNITY & SHEpower. Today and mobilized by the pandemic, these organizations provide essential food giveaways and have provided almost a million pounds of food in less than a year.

For the various reasons stated, I support Arleana Waller's pursuit for the Seed Funding Grant and her efforts to bring opportunities to the children of southeast Bakersfield. If you have any questions or concerns, do not hesitate to contact me or my District Director, Jacob Villagomez at, 559-264-3070.

Sincerely,

MELISSA HURTADO  
Senator, 14<sup>th</sup> District



**I Dream Big Academy Charter School**  
**6701 Winton Blount Blvd**  
**P.O. Box 241123**  
**Montgomery, AL 36124**  
**[www.idreambigacademy.org](http://www.idreambigacademy.org)**  
**[info@idreambigacademy.org](mailto:info@idreambigacademy.org)**

March 31, 2023

The Honorable Keith Wolaridge, President  
Panama-Buena Vista Union School District  
4200 Ashe Road  
Bakersfield, CA 93313

Dear Honorable Keith Wolaridge,

I am pleased to write this letter of support for the approval of the Willie J. Frink College Prep Charter Petition. As a veteran educator of more than 23 years, and a parent of 4 boys of color, I ask that you consider approving this petition. Early childhood education is an increasingly important aspect of American life, predicting later school outcomes, career and work options, economic stability, health, and social opportunities. School performance constrains the future opportunities of many African Americans. When matched for social class, the academic achievement gap between children of color and their peers is substantial and continues to widen. The achievement gap is a problem not only for African American students and their families and communities; it affects the entire country's well-being.

As a school founder, I have witnessed firsthand the commitment and expertise of this leadership team. They have developed a school design to address these academic deficits and meet the needs of their targeted students. I have collaborated and engaged in deep discussions with this team regarding their model and academic goals. We have participated in quality professional development opportunities and key convenings targeting the best instructional and leadership practices from leading Charter schools and educational leaders nationwide. The approval of the Willie J. Frink College Prep Charter petition will be a valuable asset to the students and families of your community and our nation.

Sincerely,

Dr. Angela L. Lang,

Founder and CEO  
I Dream Big Academy Charter School



MEETING STREET  
**JASPER & BEAUFORT**

**TO:**

**The Honorable Keith Wolaridge  
President, Panama-Buena Vista  
Union School District  
4200 Ashe Road  
Bakersfield, CA 93313**

**Date: 31 March 2023**

**Dear Mr. Keith Wolaridge**

On behalf of Meeting Street Jasper and Beaufort, I call for your support to authorize the approval of Willie J Frink College Prep and urge a yes vote from the board.

I had a chance to meet the cofounder, Krissy Warren, at a highly ranked Charter School fellowship. I worked alongside Krissy developing best practices for students and families. During this fellowship we learned that the educational tools that students are equipped with will help them make a difference in the world. Willie J Frink College Prep has an educational model that will ensure that all children of Bakersfield receive an excellent education.

**Regards,**

**Tamil Goodson**  
Founding Principal

📍 8575 East Argent Pkwy  
Ridgeland , SC 29936

✉️ [eagles@meetingstreetschools.org](mailto:eagles@meetingstreetschools.org)



# **GOLDEN**

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## **CHARTER ACADEMY**

### **GOLDEN CHARTER ACADEMY**

**ROBERT GOLDEN,  
PRESIDENT &  
CEO**

**BOARD OF TRUSTEES**

*Dr. Ed González, Chair  
Keshia Thomas, Vice Chair  
Dr. Bard De Vore  
Dr. Brad Huff  
Ruth F. Quinto. CPA  
Scott Barton  
Isaiah Green*

*Golden Charter Academy  
1626 W Princeton Ave  
Fresno, CA 93705  
(559) 293-3157  
info@goldencharteracademy.org*

March 16, 2023

To whom this may concern,

I, Robert Golden, President & CEO of Golden Charter Academy in Fresno, California offers my full support of Willie J Frink College Preparatory School. The statistics for children of color in underserved & underrepresented communities have been despairing for many of our communities in the state of California

I fully believe that the Willie J Frink College Preparatory School will help close the achievement gap in Kern County for all students that attend this mission driven school. After having the opportunity to get to know Dr. Arleana Waller, I am confident in her ability to support students academically and wholeheartedly

Please use this letter of support to help advance the initiative of Willie J Frink College Preparatory School to benefit the citizens of Kern County. I look forward to continuing to witness what Dr. Waller & her team will do to prepare students to be ready for high school, college, the workplace & beyond

#BEGOLDEN

**Robert Golden  
President & CEO**



COUNTY OF SONOMA  
BOARD OF SUPERVISORS

575 ADMINISTRATION DRIVE, RM. 100A  
SANTA ROSA, CALIFORNIA 95403

(707) 565-2241  
FAX (707) 565-3778



MEMBERS OF THE BOARD

CHRIS COURSEY  
CHAIR

DAVID RABBITT  
VICE CHAIR

SUSAN GORIN

JAMES GORE

LYNDA HOPKINS

March 25, 2023

Dear President John-Paul Lake:

I am pleased to offer my enthusiastic support of Willie J Frink College Prep (Frink Prep)'s application for public charter. Investing in our children who have been historically underserved will bring economic prosperity to the entire community. Frink Prep will serve families and students who have been left out or left behind. It's why Frink Prep aims to close the gap in opportunities for Black students.

As a Sonoma County Supervisor for the last nine years, I have worked closely with school leadership and educators at many levels. I know that Frink Prep's strong educational model will not only uplift students, but also provide positive impact for the greater community.

I believe that a school should reflect the needs and the diversity of the community it serves. A strong, high-quality educational foundation is critical to close the existing opportunity and achievement gaps. As a longtime advocate for equity, I know it takes a village – we need schools, governments, businesses, and nonprofits pushing for equity in order to make significant progress, which in turn would the local economy. Chartering Frink Prep is a big step in that direction for the Bakersfield community.

Furthermore, I have known Ms. Arleana Waller for several years and I am confident her leadership, abilities, and dedication will empower Frink Prep to fulfill its mission of graduating high-achieving scholar leaders possessing humility and will, who are prepared for college, entrepreneurship, and citizenship in a democratic society.

I highly recommend voting to approve the charter for Frink Prep. Thank you for your consideration.

Sincerely,

James Gore  
Fourth District Sonoma County Supervisor



1350 Norris Road  
Bakersfield, California 93308-2231

November 29, 2022

Ms. Arleana Waller  
Willie J. Frink College Prep  
201 New Stine Road, Ste 300  
Bakersfield, CA 93309

Re: Letter of Support for Willie J. Frink College Prep

To Whom It May Concern:

Please allow this letter to serve as a show of my support for Willie J. Frink College Prep's application for public charter.

I believe investing in our children will help uplift and bring economic prosperity to the entire community. The Frink School is committed to this mission and aims to provide methodical instruction in a robust learning environment to socioeconomically disadvantaged students in low-income communities.

It is clear to me that Ms. Waller and the staff at the Frink School are committed to graduate high achieving students who will emerge as their generation's leaders. With the approval of the school's application for public charter, the Frink School will provide a means to close the opportunity gap for students.

I support Willie J. Frink College Prep's application for public charter and encourage you to vote in support as well. A vote in support of the Frink School is a vote in support of our community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Donny Youngblood", is written over the typed name and title.

Sheriff Donny Youngblood  
County of Kern

/hh

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# Observer Group Newspapers of Southern California Inc.

Willie J. Frink College  
Prep

May 25, 2022

James C. Luckey, Jr.  
Observer Group Newspapers of Southern California  
1219 20th St.  
Bakersfield, CA. 93301

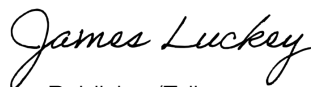
## **Educational Partner**

The Bakersfield News Observer is a weekly newspaper with a circulation of 40,000 has served the African American community of Kern County since 1977 and later Los Angeles, Lancaster, and Palmdale since 1984. As Publisher/Editor, James Luckey Jr. continues the legacy of Founders Joe Coley and Luckey's grandfather Venture Watson who started Bakersfield News Observer. Luckey is largely responsible for the paper's growth and development, making it an integral part of the local African American community in keeping with the tradition of the Black Press of America. The Bakersfield News Observer both reports the news affecting African Americans and advocates for the welfare of the community.

Celebrating Black achievement has long been an emphasis of the paper as well as reporting on the achievement gap experienced by African Americans in public schools. As longtime advocates of Black disparities, The Bakersfield News Observer has lent its full endorsement to this effort to create a college, civic and entrepreneur preparatory charter school to prepare African American students for promising and productive futures.

The Observer continues to partner with Willie J Frink College Prep outreach efforts to inform parents about the opportunity to enroll their children in a high performing charter school system that promises to move African American student achievement from last to first in the county.

James Luckey Jr.



Publisher/Editor

Observer Group Newspapers of Southern California, Inc.

[www.ognsc.com](http://www.ognsc.com)

**ANDY O. ALALI, PH.D.**  
**P.O. Box 20236**  
**Bakersfield, California 93390**

---

18 March 2023

Dr. Arleana Waller  
Willie J Frink College Prep  
201 New Stine Road, Ste 300  
Bakersfield, CA 93309

**Re: Letter of Support for Frink College Prep Academy**

To Whom It May Concern:

It is with great pleasure and pride that I enthusiastically write you this letter in support of the application for Willie J Frink College Preparatory School to be a public charter in Kern County. The impetus for this recommendation is that I believe this school would have a positive impact on its students and the community at large. Please allow me a few paragraphs of this letter to expand on the basis for the positive endorsement for your approval of this application.

First, when diversity of thought is allowed to occupy a space that explores and challenges programmed perspectives, you/we create a smorgasbord of ideas that allow young minds to grow, innovate, and make meaningful contributions to society. I say this because my professional experience and my decades of academic contact with students of diverse populations informs me that the "Mission" and "Vision" of the Willie J Frink College Preparatory School articulates core academic standards that would enable and/or create a conducive learning environment for a cadre of Kern County students who would benefit and excel from a chartered approach to learning. I am confident that student success would be at the center of this institution's academic culture.

Second, I am excited by its pedagogical approach of individualized instructions that "seek to increase students' voice and foster cultural credibility, learning by doing, and utilizing discourse to learn new concepts." And I strongly believe that with its team of valued teacher professionals, students at this school would be equipped with the skills that would propel them to greater heights.

Lastly, the fact that proprietors of this charter school have diligently translated their thoughts and vision into voices and images that would reverberate not in them, but also in their students, should be a source of hope. In my view, their intended vision and articulated selfless act would propel their students into a citizenry that is willing to develop self and serve its community. So, I urge you to support and approve the public charter application for Willie J Frink College Preparatory School.

Thank you for any consideration you give their request.

Respectfully,



**Andy O. Alali, Ph.D.**  
**Professor Emeritus of Communications**  
**California State University, Bakersfield**

Judi McCarthy  
Austin, TX 78735

December 7, 2022

Dear Panama Buena Vista Union School District Board Members:

As a former Bakersfield resident and ongoing community supporter, I am writing this letter to urge charter petition approval for Willie J Frink College Prep school.

The business that my husband developed in Bakersfield, Lightspeed Systems, was devoted to K-12 education, and our personal philanthropy includes this focus. We are passionate believers in robust early education as a driver of both individual and *community* achievement. With the idea that "a rising tide lifts all boats," investment in education benefits us all.

Why Willie J Frink College Prep? Because Black students lag behind their classmates; the achievement gap worsened during the pandemic. Because representation matters. Classes with majority Black and disadvantaged students led by diverse instructors can foster trust, building relationships that drive success in learning. Because Willie J Frink College Prep pledges the approaches we all value: rigorous standards-aligned materials; data-driven accountability; individualized instruction; character development; and high standards and professional development for teachers.

School district boards must weigh sometimes-competing factors, such as approving charter schools that appear to drain resources from existing public facilities. But, on this issue, I urge you to focus the priority on children's opportunities to learn, achieve, and one day serve their communities.

With thanks for your consideration of petition approval for Willie J Frink College Prep,



Judi McCarthy  
Bakersfield resident 1982-2014

HELPFUL RESOURCES FOR YOUR CONSIDERATION:

[https://statisticalatlas.com/\\_county/California/Kern-County/Educational-Attainment](https://statisticalatlas.com/_county/California/Kern-County/Educational-Attainment)

<https://calmatters.org/explainers/achievement-gap-california-explainer-schools-education-disparities-explained/>

<https://edsources.org/2021/new-data-shines-light-on-student-achievement-progress-and-gaps-in-california-and-u-s/648321>

<https://sacobserver.com/2021/10/california-education-leaders-discuss-black-student-disparities/>

<https://www.bloomberg.org/videos/investing-in-black-students-through-charter-schools/>

<https://f.hubspotusercontent30.net/hubfs/3049635/Black%20Student%20Performance%20in%20Charters%20Fact%20Sheet.pdf>





November 23, 2022

**PRESIDENT & CEO**

*Nick Hill III*

**BOARD CHAIR**

*Mark Parham*

**BOARD TREASURER**

*Angela Goff*

**BOARD SECRETARY**

**BOARD MEMBERS**

*Alphonso Rivera*

*Carol English*

*Chei Whitmore*

*Eugene Gardner*

*Natasha Brooks*

*Nick Hubbert*

*Shanita Ford*

Dear Panama Buena Vista Union School District Board Members,

As President/CEO of the Kern County Black Chamber of Commerce, I am honored to write this letter of support for the Willie J Frink College Prep charter petition approval. I know that Willie J Frink Prep's strong educational model will not only uplift our students but benefit our entire community.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. It's why Frink Prep aims to close the gap in opportunities for Black students.

Willie J Frink College Prep will also be the only school to embrace educating the whole child with an intentional emphasis on transforming the lowest achieving subgroup. Willie J Frink College Prep enters the charter school space as a milestone in Kern County to improve academic achievements in Mathematics, English Language Arts, College and Career Readiness, and Entrepreneurship. Additionally, Willie J Frink College Prep founders have notably advanced the spaces of Black Americans and people of color in partnership with ongoing community impact. Willie J Frink College Prep values revolutionary work that prepares well rounded students for the 21st century grounded in self and community. In community with the children, families, and educators that make up Bakersfield, I call for your support to approve Willie J Frink College Prep's charter petition.

Willie J Frink College Prep will be the only public school in Bakersfield that includes, as part of its core curriculum, a specifically designed social studies course of study with a cultural emphasis on civics, character development, social emotional learning, and entrepreneurship along with high academic standards.

**661.376.2853**  
**2623 F Street Ste F Bakersfield, CA 93301**  
**info@kcbcc.co**



For these reasons, I strongly support and urge approval of the petition for Willie J Frink College Prep. If you have any questions or comments, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to be "WJ Frink", written over a horizontal line.

President/CEO

**PRESIDENT & CEO**

*Nick Hill III*

**BOARD CHAIR**

*Mark Parham*

**BOARD TREASURER**

*Angela Goff*

**BOARD SECRETARY**

**BOARD MEMBERS**

*Alphonso Rivera*

*Carol English*

*Chei Whitmore*

*Eugene Gardner*

*Natasha Brooks*

*Nick Hubbert*

*Shanita Ford*

**661.376.2853**  
**2623 F Street Ste F Bakersfield, CA 93301**  
**info@kcbcc.co**



November 16, 2022

Dear Panama Buena Vista Union School District Board Members,

As President/CEO of Kern County Hispanic Chamber of Commerce, I am honored to write this letter in support of the Willie J Frink College Prep charter petition. Kern County Hispanic Chamber of Commerce is a non-profit organization that helps businesses create innovative and influential business programs that will promote Hispanic business and economic development at the local, state, national, and international level. With also providing scholarships to Graduating High School students and mentoring program through our Kern County Hispanic Chamber of Commerce Business Education Foundation.

As participants in our School Leadership Program, this past year I have personally coached Dr. Arleana Waller and her team to develop and hone their skills as education leaders. I continue to be impressed with the quality of their commitment to students in their community.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep will contribute to regional efforts to serve families and students who are a priority for us all. It's why Willie J Frink College Prep aims to close the gap in opportunities for Black students.

As an operator of schools authorized by the Sacramento County Office of Education to close the Black student achievement gap, I am uniquely positioned to identify leaders who are set up to succeed in this area - Dr. Waller is one of these leaders. Her willingness to lean in and develop a quality educational program, recruit a capable and committed team, while bolstering her skills is commendable.

We will make ourselves available to provide ongoing support to the Willie J Frink College Prep team. We also invite officials from Panama Buena Vista Union School District to visit our campuses. We are happy to share.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Tamsi". The signature is written over a circular stamp or seal that is partially visible. The signature is written in a cursive, flowing style.

Jay Tamsi, President/CEO  
Kern County Hispanic Chamber of Commerce





**Dr. V.K. Jones,  
Senior Pastor**

**Deacon Lonnie  
Jones,  
Chairman of  
Deacon Board**

**Rev. Donnie  
Coleman,  
Coordinator of  
Associate  
Ministers**

**Kim Jackson,  
Administrative  
Assistant  
To the Pastor**

**Nadine Harris  
Chief Financial  
Officer**

**The People's Missionary Baptist Church**

Dr. V. K. Jones, Senior Pastor

Office: 661-834-4830

Fax: 661-834-4090

1451 Madison St. Bakersfield, CA 93307

Mailing Address: P. O. Box 70072 Bakersfield, CA 93387

December 3, 2022

Dr Arleana Waller  
Willie J Frink College Prep Academy  
201 New Stine Road, Ste 300  
Bakersfield, CA 93309

Re: Letter of support for The Frink Prep Academy,

To Whom It May Concern:

As a great believer in education and the doors that can be opened through learning, I would like to take this time to enthusiastically express my support for the Willie J Frink College Prep School to be approved for a public charter so that they might impact this community in a positive way.

There is nothing more important than improving the education of our youth and closing the obvious gaps that exist between economic groups in Kern County. Those students that are in the lowest ranks economically suffer in traditional school settings and a school such as Frink Prep would go a long way toward closing those gaps and thereby creating an environment where the students have the ability to succeed. When students excel in education they can then excel in community and in life as a whole. Instead of being focused on the Pen(itentiary) they can pick up a pencil and redirect their future in a positive way.

I have known Arleana Waller for many years and worked with her on many community projects so I am confident in her ability to educate and graduate students that will make excellent citizens and community members. Many will know college and trade school opportunities that they would not have known if there is no Prep school to guide them.

It is my sincere hope that you will see this endeavor as worthwhile and put all the force and faith behind this effort.

In His Service,

*Dr. V.K. Jones, Senior Pastor*

The People's Missionary Baptist Church

Email: [tpmbc2019@att.net](mailto:tpmbc2019@att.net)

Website: [www.thepeoplesmbc.com](http://www.thepeoplesmbc.com)

Facebook: The People's Missionary Baptist Church of Bakersfield, CA



**Jerusalem Mission Community Church of God in Christ  
924 Dr. Martin Luther King Blvd  
Bakersfield, Ca 93307**

Dear President John P Lake,

I offer this letter to express my support of Willie J Frank College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frank College Prep (Frink School) will serve families and students who have been left out or left behind.

Jerusalem Mission Church was founded more than 56 years ago and has served the community from its current location more than 50 years. Dr. Arleana Waller, Frink School, Head of School, and founder, has been a longstanding supporter, member friend, and community partner with Jerusalem Mission. She has been about change since childhood where her father, the late Wille J Frink, whom the school is named after, was a member and had a very loving community, business and religious relationship with Pastor, Dr. Freddie Thomas. Together they were instrumental changemakers and esteem leaders.

Dr. Thomas is a respected Pastor and retired CEO of T & T Building Construction and has supported and contributed to the erection of many buildings throughout Northern and Southern California. And still today, continue to push education and economic impact.

Having known Arleana Waller since childhood, I am confident that she will lead her staff at Willie J. Frink to fully commit to their mission of graduating high achieving scholar leaders possessing humility and will, who are prepared for college, entrepreneurship, and citizenship in a democratic society.

We strongly know that their newly established public charter will prove to be an impactful addition to the community with incalculable value. I support this initiative and look forward to the continued positive impact Frink School will bring to our community through their education programs.

Deacon Willie J Frink and Missionary Loretta Frink lived by Proverbs 22:6 "Train up a child in the way he should go: and when he is old, he will not depart from it. You have an opportunity to partner with a leader who will continue her parents' legacy that will benefit every child that walks through Frink School doors.

I pray you will Vote to approve Frink School!

Thank you,

Pastor Freddie L. Thomas II



St. John Missionary Baptist Church  
Dr. Antonio M. Alfred, Pastor  
"Grow • Love • Outreach • Win"

---

Dear **President John P Lake**,

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been left out or left behind. It's why Frink School aims to close the gap in opportunities for Black students and its why we lend our full support.

For more than 50 years, the late Rev. Tyree Toliver championed the cause of equal access to education, employment, financial services, and housing in the southeast Bakersfield, one of California's poorest communities. He was a highly respected community and religious leader, a pioneer of the 1960s at a time when racial struggles, overt discrimination and de facto segregation were a part of Bakersfield. In 2000, the church became incorporated as the St. John Missionary Baptist Church and continues serving the community. Today, Dr. Antonio Alfred, who has served in ministry since 1995, 28 years, continues this great work with a membership of over 2000, offering a host of services as well as community outreach activities to bring change in the community of Bakersfield.

St. John Missionary Baptist Church supports Frink School because the school aligns with our education, employment, and financial priorities. Families need support, families need options. According to [WalletHub findings](#), out of 150 cities in the country, Bakersfield comes in at 147, or the fourth least educated city in America. This will make it hard to attract corporations to change our economic outcomes. High quality options are what families need. We believe Frink School will offer that to our community. Luke 1:37 "For nothing is impossible with God." Better education is possible when we all work together.

You have an opportunity to make better education possible by approving Frink School. Our schools should reflect the needs and the diversity of the community it serves. A strong high-quality educational foundation is critical to close our community's opportunity gaps. Frink School will help bridge divides, which will only benefit *all* businesses and families in Bakersfield.

I pray you will Vote to approve Frink School!

Thank you,

**Dr. Antonio M. Alfred, Pastor**

P O Box 71539 • 1401 East Brundage Lane • Bakersfield, CA 93387  
Telephone (661) 324-5683 • Fax (661) 324-6150  
Website: [stjohnmbcbakersfield.org](http://stjohnmbcbakersfield.org) e-mail: [stjohnbakersfield@gmail.com](mailto:stjohnbakersfield@gmail.com)





March 21, 2023

Dr. Arleana Waller  
Willie J. Frink Prep  
201 New Stine Road, Suite 300  
Bakersfield, CA 93309

Re: Letter of Support for Willie J. Frink Prep

To Whom It May Concern:

As a community leader, I strongly believe in the power of education as a tool to promote advancement and economic growth. I believe investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community.

While I organized and founded Liberty Worship Center 4 years ago, I have been a Bakersfield resident for 20 years. During this time, I have personally worked with and developed a great relationship with Dr. Arleana Waller. Her work ethic and personal belief in the necessity of education assure me that Frink Prep's strong educational model will not only uplift our students but benefit our entire community by reflecting our needs and diversity.

It has been said that people perish for the lack of knowledge. Without a strong high-quality educational foundation, opportunity gaps cannot be closed, ultimately leading to the stagnation and demise of the community. I believe Dr. Arleana Waller and Frink Prep will help provide that foundation which will not only benefit the underserved communities but the city of Bakersfield as a whole.

Vote to approve Frink Prep!

Thank You,

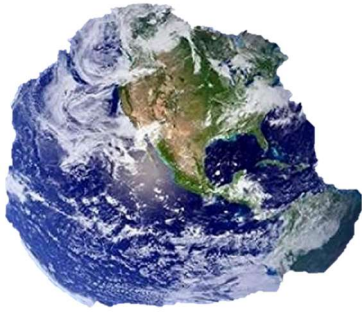
  
Overseer Angela Goff, Sr. Pastor

Liberty Worship Center

525 E. 19<sup>th</sup> St  
Overseer Angela Goff, Sr. Pastor/ Founder

Bakersfield, CA 93305





# CHANGE COMMUNITY CHURCH

1661 S. Street  
Bakersfield, CA 93304

Dear President John P. Lake

Change Community Church led by Pastor Greg Tatum writes this letter to support Willie J Frink College Prep because a strong high-quality educational foundation is critical to close our community's gaps.

Investing in our children, which have been historically underserved, will help uplift and bring economic prosperity to the entire community and to our nation. Mentoring them will give them a sense of their purpose. Each one has a part to play in making our society greater by giving their personal worth in unity.

Willie J. Frink College Prep (Frink School) will serve families and students who have been left out or left behind. In my years of Ministry, we have found that many children (and families) are exceptionally talented and academically gifted. A high-quality school option gives hope and resources to help children excel and prepare for college or a professional career. We are assured that allowing the Frink Prep School to evolve will be an asset to the community at large.

We pray you will vote to approve Frink School.

In Service,

*Pastor Greg Tatum*

Pastor Greg Tatum  
Change Community Church



**Cain Memorial  
African Methodist Episcopal Church**

630 California Avenue  
Bakersfield, CA 93304  
(661) 325-9224

Rev. Mercedes Tudy-Hamilton

March 3, 2023

Dear President John P. Lake,

Investing in our children who have been historically underserved will help uplift and bring economic and unity to the entire community. Willie J. Frink College Prep (Frink School) will serve families and students who have been left out or left behind. It's why Frink School aims to close the gap in opportunities for Black students.

In 1899, Cain Memorial African Methodist Episcopal Church became the official name taken after Bishop Richard Harvey Cain who was elected and consecrated in 1880. It is written of Bishop Cain that he was always willing and ready to administer to the necessities of the people and render satisfaction to his brethren; he was kind, genial, affable, strong and a willing pioneer, a firm and staunch friend, a polished orator, a firm and persistent representative and approachable. We believe Frink School's strong educational model will not only uplift our students but benefit our entire community and continue to develop leaders such as Bishop Richard Harvey Cain.

Today, the African Methodist Episcopal Church has membership in twenty Episcopal Districts in thirty-nine countries on five continents. The work of the Church is administered by 21 active Bishops, and nine General Officers who manage the departments of the Church. We work together. As a Pastor and community leader, I believe that a school should reflect the needs and the diversity of the community it serves. A strong high-quality educational foundation is critical to close our community's opportunity gaps. Frink School will help bridge divides, which will only benefit all businesses and families in Bakersfield.

My congregation and I pray you will Vote to approve Frink School!

Thank you,

Reverend Mercedes Tudy-Hamilton, Pastor

cc: Church file

April 5, 2023

Dr. John P. Lake  
Panama Buena Vista Union School District  
4200 Ashe Rd  
Bakersfield, Ca. 93313


Dear President John P. Lake and Board Members,

Historically in our City and County there are black and brown students that have been underserved academically and socially. I wholeheartedly welcome the opportunity to address this essential need that lingers in our community year after year. As a Pastor at the California Ave Church of Christ and former Educator (27 years) I have personally seen the negative effects of the underserving and neglect of many of our black and brown students in our community.

Though it may not be anyone's purposeful intent, neglect and underserving has happened and continues to happen within our systems of academia. Consistent performance gaps, lagging cultural inclusiveness and relativity continue to impact many of our black and brown students who are underprivileged and underserved locally. With this assessment, I am of the persuasion that it is paramount that school boards, parents, businesses have the courage to "step up."

Your District will have the opportunity to bring to your collaborative Willie J. Frink College Prep School that has the goal of "closing the Black and Students of Color Achievement Gap." I lend my spiritual and moral support to this effort. I strongly urge your full consideration to vote, approve and accept Willie J. Frink College Prep School.

Sincerely,



Isaac Sandifer, Jr

Pastor, Minister

California Ave, Church of Christ



Sanders Barber Shop  
822 E California Ave,  
Bakersfield, CA 93307

March 3, 2023

Dear President John P. Lake

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been left out or left behind. It is why Frink School aims to close the gap in opportunities for, African American students and ALL students.

I know that Frink School's strong educational model will not only uplift our students but benefit our entire community.

*Working in the community for over 50 years, I know how important a great education is for our current and future generation. My experience has given me the insight on how important it is to effectively implement programs that are cultural and elevate goals of education. After reading about Frink School and the vision on what it will offer, I'm excited to see the growth of this opportunity in our community. It is something that is urgently needed.*

As a Business Owner, I believe that a school should reflect the needs and the diversity of the community it serves.

A strong high-quality educational foundation is critical to close our community's opportunity gaps. Frink School will help bridge divides, which will only benefit *all* businesses in Bakersfield.

Vote to approve Frink School!

Sincerely,

Doresh Sanders, Business Owner



HUGH BEATTY, M.D INC.  
TWD

6001-B Truxtun Ave. Ste #240 Bakersfield CA, 93309  
Ph. (661) 395-0315 F. (661) 395-0277

March 28, 2023

Dr. Arleana Waller  
Willie J. Frink College Prep Academy  
201 New Stine Road, Ste 300  
Bakersfield, CA 93309

Re: Letter of support for The Frink Prep Academy

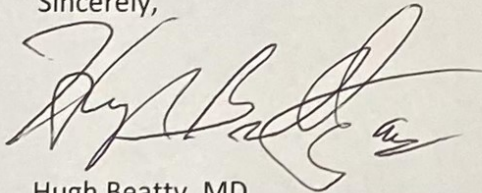
To Whom It May Concern

I truly believe in having a great education and my formal education has served me well. But it is very important to receive an outstanding education from the outset. But for many students who are from the historically underserved community, it is very difficult to obtain that needed great start that comes from a great environment taught by gifted teachers.

I grew up in an all Black community in Los Angeles County. It was difficult for me to focus in class because of the environment. I would have loved to had the opportunity to attend a charter school which would focus on the needs of underserved or disadvantaged students. A safe environment is critical to a student being able to perform at his best.

A poor education has a major negative impact on a student's future. This is why I strongly support the idea and concept of Frink Prep. I know that Frink Prep's strong educational model will not only uplift our students but benefit our entire community it serves. Therefore, let's support this effort because a student's education is a terrible thing to waste.

Sincerely,

A handwritten signature in black ink, appearing to read 'Hugh Beatty', with a stylized flourish at the end.

Hugh Beatty, MD  
The Wellness Doc



March 23, 2023

To Whom it May Concern:

It has been my pleasure to collaborate with Arleana Frink Waller to serve our community over the past decade. We have worked together to bring awareness to underserved populations in Kern County, supported our local Veteran programs, created fundraising events for local charities, and worked together on team-building programs. One of the most rewarding experiences was connecting Arleana's ShePower Youth Leadership with our staff at ADAKC for our annual Senior Prom. It was very meaningful to see the young and the young at heart come together to support senior citizens in Kern County and celebrate them!

Ms. Waller is a dedicated, determined, dynamic community leader. I believe her vision for the Frink School will serve so many overlooked young people to empower them to be future leaders in Bakersfield and beyond. I look forward to the development of this much-needed charter school and all that it will offer future generations in Kern County.

Blessings,

Janelle Capra

Executive Director

ADAKC



March 22, 2023

Dear President John Paul Lake

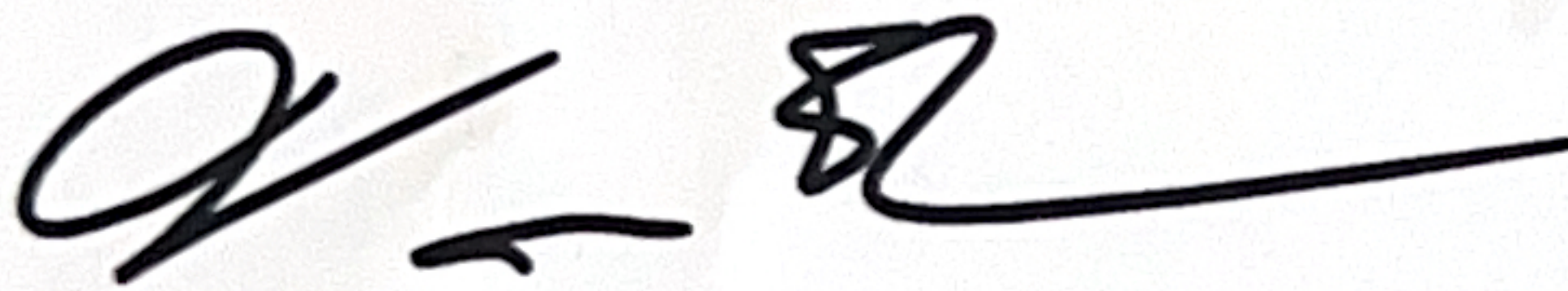
I am Pamela Schull, Owner and Chief Executive Officer of the Miss Kern County Pageant Scholarship Organization. The Organization has been in Kern County since 1919. I have operated the Organization since 1993. Our motto is "More than Beauty, Community." We have provided scholarships for women graduating high school to those earning graduate degrees. We partner with community organizations, businesses and community "movers and shakers" to provide opportunities.

Despite my best efforts, I have found it challenging to reach people in our community who have been historically underserved. I believe that Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind in our community. Frink Prep's strong educational model will address these concerns. It will benefit our entire community. I believe that a school should reflect the needs and the diversity of the community it serves.

I strive for unity in diversity. I believe Frink Prep will provide a high-quality educational foundation that is critical to close our community's opportunity gap.

Vote to approve Frink Prep!

Thank you in advance for your time and consideration.

A handwritten signature in black ink, appearing to read 'P. Schull', with a long horizontal flourish extending to the right.

Pamela Schull  
Miss Kern County Scholarship Organization  
4702 Shadow Stone Street  
Bakersfield, CA 93313  
  
661-331-2113



**JL Cota Consulting**  
**10802 Laramie Peak D Bakersfield, CA 93311**  
**jamielynnkota@gmail.com | 661.448.3849**

To Whom It May Concern:

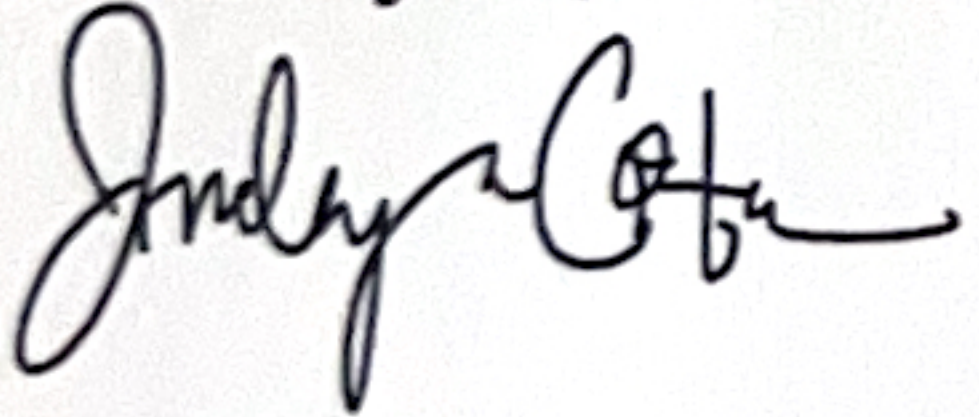
Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. It's why Frink Prep aims to close the gap in opportunities for all (minority) students in Kern County

As a homeschool parent, I believe that a school should reflect the needs and the diversity of the community it serves and have the option of parent choice curriculum. After learning about the mission and vision behind Willie J Frink College Prep public charter school, I found it to be beneficial for our community, and as an option not only for students, but for parents as well.

A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink Prep will help bridge divides, which will only benefit *all* businesses in Bakersfield.

Vote to approve Frink Prep!

Thank you,



**JamieLynn Cota, MBA**  
**JL Consulting Inc**  
**Founder & President**



# Brandt Oliver

## HOMES INC.

March 14, 2023

Dr. Arleana Waller  
Willie J Frink College Prep  
201 New Stine Road #120  
Bakersfield, CA 93309

Re: Letter of Support for Willie J Frink College Prep

To Whom It May Concern,

I am writing to communicate my enthusiastic support for the creation of a public charter school in our community to serve a vital part of our future.

As a 4<sup>th</sup> generation Bakersfieldian and 4<sup>th</sup> builder/developer my family is one of the original stakeholders in our community. We have a long history of volunteerism and actively seek to help provide a better environment and experience for each and every member of this great city. As owner of Brandt Oliver Homes I continue my family's tradition of impact here. My husband is a 29 year veteran chemistry teacher at West High School in the Kern High School District.

Diversity is vital to the success of society. Diversity fosters knowledge, compassion, and empathy. As a business owner, I believe that a school should reflect the diverse community it serves. Bakersfield is blessed to have many different cultures, unfortunately not all cultures are treated with equity. It is the children of these underserved groups that suffer.

Investing in our children who, historically, have been provided with insufficient services will render life changing opportunity. Willie J Frink College Prep (Frink Prep) will serve black families and students who have been tragically left out or left behind. Frink Prep aims to train Black American scholar leaders and scholar leaders of color producing graduates equipped to lead others who exude passion and purpose to meet the demands of a cutting edge future.

A strong high-quality educational foundation is critical to close our community's economic gap. Frink Prep will help bridge divides, which will only benefit all residents in Bakersfield and beyond.

I strongly urge you to vote to approve Frink Prep!

Respectfully,



Allison Brandt Oliver  
President, Brandt Oliver Homes Inc.

Dear, **President John Paul Lake**

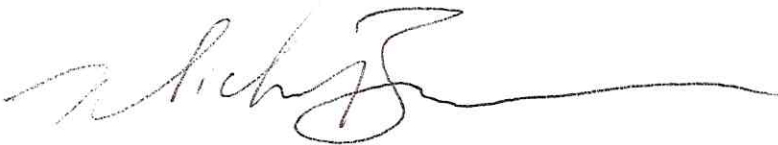
Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. It's why Frink Prep aims to close the gap in opportunities for Black students.

I am the Vice President of Government & Public Affairs for ***Centric Health***. I know that Frink Prep's strong educational model will not only uplift our students but benefit our entire community. As a healthcare executive, I believe that a school should reflect the needs and the diversity of the community it serves.

A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink Prep will help bridge divides, which will only benefit *all* businesses in Bakersfield.

Vote to approve Frink Prep!

Thank you,

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

Michael T Bowers



Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

Re: Letter of Support for Willie J. Frink College Prep's Charter Petition

Dear Panama Buena Vista Union School District Board Members,

As an award winning business owner and engaged community leader of Bakersfield, California, I write this letter of support for the Willie J Frink College Prep charter petition approval.

I believe investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will utilize precise cultural instruction to close the gap in opportunities for Black American students, students of color and low-income families.

In solidarity with at risk families, and the educators who service them, I ask for your approval of the Willie J Frink College Prep's charter petition.

Sincerely,

Kevia Bush  
Bush Family Farm

# RENEWABLE RESOURCES GROUP

March 21, 2023

## Re: Letter of Support for the Frink Prep Academy

To Whom it May Concern,

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. It's why Frink Prep aims to close the gap in opportunities for Black students.

As a local business that relies on a strong candidate pool of diverse and prepared youth with strong leadership abilities, I am confident that the Frink Prep Academy will benefit us and companies like ours. I know that Frink Prep's strong educational model will not only uplift our students but benefit our entire community.

I have had the privilege of knowing Dr. Arleana Waller since we first moved to Bakersfield over 13 years ago. The impact she has had on youth in this community is impressive and the programs and foundations she has established play an important role, especially in disadvantaged communities.

A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink Prep will help bridge divides, which will only benefit *all* businesses in Bakersfield.

Vote to approve Frink Prep!

Thank you,

Sincerely,



**Merrill N. Dibble**

Managing Director

Renewable Resources Group, LLC

5701 Truxtun Ave, Suite 201, Bakersfield CA 93309





***A Natural Hair Care Salon***

Dear **President John Paul Lake**

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been left out or left behind. It's why Frink School aims to close the gap in opportunities for Black students.

I own ***Loving Your Natural Self*** for **10 years**. I know that Frink School's strong educational model will not only uplift our students but benefit our entire community.

Frink School will be a benefit to the community. I see it closing the gap for Black scholars and giving them a voice to be heard! As an entrepreneur myself, it is important to teach students that they have options and can be very successful in life.

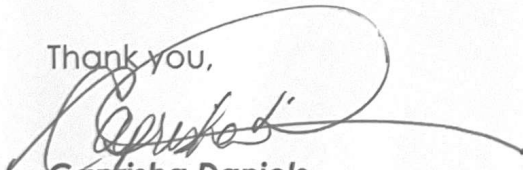
As a business owner, I believe that a school should reflect the needs and the diversity of the community it serves.

There are no opportunities in the community like what Frink School will provide. Scholars will see someone that looks like them and feel empowered to be successful in their lifelong careers of choice.

A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink School will help bridge divides, which will only benefit *all* businesses in Bakersfield.

Vote to approve Frink Prep!

Thank you,



**Caprisha Daniels,**  
***Loving Your Natural Self***



Tax ID # 74-3109392

Dear President John Paul Lake,

Children are the future of our community and nation. A well-educated and prepared population is the way to success. Future leaders are trained to be the beacons of hope for the generations that follow them. Children in underserved areas have talents that are underutilized because they lack a quality cultural education and compassionate leaders to connect them to our changing world. Willie J. Frink College Prep Charter School will be where children can discover their latent talents and develop into the future leaders our community will need. It will prepare them to desire and hope to further their education beyond high school.

As President of Adopt a Block Bako, I have worked closely with Arleana Frink-Waller on various projects for underserved communities for seven years. Arleana has a passion for assisting those who have been left behind to struggle in living their lives. Her mission has been to fix the inequities associated with people living in underserved areas of Bakersfield. Frink School will be another avenue to uplift the community and bring quality education to children. The school will offer an education with the diversity of the student population in mind. Underserved children have needs that will be met and close the gap in opportunities that children of color experience.

Preparing for our future begins today, and Frink School will start laying the groundwork for our future. We live in a community that needs diverse leaders who can relate to the different cultures they represent. Bridges will be built to pass over divides that benefit all businesses and communities in Bakersfield.

Vote to approve Frink School!

Sincerely,  
Kevin E. Moten

Signature

President  
Adapt a Block Bako  
10711 Pleasant Valley Dr.  
Bakersfield, CA 93311

# FROM THE DESK OF BOB PRATER


Dr. Arleana Waller  
Willie J Frink College Prep Academy  
201 New Stine Rd, Suite 300  
Bakersfield, CA 93309

March 18, 2023

To Whom It May Concern:

I am writing today in support of the Willie J Frink Memorial College Prep School. For me personally, that's no small thing. As the husband of a long-time elementary school teacher, I have looked with careful eyes when I see the words "charter school." In this case, my usual suspicions would be unfounded. Arleana Waller has exemplified the word "opportunity" for our region for many years. She is a cheerleader for those who normally would not be afforded opportunities, but she's more than that. She has a history of putting her dreams for others into action. I have every confidence that the Willie J Frink College Prep Academy will be her latest success story. If there is a community in this nation that needs a school like Frink Prep, it's Bakersfield. In a season where tempers often flare as the divide between us grows larger by the day, this promises to be a bright light of hope. I encourage you to fully support this endeavor. Our future may very well depend on it.

Bob Prater

A handwritten signature in dark ink, appearing to be 'Bob Prater', with a long horizontal line extending to the right.

"A Language of Healing for a Polarized Nation" – Author

Bakersfield, CA 93309  
661-496-6922





Dear School Board Members,

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been left out or left behind. It is why Frink School aims to close the gap in opportunities for Black students.

I'm the Community Liaison for *Black Women for Wellness*. I know that Frink School's strong educational model will not only uplift our students but benefit our entire community.

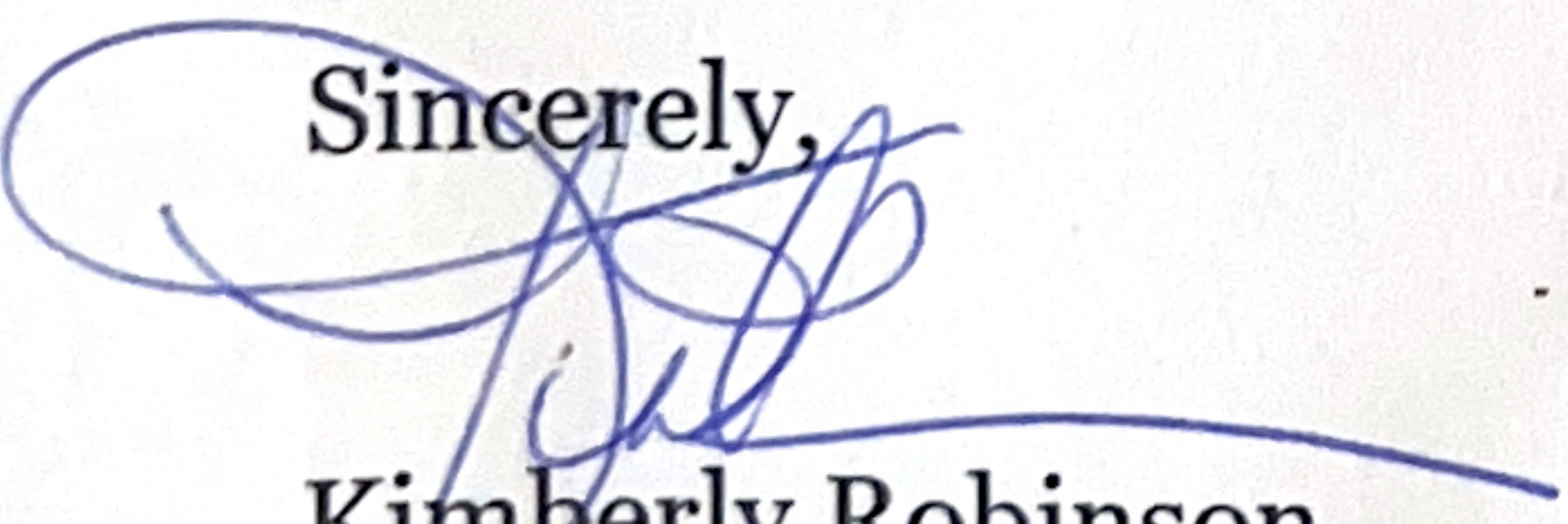
*Working in this field for over 20 years have given me the insight on how to effectively implement programs that will held further the goals of education and support for the African American Community. After reading about this school and the vision on what it will offer, I'm excited to see the growth of the community and the children and families that it will serve.*

As a Community Leader, I believe that a school should reflect the needs and the diversity of the community it serves.

A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink School will help bridge divides, which will only benefit *all* businesses in Bakersfield.

Vote to approve Frink School!

Sincerely,

  
Kimberly Robinson  
Community Liaison  
Black Women for Wellness





March 14, 2023  
Ms. Arleana Waller  
Willie J. Frink College Prep  
201 New Stine Road, Ste 300  
Bakersfield, Ca 93309

Re: Letter of Support for Willie J. Frink College Prep

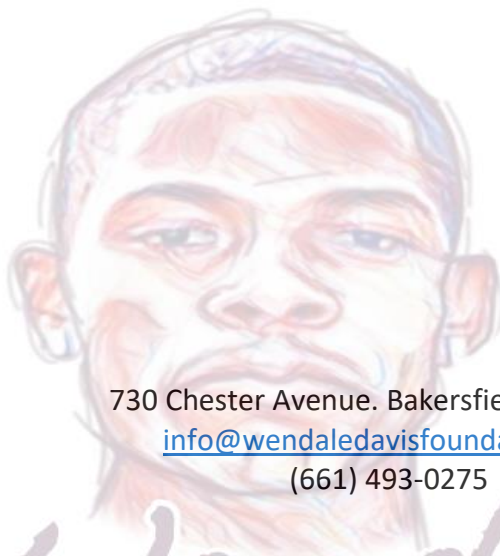
To whom it may concern:

Investing in our youth who have been historically underserved will help uplift and bring economic prosperity to the community of Bakersfield. Willie J. Frink College Prep (Frink Prep) will serve families and students who have been left out or left behind. The mission of Frink Prep is to close the gap in opportunities for students that are black.

I have served as the Chief Executive officer of The Wendale Davis Foundation for 14 years. I am certain that Frink Prep's strong educational model will not only uplift our students, but benefit our entire community. As a business owner who serves the community, I believe schools should reflect the needs and the diversity of the community.

Frink Prep will improve student outcomes by setting high expectations, challenging stereotypes and replacing inequitable systems.

A high quality educational foundation is critical to close our community's opportunity gap. Frink prep will aid in bridging divides, which will benefit all businesses in Bakersfield, California.



730 Chester Avenue. Bakersfield, CA 93301

[info@wendaledavisfoundation.org](mailto:info@wendaledavisfoundation.org)

(661) 493-0275

Wendale





18 March 2023

To Whom It May Concern,

My name is Chad Garcia. I am local combat veteran of Afghanistan who served in the Army from 2001-2014. I currently own Squared Away Solar Panel Cleaning. I am also the co-founder and Chairman of the Board of Comrades and Canopies, a 501(c)(3) nonprofit organization which sends veterans on free tandem skydives.

I have met many individuals and organizations while advocating in our community. Arleana Waller is one of the most influential & motivational leaders whom I have had the honor of knowing and working with. We both share a concern for children as well as our fellow citizens who haven't been given the same opportunities as others. Arleana's role in leading young women and fighting for equality has been commendable and extremely valuable to our community. It is with my full confidence and support that I write to you today. Willie J Frink College Prep (Frink Prep) will serve families and students who are behind their peers and other families. They deserve an opportunity for success and achievement.

Through my wartime experiences, I have met some very unfortunate people in Afghanistan who have known nothing but trauma, war, pain, and misery. It breaks my heart that here at home Americans are facing the same trials in life when we live in the "Land of Opportunity". In 2012, I met a father whose village had just been attacked by Haqqani insurgent fighters. I asked my interpreter to ask him what he wants for Afghanistan. His response was remarkable. He said, "I just want my children to go to school and learn. I want my daughters to be able to freely learn to read and write." I will never forget that. Here at home, eleven years later, I am asking you to consider this same desire held by families and students who have been left out or left behind in our very own nation. All parents, regardless of where they live, want their children to learn and be prosperous in this world.

As a veteran and leader, I would love to see mothers and fathers in Kern County (who are not as privileged as others) to see their children excel in education and gain confidence in leadership. Frink Prep will deliver leaders. As a business owner, I believe that we need to invest in all areas of our community by giving all children a chance to receive an education and tools to help build a strong future. A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink Prep will help bridge these divides, which will only benefit our community.

A handwritten signature in black ink, appearing to read 'Chad Garcia', with a stylized, flowing script.

Chad Garcia



**DOWNTOWN THRIFT**  
**1320 19<sup>th</sup> Street**  
**BAKERSFIELD, CA 93301**

April 12, 2023

Dear **President John P Lake,**

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

We strongly support their unique stance of early youth entrepreneurs because we are often offering youth their first job. With their focus on education and economics, it prepares our youth for success earlier, closing generational opportunity gaps. Their newly established public charter will prove to be an impactful addition to the community in a big way, because it is set to empower Youth with a mindset and skillset to thrive in life, as early as TK. That's super unique and powerful. Their curriculum is set to develop, prepare, and connect in an age-appropriate way for generations change and inclusion.

Entrepreneurship is the way to go in the 21<sup>st</sup> century. Data from amazonaws.com shows the first positive outcome suggested by their data is that each person who becomes an entrepreneur one year sooner increase the GDP (Gross Domestic Product) by \$1,123,115 and that if a student becomes an entrepreneur at age 23 instead of age 44, that translates to a total GDP increase of \$23,831,540.

You have an opportunity to drastically increase our GDP by approving Frink school, where entrepreneurs will be developed way before the age of 23.

I Vote that you approve Frink School!

Thank you,

*Nathan Morrow & Rick Avalos*

Nathan Morrow / Rick Avalos  
Owners  
Downtown Thrift



Dr. Arleana Waller

Willie J Frink College Prep Academy

201 New Stine Road, Ste 300

Bakersfield, Ca 93309

Re: Letter of support for The Frink Prep Academy,

To Whom It May Concern

As an advocate for education and that representation matters, I would like to express my enthusiasm and support for the Willie J Frink College Prep School. In such crucial times as, these we need to continue to reach and help navigate our youth to more opportunities of growth. The Willie J Frink College's mission is to produce the next leaders; Senators, Governors, City Council and even the next President of the United States. It all starts with empowering and fostering the young mind.

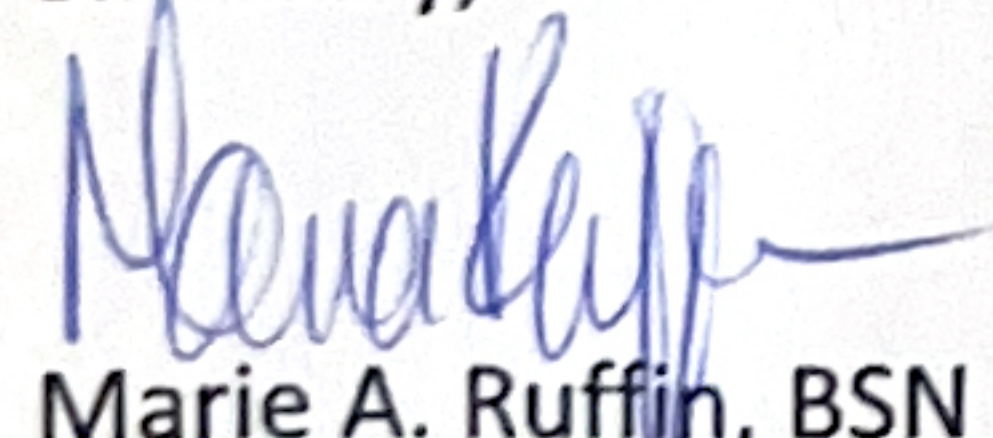
The community of Bakersfield will greatly benefit from this school, by focusing more energy and time on a curriculum that is so needed; math and reading. The youth will start off with a strong foundation and continue to build with tools that will enable them to succeed.

As a Registered Nurse and Director of Outpatient Services at Kern Medical, I would love to see an increase representation of African Americans and Hispanic People as Doctors and Nurses in the Health Profession. But it starts with representing the possibilities at a young age. So, with that, I believe the Willie J Frink College Prep School is offering unlimited possibilities and resources.

I have the upmost respect for Arlena Waller, I have had the pleasure of working with her on several community projects during the COVID-Pandemic. She is passionate, fearless and will tackle any obstacles that would hinder any young person from reaching their goals.

It is my sincere hope that you will see this endeavor as worthwhile and put all the force and faith behind this effort. Every child matter in our community all they need is possibilities and hope.

Sincerely,



Marie A. Ruffin, BSN

Registered Nurse

Director of Outpatient Services at Kern Medical



The Honorable Keith Wolaridge  
President, Panama-Buena Vista Union School District  
4200 Ashe Road  
Bakersfield, CA. 93313

Dear Board President Wolaridge and Fellow Board Trustees,

Frederick Douglass, an escaped slave, activist, author, public speaker, and abolitionist famously said, "It is easier to build strong children than to repair broken men." Investing in our children who have been historically underserved will bring economic prosperity to the entire community, and change the life of our children immeasurably. Willie J Frink College Prep will serve families and students who have been left out or behind. It is why Frink School exists, it aims to close the gap in opportunities for Black students.

I own Outsiders Adventure Community. We are in our fifth year of serving the community by creating an environment based educational program for homeschooled and charter school children. It is clear our community needs an educational model that will challenge and inspire Black students creating great benefits for our entire community, William J Frink College Prep will do this wonderfully.

Frink Prep will benefit the community with their deep commitment to early literacy, exposing students to great works of literature that positively represent Black history and culture, challenging students to excellence and community service. The vision of Frink Prep and those determined to execute the vision will change students' lives, careers, futures, and neighborhoods.

As a business owner, I believe that a school should reflect the needs and the diversity of the community it serves.

I was invited to an open house for Frink School to introduce themselves to the community in Bakersfield. It was unbelievable the excitement and hunger for parents to have administrators, educators, and community leaders determined to not just close the achievement gap but love deeply on their children. It is overwhelmingly clear that we learn best from those whom we know love us the most. Frink School is determined to love the community and students they serve, and create a deep and lasting impact on each family. As families left the open house they were overjoyed with the potential for their children to have this opportunity.

A strong high-quality educational foundation is critical to close our community's opportunity gap. Frink Prep will help bridge divides, which will only benefit all businesses in Bakersfield.

Vote to approve Frink School!

Thank you,  
Seth Johnson - Outsiders Adventure Community

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



Subject: Support for Frink Prep Approval

12/08/22

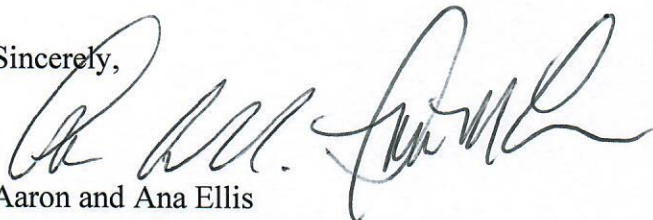
Dear Panama-Buena Vista Union School District Board Members,

I am writing this letter of support for your board to approve the Willie J. Frink College Prep School to prepare our Kern County children to become the great leaders of our future. Frink Prep will serve families and students that have historically been left behind and allow for them to have a seat at the educational table of life. I have lived in Bakersfield since 1987 and was fortunate to receive an athletic scholarship from CSUB which led to my BS degree in 1992. I have worked for the County of Kern for the past 30 years and have been involved in workforce development. Our County has had the highest disconnected youth rate in the nation for metropolitan cities for many years. This means that our Kern County schools are not preparing the majority of our youth to complete their education and either find employment or continue to higher education.

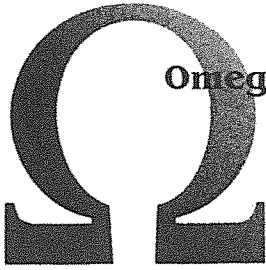
I believe that Frink Prep can be a valuable asset to assist with making sure students are not disconnected, but rather connected to educational solutions that will allow them to be successful. My wife has worked as a social worker for the past twenty years in Kern County and is currently working with foster youth. Most of her foster youth are struggling to complete their GED or HS diploma or find employment. If these foster youth had a school such as Frink Prep, their outcome could have been very different. Our communities in Kern County need a change and that change is Willie J. Frink College Prep.

Thank you for your approval to make this happen.

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron and Ana Ellis", written over a horizontal line.

Aaron and Ana Ellis



## Omega Financial and Insurance Services

*"The end of your search for quality insurance"*

**Frederick A. Prince**  
**Principal**

December 5, 2022

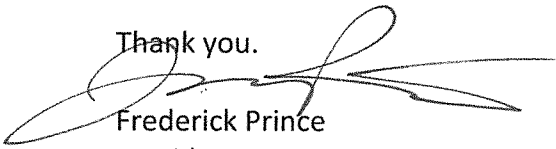
Dear Panama Buena Vista Board Members,

This letter comes in regards to support for the Willie J Frink College Prep Charter School. I have experienced first hand the difference it can make in a child's education when they receive more time, motivation and teaching. Sometimes, students can get lost in the crowd and surpassed by others in their quest to receive an education in the large classrooms in some of our public schools. I am a firm believer that kids reach their learning peaks at different times in their lives and everyone deserve to have enough time to reach theirs.

Let's give all students an even playing field to receive a great education and a charter school that focus on these needs are very integral for productive students and citizens.

Please give this Charter school a positive vote as it moves forward with demonstrating it is deserving.

Thank you.



Frederick Prince  
President  
Omega Insurance Services



Dear **President John P Lake,**

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

We strongly support their unique stance of early youth entrepreneurs because we are often offering youth their first job. With their focus on education and economics, it prepares our youth for success earlier, closing generational opportunity gaps. Their newly established public charter will prove to be an impactful addition to the community in a big way, because it is set to empower Youth with a mindset and skillset to thrive in life, as early as TK. That's super unique and powerful. Their curriculum is set to develop, prepare, and connect in an age appropriate way for generations change and inclusion.

Entrepreneurship is the way to go in the 21<sup>st</sup> century. Data from amazonaws.com shows the first positive outcome suggested by their data is that each person who becomes an entrepreneur one year sooner increase the GDP (Gross Domestic Product) by \$1,123,115 and that if a student becomes an entrepreneur at age 23 instead of age 44, that translates to a total GDP increase of \$23,831,540.

You have an opportunity to drastically increase our GDP by approving Frink school, where entrepreneurs will be developed way before the age of 23.

I Vote that you approve Frink School!

Thank you,

**Mr. Sean Charles**



**Good Endz**  
**Clothing. Perfume. Purses. Cologne. Braids. Flat Irons. Dreads**  
**2207 Brundage Lan #C6**  
**Bakersfield, CA 93304**

March 15, 2023

Dear **President John P Lake**,

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

We strongly support their unique stance of early youth entrepreneurs because we are often offering youth their first job. With their focus on education and economics, it prepares our youth for success earlier, closing generational opportunity gaps. Their newly established public charter will prove to be an impactful addition to the community in a big way, because it is set to empower Youth with a mindset and skillset to thrive in life, as early as TK. That's super unique and powerful. Their curriculum is set to develop, prepare, and connect in an age-appropriate way for generations change and inclusion.

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I Vote that you approve Frink School!

Thank you,  
**Mrs. Keschel**  
Mrs. Keschel  
Good Endz

**The Vintage Home – Antique Gallery**  
**501 Kentucky Street**  
**Bakersfield, CA 93305**

March 15, 2023

Dear **President John P Lake**,

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

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You have an opportunity to drastically increase our GDP by approving Frink school, where entrepreneurs will be developed way before the age of 23.

I Vote that you approve Frink School!

Thank you,

**Lisa Williams**

Lisa Williams, Owner



**Ethnic Boutique**

3737 MING AVENUE, SUITE A,  
BAKERSFIELD, CA 93309  
661-473-1267

March 15, 2023

**Dear President John P Lake,**

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

We strongly support their unique stance of early youth entrepreneurs because we are often offering youth their first job. With their focus on education and economics, it prepares our youth for success earlier, closing generational opportunity gaps. Their newly established public charter will prove to be an impactful addition to the community in a big way, because it is set to empower Youth with a mindset and skillset to thrive in life, as early as TK. That's super unique and powerful. Their curriculum is set to develop, prepare, and connect in an age-appropriate way for generations change and inclusion.

Entrepreneurship is the way to go in the 21<sup>st</sup> century. Data from [amazonaws.com](https://www.amazonaws.com) shows the first positive outcome suggested by their data is that each person who becomes an entrepreneur one year sooner increase the GDP (Gross Domestic Product) by \$1,123,115 and that if a student becomes an entrepreneur at age 23 instead of age 44, that translates to a total GDP increase of \$23,831,540.

You have an opportunity to drastically increase our GDP by approving Frink school, where entrepreneurs will be developed way before the age of 23.

**I Vote that you approve Frink School!**

Thank you,

**Ethnic Boutique**





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**Dennis Stitt, Agent, Lic. #0H48110**

5301 Office Park Dr Ste 405  
Bakersfield, CA 93309  
Bus. 661-398-2203  
dennis.stitt.tb1t@statefarm.com  
stittagent.com

March 29, 2023

To whom this may concern,

I offer this letter to express my support of Willie J. Frink College Preparatory School's application for public charter. The impact that this school will provide, for underserved students, will be monumental in a very positive way.

The importance of equity education goes a long way in providing a fair and just approach to higher learning and career success. This in turn places underserved students on a more even playing field and not be disadvantaged like in all past generations. It is proven that improved education translates into improved community advocates, leaders and increased generational wealth.

Arleana Waller is a great leader, who will lead the charge of increasing the possibilities for children of Kern County. She will lead by example; whereas other communities will want to follow suit based on this program's success.

I will pledge to support this school's efforts and to personally help ensure their success.

It is my hope that you will see this endeavor as worthwhile and help our County be a leader in education for all our youth. The benefits will be lasting

Sincerely

A handwritten signature in black ink, appearing to be "Dennis Stitt", with a long, sweeping horizontal line extending to the right.

Dennis Stitt

Kalli Beckwith  
A3 Sports Performance  
5203 Young St.  
Bakersfield, CA 93311

March 27, 2023

Arleana Waller  
Willie J. Frink College Prep  
201 New Stine Road, Ste. 300  
Bakersfield, CA 93309

Re: Letter of Support for Willie J. Frink College Preparatory School

To Whom It May Concern:

I am writing to express my support of the Willie J. Frink College Preparatory School's application for public charter.

Investing in our children who have been historically underserved will help to close our community's opportunity gap and provide incredible opportunities for local students.

Willie J Frink College Prep's intentional focus to build a charter school that focuses on closing the African American achievement gap and to produce more scholar leaders who are prepared for college, entrepreneurship, and citizenship in a democratic society will help elevate and benefit our entire community.

As someone who has spent years in education as a teacher, a school psychologist, and a Program Specialist, I know how important it is to continue to raise the bar and work together to close the gap with big goals and new opportunities. And now being in business and entrepreneurship with a team of employees, I also know how important and valuable it is to develop future leaders who have a strong work ethic and can rise to challenges, as well as being critical and flexible thinkers with creativity and a passion for lifelong learning.

I have collaborated with and participated in professional development with/for several successful Charter schools in Kern County, Los Angeles County, and Orange County, and I know firsthand what unique opportunities for success schools can achieve. I believe that raising the bar across education, pushing innovation, and staying competitive makes us all better, and allows us to serve future leaders with the highest expectations for them and for ourselves as educators.

I am confident that Frink Prep's vision to produce graduates equipped to lead, who are passionate about their purpose, who are resilient and curious lifelong learners, and who are prepared to meet the demands of a cutting-edge future is exactly what our community needs.

With Gratitude,



Kalli Beckwith, PPS, BCBA  
Chief Business Officer  
A3 Sports & Wellness, Inc.

March 28, 2023

Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

**Re: Letter of Support for Willie J. Frink College Prep's Charter Petition**

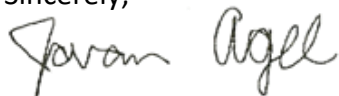
Dear President Lake and Members of the Board,

I am writing you today to express my support for the chartering of Willie J. Frink College Prep (The Frink School). As a native of the Central Valley and someone who has served in senior executive capacities of government and business for almost 20 years, I have seen firsthand the lack of preparedness for wealth creation and power building that exists amongst California's youth. Within this group, Black students are faring even worse. The Frink School is seeking to change this reality.

The Frink School has a mission to graduate high-achieving Black, Indigenous and people of color (BIPOC) leaders possessing humility and will, who are prepared for college, entrepreneurship, and citizenship in a democratic society. This mission is critically important. While there is more access to capital for BIPOC communities in California than ever before, education is inadequate on how to find, attain and retain that capital for BIPOC communities. So, the wealth gap between BIPOC communities and their white counterparts continues to widen.

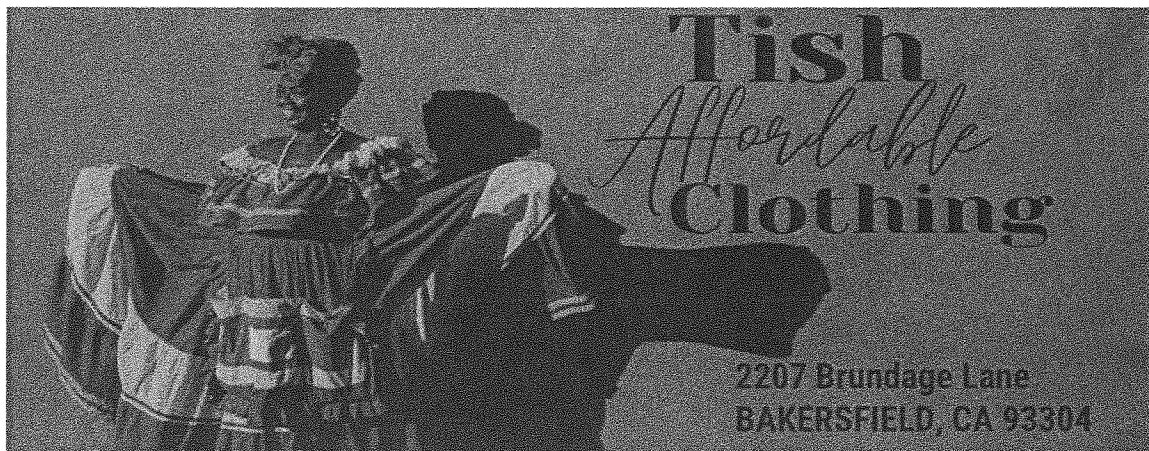
Therefore, I ask for your **"aye"** vote on the Willie J. Frink charter petition.

Sincerely,



Jovan Agee  
CEO





March 15, 2023

Dear **President John P Lake,**

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

We strongly support their unique stance of early youth entrepreneurs because we are often offering youth their first job. With their focus on education and economics, it prepares our youth for success earlier, closing generational opportunity gaps. Their newly established public charter will prove to be an impactful addition to the community in a big way, because it is set to empower Youth with a mindset and skillset to thrive in life, as early as TK. That's super unique and powerful. Their curriculum is set to develop, prepare, and connect in an age-appropriate way for generations change and inclusion.

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You have an opportunity to drastically increase our GDP by approving Frink school, where entrepreneurs will be developed way before the age of 23.

I Vote that you approve Frink School!

Thank you,



Letisha Zeigler



**2207 Brundage Lane, Dept D6  
BAKERSFIELD, CA 93308**

March 15, 2023

Dear **President John P Lake,**

I offer this letter to express my support of Willie J Frink College Preparatory School's application for public charter and all that it seeks to achieve through its high expectations and rigorous curriculum.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity and unity to the entire community. Willie J Frink College Prep (Frink School) will serve families and students who have been historically, based on the data, left out or left behind.

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You have an opportunity to drastically increase our GDP by approving Frink school, where entrepreneurs will be developed way before the age of 23.

I Vote that you approve Frink School!

Thank you,

Tekoa Coleman, Owner

March 12, 2023

Dr. Arleana Waller  
Willie J Frink College Prep Academy  
201 New Stine Road, Suite 300  
Bakersfield. Ca 93309

Re Letter of support of the Frink Prep Academy

To Whom it may concern;

Our young people are our future.

Bakersfield and Kern County need more opportunities for our disadvantaged youth to attend college and break the cycle of poverty.

As the President of the CSUB Roadrunner Scholarship Fund, I have seen time and time again how giving a student the opportunity to better themselves has paid tremendous dividends.

Preparing a student for college not only helps the student, it helps the community, siblings and establishes the mind set that we can advance and that we belong.

I have known Arleana Waller for many years and have found her to be hard working, innovative and a great community member.

Please join me in supporting Arleana Waller and the Willie J Frink College Prep Academy.

Sincerely,



Jim Darling

Founding Chairman, Bakersfield Ronald McDonald House  
President CSUB Roadrunner Scholarship Fund



March 3, 2023

Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

Re: Letter of Support for Willie J. Frink College Prep's Charter Petition

Dear Panama Buena Vista Union School District Board Members,

As a business owner in Bakersfield, I write this letter of support for the Willie J Frink College Prep Charter petition approval. A public school with a focus on entrepreneur and civic leadership is a win for everyone, while preparing children for college. This is an excellent way to close inequitable gaps.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will utilize precise cultural instruction to close the gap in opportunities for Black Americans students, students of color and low-income families.

In community with the children, families, and educators that make up Bakersfield, I ask for your vote of yes to approve Willie J Frink College Prep's charter petition.

Sincerely,

Mary Davalas  
President, CEO  
Taxma

# CIRCLE OF LIFE DEVELOPMENT FOUNDATION



Post Office Box 13153  
Bakersfield, CA 93389

www.COLDf.org  
661-379-0670  
Info@coldf.org



March 3, 2023

Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

Re: Letter of Support for Willie J. Frink College Prep's Charter Petition

Dear Panama Buena Vista Union School District Board Members,

As an engaged community organization of Bakersfield, California, we write this letter of support for the Willie J Frink College Prep Charter petition approval.

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will utilize precise cultural instruction to close the gap in opportunities for Black Americans students, students of color and low-income families.

In community with the children, families, and educators that make up Bakersfield, I ask for your vote of yes to approve Willie J Frink College Prep's charter petition.

Sincerely,

MLKcommUNITY Initiative



ShePower Leadership Academy

March 3, 2023

Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

Re: Letter of Support for Willie J. Frink College Prep's Charter Petition

Dear Panama Buena Vista Union School District Board Members,

As an award-winning business owner and engaged community leader of Bakersfield, California, I write this letter of support for the Willie J Frink College Prep charter petition approval.

I believe investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will utilize precise cultural instruction to close the gap in opportunities for Black Americans students, students of color and low-income families.

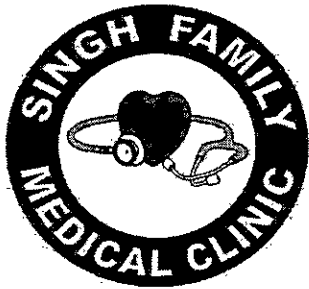
In community with the children, families, and educators that make up Bakersfield, I ask for your approval of Willie J Frink College Prep's charter petition.

Sincerely,

Ora Frink  
Executive Director  
ShePower Leadership Academy

A Girls Only Leadership Program





Ravinderjit K. Singh, MD  
9900 Stockdale Hwy, Suite 205  
Bakersfield CA, 93311  
(661) 282-8998 Phone, (661) 282-8995 Fax

March 3, 2023

Panama-Buena Vista Union School District  
Attn: Board of Trustees  
4200 Ashe Rd.  
Bakersfield, CA 93313

Re: Letter of Support for Willie J. Frink College Prep's Charter Petition

Dear Panama Buena Vista Union School District Board Members,

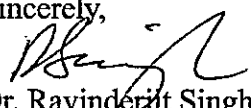
As a business owner of Singh Family Medical Clinic and a doctor in Bakersfield, I understand the importance of giving families the highest level of service and opportunities. For those reasons I write this letter of support for the Willie J Frink College Prep Charter petition approval. A public school with a focus on entrepreneur and civic leadership is a win for everyone, while preparing children for college. This is an excellent way to close inequitable gaps.

I have confidence that Arleana Waller will be a strong leader in pushing this effort. I have had the opportunity to witness her commitment to our youth, as my daughter was a member of ShePower Leadership Academy .

Investing in our children who have been historically underserved will help uplift and bring economic prosperity to the entire community. Willie J Frink College Prep (Frink School) will utilize precise cultural instruction to close the gap in opportunities for Black Americans students, students of color and low-income families.

In community with the children, families, and educators that make up Bakersfield, I ask for your vote of yes to approve Willie J Frink College Prep's charter petition.

Sincerely,

  
Dr. Ravinderjit Singh, MD  
Singh Family Medical Clinic

**1000+**  
**COMMUNITY**  
**WIDE SUPPORT**



**700+ WET**  
**SIGNATURES**

**475 ONLINE**  
**SIGNATURES**

SIGNATURES ON FILE IN OFFICE.

Aaliyah King
Aaliyah King
Acelma Chenlle
Adeyinka Glover
Adian Medrano
Adrian Flores
Adrian Medrano
Adriana Ruiz
Aidan Lessnam
Alamari Villa
Alejandra Gonzalez
Alejandra Madrigd
Alesha Dixon
Alex Narvaiz
Alexandra Ruiz
Alexandria Vickers
Alexangel Aguirre
Alexis Garica
Alexis Garica
Aleya Thompson
Ali Morris
Alisa Tavares
Alize Ashanti Hernandez
Alyssa Rivera
Alyza Valle
Amanda Lecatero
Amanda Lecatero
Amy Ruffin
Ana Lozaro
Ana villarreal
Andre Brown
Andrea Alvarez
Andrea Montalce
Andrea Ramiez
Andrea Romero
Andrew
Andrew Whitmore
Andy Garcia
Angel Garica
Angel Simnos
Angel Valdivia
Angel Valdivia
Angela
Ania Bellram Valle
Anne Liwske

Annette Tatum
Annie L. Richmond
Anthony Alonzo
Anthony Arellano
Anthony Roberts
Anthony Toliver
Antonette Johnson
Aracely Jaime
Arely Gutierrez
Arianna Miranda T.
Arnesta Celinton
Aserya Baeza
Audre Lumbry
Audrey Sherman
August Beach
Azalea Gutierrez
Bailee Cook
Bakari Sanyu
Barbara Adams
Barbara Marzett
Behabeth Garcia
Behabeth Garcia
Benicia Stephenson
Bernard Anthony
Bernice Bailey
Betty Flint
Betty Gunman
Betty Harris
Biake Evans
Bianca Ramirez
Blanca Gonzalez
Bobbi Bailey
Bobby R. Cellins
Bradford Anderson
Brandi Wright
Brandon Humphrey
Brenda Foreman
Brenda Gutierrez
Brenda Toney
Brenda nelson
Bridget Garrett
Bubbies
Cadra Nile
Carla Fisher
Carlos Rodriguez

Carmen Torres
Carolina Cisneros
Carrinna T
Cassandra Flores
Cassandra Macrel
Cassandra Smallwood
Cassidy Sheppered
Catherine Chavez
Catherine Chavez
Cece Holmes
Cecilia Ruiz
Chanell LeBlanc
Chareen Grant
Charles Spotwood
Charles Walker
Charlette Johnson
Charley WilBroun
Charlotte Jackson
Cherlyn Young
Chris Gonzales
Christi Burgess
Christian Broussard
Christian Cortez
Christine King
Cindy Parra
Clarisse Johnson
Clem Dixon
Colyn Gray
Cora Capers
Countra Tippins
Cristal Rubio
Cristian Angeles
Cristian Angeles
Cristina Verduzo
Crystal Jenkins
Crystal Ramirez
Curtis Reilard
Cynthia Smith Roberts
Cythia Bernal
Daislie Calderon
Daisy Guerra
Dakota Gauley
Dalielle Arellano
Dammon A. Ruhan
Danetta White



Daniel Williams
Danielle Arellano
Danny O'neal
Daula Parks
David Toliver
Dawn Spencer
Dawn Spencer
Dawntina Skinner
Dazie Watts
De Aundra Denweed
Deangela Kolls
Debra Dunn-Yonke
Debra Jackson
Debra petty
Debra Strong
Denile Celinton
Dereck Phillips
Derese Banks Aaron
Derick Gage
Derrick Castleberry
Desiree Joseph
Deven Gomez
Devonnie Logan
Diamon Charles
Diana Cisneros Vargas
Diana Fernandez
Diane Coney
Diann Rayford
Dishant
Dominique Miller
Donald Johnson
Donenea W.
Donquesha C.
Dorene Tapl
Dorian Powell
Dorsh Sanders
Dorthy Monarz
Earlean Jackson
Ebella Ortiz
Eleobeno Puende
Elijah Pacheco
Elijah Sterling
Elizabeth Minar
Elizabeth Steenbergen
Elotis Banks

Elroy Miller
Emmanuel Andrade
Enrico Khalil
Erma Cole
Ethan Mahood
Ethan Mahood
Ethel Sneid
Eugene Frye
Evelyn Aguilar
Evelyn Davis
Faheemah Salahed Din-Floyd
Faith Pearce
Fenda Banks
Fernando C. Velarde
Fitzreald Graves
Flor Garcia
Florine Deyein
Frances Young
Francisco Avila
Francisco Lopez
Frank Bermudez
Gabe Gemora
Gabriela
gage snider
Gary boileson
Geardine Michels
Geneva Hawk
Genora McClunuha
Geoff Welch
Georhianne Little
Gerald Gridison
Giselle Ramos
Gisselle Valdorinos
Gizelle Cruz
Gizelle Cruz
Gladys Kennedy
Gordie gordan
Grandmother
Greg Chavez
Greg Collins
Gregorio Ramirez
Gregorio Ramirez
Griselda Hurtado
Grizel Iniguez
Guadalupe Ledesma

Gwendolyn Brown
H. Spencar
Hana
Harriet Edwards
Hasacott Patterson Jr.
Heather Kimmel
Hector
Helen Fite
Hope Gilky
I'Esha McGill
Ilene Sanchez
Indra Robinson
Ingrid Lara
Ire Denesa
Iridian Gomez
Isabella Escalante
Isabella Singletery
Ismael
Itzel Escobedo
Itzia Ramos
Izamar Escalante
Jackie L Fisher
Jackie Manuel
Jacqueline Manuel
Jacqueline Wallace
James Evans
James Fair
James Hoyle
James Ward
Janett Acott
Janey Felsoci
Jas Sanders
Jasmine Magana
Jason Kramlich
Jazmin Delgado
Jazmin Garcia
Jazmin Plata
Jeff Haynes
Jennifer
Jennifer J.
Jenny Harris
Jerado Lope
Jessica Ownes
Jessica W
Jesus Mariscal

Jesus Villegas
Jimmy Fletcher
Joann Nunn
Joanna Cobb
Jody Reyes
Joe Serna
Joel Lemus
Joha Varnez
Johanna
Johnathan Lopez
Jonathan Gorsonio
Jonathan W.
Jonathon Gorsonio
Jordan Startz
Jorentino Bernel
Jose
Jose Ca Reyes
Jose Chavez
Jose Chavez
Jose Gloria
Jose Medel
Jose Ramos
Joseph Gaines
Joseph Harris
Joseph Pierce
Joseph Simenez
Joseph Tapia
Joseph Walters
Joshua
Juan Hernandez
Juan Salazar
Julia Chavez
Juliah Zuniga
Julio Phipp
Julio Phipp
June Mitchell
Justin Porcadilla
K Davidson
Kabie Keynesc
Kadejah Gaines
Karla Sandfen
Katelynn ross
Kathenne McClay
Katherine Chavez
Kathy Bell

Kathy Bell
Kathy Campbell
Kathya C
Kavern Dixon
Kay Jackson
Kayla Nelson
Kelisa Ellis
Kenya P. Capers
Kenyotta Porter
Keschel Sherman
Khiylan Dean
Khon Rue
Kimberly Clemons
Kimberly Salas
Kimberly Wainer
Kimiko Kobayashi
Krissta Kunze
Kristen Johnon
Krizlynn Balboa
Krystal Ramirez
Kryste Rerkin
Kuchnon Patrick
Kylie Pritchett
Kyra Oliver
La Shawn Balelum
Lakesha Jones
LaMeka Ross
Lamell Stille
Lamont Mason
Lamonte Graves
Lanette Watson
Lara Giuliana Corpuz
Larcenia Taylor
Larry Parkers
Latosha Murray
Laura Flores
Laurie Baker
Lawrence Reagor
Leila Paige
Lende A
Lenoir Jenkins
Lenora McClellan
Leo Dezgado
Leouardo Rincon
Lesie H

Lesley E
Leslie Bloomquist
Leslie Espnoza
Letisha Zeigler
Levi Clark
Leydi Ceballes Lemes
Leylah Alfarah
Lickie Rodriguez
Lillie M. Froancesco
Lily Morales
Linda Elieff
Linda Krolnik
Lisa Welliams
Lita Williams
Loneena Garcia
Loner Hall
Loretta Boyd
Lorraine Short
Luca Dincola
Lwanga Yonke
Lynn Uneal
Maeen
MaLine Mays
Mallory Moore
Mancela Saldana
Mancela Saldana
Manida Cruz
Marco Viloq
Margaret Roland
Maria Hernandez
Maria Munoz
Maria Sanchez
Maria Tinoco
Mariah Black
Mariah Trevino
Mariela Gomez
Mario Janchez
Marrisa Kluy
Marrisa Kluy
Martha Palomores
maryl darrett
Mary Harris
Mary Hosy
Mary Morales
Mary Walker

Maryama M
Matthew Cruize
Maxine Mays
May James
Mchserrat
mchserrat
Mekeba Johnson
mel james
Melanie James
melanie james
Melissa Marquez
Melissa Marquez
Melissa Shoaat
Melody Rodriguez
Melquiadez Hernandez
Metrius Jones
Michael Dotson
Micheal King
Michell Austin
Mick I. Lafranco
Mike Biscole
Minnie Clarke
Misky Veasey
Modell Gilford
Moniqua Turner
Monique Alvarez
Monique Bookert
Moter Cater
Mylo Santos
Natali Cerda
Natalie Andrade
Natasha Brooks
Nayely Magallanes
Nerissa Sterensm
Nicholas Frey
Nick Walton
Nidia
Norma Montes
Norma Montes
Normen Sherman
Odis Bell
Onetha Haper
Oscar Garcia
Oscar Hernandez
Oscar Madrigal

Oscar Madrigal
Patricca McCaleb
Patrick Jackson
Patrido moores
Patrina Johnson
Paul Shaw
Paulette Parker
Peggy
Peggy Gonzalez
Pena Jonson
Preston George
Prisciun Florrez
Queen Mancillas
Quinola Wells
Rachel Prieto
Raul Bravo
Raymond A
Rebecca DeJesus
Rebecca Reade
Reginald Stansberry Jr
Renna
Reuben Watts
Rev. Merveds Tudy-Hanith
Rev.Robem.Jones
Robert L. Bradford
Robert Potter
robert potter
Roberto Hernandez
Robin Woodward
Robyn Figures
Roda Penu
Ron Little John
Ron White
Ronald Jackson
Roosevelt
Rory D. Key
Rosa Combaval
Rosa Leyva
Rosa Pena
Rosalba Diaz
Rosalba Diaz
Rose Duna
Rosie Gage
Rozzalyne King
Rozzalyne King

Rube Harris
Ruth Gos
Ryan Blondell
Ryan Roberson
S. Gordon
Sabrina McDaniel
Sabrina Nieto
Sadie Morelli
Salina Holmes
Salvador Renteria
Samantha Olguin
Samantha Olguin
samantha williams
Sammie Young
Samra Monsen
Samuel Zoole
Sandra B.
Sandra Nash
Sandra Ventura
Saniaa Dawson
Sean Charles
Selena Aguillon
Sentella Partis
Seretta Rufus
Shameka Garnes
Shamekka Ludd
Sharon Perkins
Sharrell Darren
Shaura Williams
Shawn Thompson
Shayla Collins
Sheila Webb
Sherrell Thomas
Shimey Cotta
Shiree Amersons
Shontelle Crawford
Skai El
Sofia Jeronimo
Sonha Biscole
Sonya Butler
Stefen Leo
Stephanie Galindo
Stephanie Robert
Stephanie Villanveva
Stephen Burrell



Sucola Nichols
Sue Magana
Suehaley Magana
Susana Arellano
Sylvia Hayward
Taj Johnson
Tammy Warton
Tanasha Loper
Tanya Edwines
Tekoa Robertson
Terry Marshall
Theodie Clay
Theresa Johnson
Theresa Johnson
Thomas mcdade
Thomas Ramirez
Tina Holliday
Toni Ross
Tony James
Torrie Trejillo
Tracy tonneslan
Traleese Coston
Tre Thompson

Trellis
Trina Tenisa
Troy Sondens
Uania Alvarado
Valeria Torres
Vanessa Mariscal
Vanessa Ramos
Vanessa Ramos
Vanessa Revez
Vanessa washington
Verlestine Billings
Verlinda dewitty
Verna Robinson
Vicki Jordan
Victor Hinosos
Vina Jefferson
Violeta Quintero
Virginia Brown
Viridiana Cabrera Baez
W Garrison
W Garrison
W.Muier
Wayne Bynem

Wendell Wesley Jr.
Wenoka Sweatt
Whitney Taylor
Wilfredo Cmz Jr
Williams Wimiville
William Horne
William Rodriguez
Willie Garreat
Willie Newman
Wyatt Featherston
Yasmin Herrera
Yazmin Cebellos
Yenifer Cruz
Yesenia Acevedo
Yesenia Aguirre
Yesenia Aguirre
Yoasha Williams
Yolanda Harris
Yoselyn Zavala
Yvonne Kingsbuea
Yvonne Malave
Zayne Thornton
Zeriyn Araveta

**FRINK SCHOOL – COMMUNITY SUPPORT. WET SIGNATURES.**

**ON FILE IN OFFICE. UPDATED 4/23**

# ONLINE PETITION

Change.org



# 475 SIGNATURES OF SUPPORT



11,697 Views

97 Shares

Name	City	State	Postal Code	Country	Signed On
Abdulgafar Ibrahim	Hyattsville		20784	US	9/15/2022
Abigail Durham	Los Lunas		87031	US	3/15/2023
Abigail Grey	Waterbury		6708	US	10/3/2022
Adam Kaluba	Burleson		76028	US	8/15/2022
Aevin Dugas	Thibodaux	LA	70301	US	8/14/2022
Aixa Fielder	Los Angeles		90028	US	3/15/2023
AJ Cho	San Leandro	CA	94579	US	9/15/2022
Ajebo Ahmed	Dallas		75211	US	10/3/2022
Akadius Ashby	Bakersfield	CA		US	8/8/2022
Alan Hardy	Lake Zurich		60047	US	8/25/2022
Alex Austin	Holladay	UT	84117	US	8/13/2022
Alex Gregory	Wetumpka		36092	US	3/15/2023
Alexa Genovese	Middletown		6457	US	3/15/2023
ALEXANDER Gonzales	Miami		33126	US	8/14/2022
Alexi Marcano	Woodhaven		11421	US	12/9/2022
Alexia Clark	De Pere		54115	US	3/15/2023
Alexis Beck	Moultrie		31768	US	3/15/2023
Alexus Munn	West Sacramento		95605	US	10/3/2022
Alexzandrea Nichols	Durand		48429	US	10/3/2022



Alfred Valenzuela Jr.	Bakersfield	CA	93311	US	8/14/2022
Algeria Harding	Ventura		93001	US	11/12/2022
Ali Morris	Bakersfield	CA	93308	US	9/17/2022
Allison Oliver	Bakersfield	CA	93312	US	3/15/2023
Allison Pugliese	Stony Brook		11790	US	11/4/2022
Alphonso Rivera	Bakersfield	CA	93313	US	8/12/2022
alyvia ravelero				US	8/24/2022
Ana Vigil	Shafter	CA	93612	US	8/13/2022
Andrea Gutierrez	Watsonville		95076	US	3/15/2023
Andrea Rodríguez	Oak Creek		53154	US	10/3/2022
Andy Miller	Mckinleyville		95519	US	8/25/2022
angel china	Mount Prospect		60056	US	10/3/2022
Angela Williams	San Francisco		94124	US	9/17/2022
Ángeles Martinez	San Diego		92102	US	8/25/2022
Angelica Soliz	Bakersfield	CA	93311	US	8/13/2022
Anika Gupta	Brentwood		37027	US	12/19/2022
Anisha Johnson	Hayward	CA	94541	US	8/12/2022
Anita Parker	Angola		14006	US	8/26/2022
Anjum Siddiqui	Clark		7066	US	10/17/2022
anna cross	Monticello		42633	US	3/15/2023
Anna Garcia-Linn	California City	CA	93505	US	8/13/2022
Annabella Wiacek	Romeoville		60446	US	8/24/2022
annalyne Garcia	Dallas		75270	US	3/15/2023
ANNIE RICHMOND	Bakersfield	CA	93308	US	8/14/2022
Anonymous 0	Havertown		19083	US	8/26/2022
Anthony Scrimenti	Guilderland		12084	US	8/14/2022
Antonio Melendez	Bakersfield	CA	93301	US	10/6/2022
Araea Lucas	Waterbury		6704	US	3/15/2023
Ariauna Martini	Portsmouth		45662	US	8/14/2022
Ariel Collins	Florissant		63033	US	8/25/2022
Arienne Kiehl	Shepherd		48883	US	10/3/2022
arleana waller	Bakersfield	CA	93307	US	8/10/2022
Arlette Pacheco	Los Angeles	CA	90014	US	8/13/2022
Arlie Kesner	kissimmee		34746	US	8/15/2022
Arsalan Akhavan	Pearland		77581	US	9/18/2022
Ashley Boyle	Davie		33331	US	8/30/2022
Ashley Hayes	Panorama City	CA	91402	US	9/16/2022
Ashley Kennedy	Charleston		25314	US	10/3/2022
Ashlynn Gossett	Howell		48843	US	10/3/2022
Audrey Fugate	Russellville		72801	US	3/15/2023
Austyn Schuler	Clinton		49236	US	10/3/2022
Avneet Kaur	Bellflower	CA	90706	US	8/13/2022
Ayanna Thomas	Bakersfield	CA	93312	US	8/12/2022
Azizi Grundy	Bakersfield	CA	93313	US	1/31/2023
Barrington Lewis	Pacoima	CA	91331	US	9/30/2022
Baz K	Omaha		68105	US	8/26/2022

Becca Pierce	Clinton		1510	US	8/26/2022
Bektur Ukuev	San Francisco		94110	US	9/18/2022
Bethanie Harbour	Bakersfield	CA	93308	US	8/12/2022
Betty Flint	Bakersfield	CA	93313	US	8/10/2022
Braden Baird	Columbus			US	8/15/2022
Braden Merrigan	Sioux City		51106	US	8/26/2022
Bradley Lehman	Clarkston		48346	US	3/15/2023
Brandi Gonzalez	Bakersfield	CA	93304	US	9/27/2022
Brandon Burch	Bakersfield	CA	93312	US	9/26/2022
Brandon Sapier	Manchester		3103	US	8/14/2022
Brandy Wright	Las Vegas	NV	89110	US	8/13/2022
Bray Barnes	Bakersfield	CA	93314	US	8/13/2022
Breanne Stuczynski	East Helena		59635	US	3/15/2023
Briana Koontz	Saint Clair Shores		48081	US	8/25/2022
Brianna Contreras	Bakersfield	CA	93311	US	8/14/2022
Bridgett Barnes	Bakersfield	CA	93312	US	8/14/2022
Brittany Camirand	Bakersfield	CA	93309	US	8/24/2022
Brooklyn Mounts	Teaberry		41660	US	3/15/2023
Bryan Bowens	Bakersfield	CA	93311	US	8/13/2022
Cade Herman	Oak Ridge	NJ	7438	US	9/18/2022
Caleb Warren	Centreville	VA	20120	US	8/24/2022
Camden Figueras	Boise		83705	US	3/15/2023
Candice Muhme	Bakersfield	CA	93305	US	9/26/2022
Capitola Zabala	Bakersfield	CA	93306	US	8/26/2022
Carla Fisher	Bakersfield	CA	93314	US	8/24/2022
carla garcia	Bozeman		59718	US	3/15/2023
Carlyn Gonzales	Oklahoma City	OK	73118	US	9/26/2022
Carol Errilienne	Wahiawa			US	9/18/2022
Carolyn Lane	Bakersfield	CA	93306	US	3/15/2023
Carolyn Washington	Pico Rivera	CA	90660	US	8/13/2022
Catherine Johnson 懶.	Mesquite		75150	US	8/14/2022
Cayla Campbell	Columbus		68601	US	3/15/2023
Cayla Chang	Santa Clarita		91350	US	3/15/2023
Cedar Clement	Bel Air		21014	US	8/26/2022
Charan Nem	Cary		27511	US	8/14/2022
Charlotte Phillips	Oklahoma City		73132	US	8/30/2022
Chase Royal	Salem		36874	US	8/30/2022
Chei Whitmore	Bakersfield	CA	93304	US	8/12/2022
Chozen Amadi	Richardson	TX	75080	US	8/13/2022
chris carroll	pocatello		83201	US	12/12/2022
Chris Spangler				US	3/15/2023
Christian Bell	Hammond		70401	US	8/14/2022
Christian Sinlao	Randolph		7869	US	9/18/2022
CHRISTINA LASTER	Palm Springs	CA	92262	US	9/16/2022
Christy Morgan	Bakersfield	CA	93306	US	9/15/2022
Christy Rudolph	Sacramento		95829	US	8/24/2022

Cody Cook	Glendale		85302	US	9/15/2022
Corine Smith	Hammond		70403	US	3/15/2023
Cory Gulley	Amelia		45102	US	10/3/2022
Crystal Parks	Irvine	CA	92614	US	8/14/2022
Cynthia Dangerfield	Sylmar	CA	91342	US	9/26/2022
Cynthia Hampton	Charleston		29403	US	12/16/2022
Cynthia Maxwell	Bakersfield	CA	93306	US	8/24/2022
Cynthia Smith Robertson	Bakersfield	CA	93304	US	8/12/2022
Danae Boston	Baltimore		21227	US	9/15/2022
Danial Ejlali	Atlanta		30303	US	10/3/2022
Daniel Vela	Salem		97301	US	3/15/2023
Danny Morrison	Los Angeles	CA	90047	US	8/14/2022
Darine Safieddine	Englewood		80112	US	3/15/2023
Darold Butler	Westminster	CA	92683	US	8/14/2022
Darrell Muhammad	Bakersfield	CA	93311	US	8/24/2022
David Allen	Chicago		60620	US	1/5/2023
David Haskins	San Diego	CA	92105	US	9/16/2022
david johnson	Bakersfield	CA	93304	US	9/26/2022
Dawn Edwards	Queens		11434	US	11/6/2022
Dayana Balderas	Panorama City		91402	US	8/26/2022
Debbie E	Felton		19943	US	8/25/2022
Delaina Alonso	Los Angeles	CA	90018	US	1/10/2023
Delilah Irby	Jackson		83001	US	3/15/2023
Demi Wong	Pacoima	CA	91331	US	9/26/2022
Denise Jefferson	Philadelphia		19135	US	10/3/2022
Deondrea Robertson	Bakersfield	CA	93309	US	8/14/2022
Deonna Tack	Taft	CA	93268	US	10/3/2022
Devin Barkley	Huntsville		35810	US	3/15/2023
Deysi Gonzales	Memphis		38127	US	3/15/2023
Diana beth	griffith	IN	46319	US	9/16/2022
Diane Robinson	Dorchester Center	MA	2124	US	10/3/2022
Diya Duggireddy	Cupertino		95014	US	3/15/2023
Doc Waller	Bakersfield	CA	93306	US	9/18/2022
Dolores Zuniga	Bakersfield	CA	93313	US	8/14/2022
Donald Buckner	Woodland Hills	CA	91364	US	8/14/2022
Donna Jones	Bakersfield	CA	93311	US	9/12/2022
Dorie Gutierrez	Las Vegas	NV	89110	US	10/2/2022
Drew Harris	Eugene		97404	US	8/25/2022
Ecee M	Greenbrier		72058	US	8/15/2022
Ed Clark	Sacramento	CA	95826	US	8/14/2022
Ediverto Galvez	Panorama City	CA	91402	US	12/23/2022
Elisa Hernandez	Bakersfield	CA	93311	US	9/26/2022
Ella Surdyka	Oceanside		11572	US	10/3/2022
Emily Hollow	Va		22207	US	10/3/2022
Emily Morrison	Frisco		75035	US	8/29/2022



emily peterson	Hahira		31632	US	12/12/2022
Emma Allison	Saint Joseph		64506	US	8/25/2022
Emma Covalt	Lincoln		68510	US	10/3/2022
Emma Garcia	Laramie		82072	US	9/15/2022
emma tompkins	Auburndale		33823	US	10/3/2022
Emma-rose bilodeau	Rouyn-noranda		J9X	US	3/15/2023
Eric Perez	Modesto		95355	US	3/15/2023
Erica Cummings	Grosse Pointe		48236	US	9/15/2022
Erika Rikhiram	Clermont		34711	US	8/26/2022
Erin Briana O'Brien	Astoria		11105	US	8/15/2022
Esan Kehinde				US	8/14/2022
Etzar Cisneros	Birmingham	AL	35206	US	9/15/2022
evelyn lopez	Washington		20011	US	3/15/2023
Faith Alvarez	Dallas		75104	US	3/15/2023
Faria Lorin	The Bronx		10462	US	10/3/2022
Fluffball MERP	Prairieville			US	10/3/2022
Gabriela Garcia	Coppell		75019	US	8/25/2022
Gabriela Mallo	New York		10029	US	10/3/2022
Gabriela Olivares	Okeechobee		34974	US	3/15/2023
Gina Newell	Fuquay-Varina		27526	US	8/27/2022
Glenda Lea Nielson	Phelan		92371	US	10/3/2022
gordon preston	Birkenhead		ch41 9dw	US	10/3/2022
Grace O'Connor	Philadelphia		19120	US	8/24/2022
gracie lucas	Dayton		45459	US	3/15/2023
Greg collins	Bakersfield	CA	93309	US	9/18/2022
Gunna Jones	Indianapolis		46220	US	10/3/2022
Hailey Adams	St. Clair Shores		48O41	US	10/3/2022
Haley Conway	Las Vegas		89113	US	8/14/2022
Halyna Blazhko	Beachwood	OH	44122	US	3/15/2023
Hannah Hurney	Tehachapi	CA	93561	US	8/24/2022
Heera Shetty	Missouri City		77459	US	3/15/2023
Heidi Hoolihan	Roberts		54023	US	10/3/2022
Hilda Cifuentes	Los Angeles		90006	US	3/15/2023
Hk Hk	Tunica		38676	US	9/18/2022
Hollend Fallang	Spokane	WA	99205	US	9/15/2022
Hope Hight	Indianapolis		46208	US	3/15/2023
Hovsep Davtyan	Glendale		91205	US	10/3/2022
Ingrid Hutto	Quartz Hill		93534	US	9/18/2022
INGRID Massey	Bakersfield	CA	93313	US	8/14/2022
iran malek	los angeles		90014	US	10/3/2022
Ivan Combs	Coeburn		24230	US	10/3/2022
Iya Harris	Bakersfield	CA	93306	US	9/16/2022
Izzy Schmidt	Atlanta		30115	US	10/3/2022
J'Nise Evans	Bakersfield	CA	93309	US	9/15/2022
Jacinthia Prater-Minatee	Kansas City		64155	US	8/30/2022
Jack Dennis				US	3/18/2023

Jaclyn Sanchez	Bakersfield	CA	93312	US	8/24/2022
Jacob Charles	San Antonio		78249	US	3/15/2023
Jacqueline Oats	North Hills	CA	91343	US	9/16/2022
Jacqueline Whinery	Bakersfield	CA	93312	US	8/24/2022
Jacquelyn Earley	Carmichael		95608	US	9/15/2022
Jacquelyn Johnson	San Antonio		78244-3332	US	9/15/2022
Jacquetta Winfield	New Orleans		70117	US	8/28/2022
Jae Peterson	Longmont		80504	US	10/3/2022
Jahmela Mayhew	North Babylon		11703	US	12/19/2022
Jakob Siwinski	New Lenox		60451	US	3/15/2023
Janea Caparros	Oakdale		95361	US	3/15/2023
Janelle Capra	Bakersfield	CA	93312	US	8/12/2022
Jayce Fuller	Dallas		75229	US	9/17/2022
Jeanette Bartholomew	Hillsborough		8844	US	8/24/2022
Jeanine Harris	Bakersfield	CA	93308	US	8/24/2022
Jelly Roachy	Westcliffe		81252	US	9/15/2022
Jenni Byers	Bakersfield	CA	93309	US	1/7/2023
Jennifer Aguilar	Kyle		78640	US	9/18/2022
Jennifer Lindsay	Bakersfield	CA	93309	US	8/24/2022
Jeri Williams	Easley	SC	29640	US	9/16/2022
jessica arevalo	Van Wert		45891	US	10/3/2022
Jessica Diaz	Bakersfield	CA	93307	US	8/10/2022
Jessica higgins	Fullerton	CA	92833	US	8/27/2022
Jessica Mondelli	Flemington		8551	US	9/15/2022
Jessica Phillips	Los Angeles		90018	US	3/15/2023
Jessica Robinson	Lithonia		30078	US	10/3/2022
Je'ville Jack	Binghamton		13901	US	8/25/2022
Jibril Mohamed	Omaha		68107	US	10/3/2022
Jill farley	Jacksonville		32226	US	8/14/2022
Joená McDonald	Bakersfield	CA	93309	US	3/28/2023
Joette Campbell	Riverside	CA	92509	US	9/17/2022
Johanna Barrios	Bakersfield	CA	93307	US	1/25/2023
John Davilar	Bronx		10474	US	12/12/2022
John Estrada	Northridge		91324	US	9/15/2022
Johnny Glover	Abilene		79603	US	10/3/2022
Jois Mayfield	Las Vegas		89108	US	11/14/2022
Jonah Fijolek				US	3/15/2023
Jonathan Contreras	Sacramento		94203	US	3/15/2023
jose realica	Las Vegas		89117	US	9/18/2022
Joselyn Rodriguez	Mesquite		75149	US	8/15/2022
Joseph Lilly	Seminole		33772	US	3/15/2023
Josh Thomas	South Bend		46614	US	8/30/2022
Joshua Armstrong	Bakersfield	CA	93301	US	9/27/2022
Joshua Curphey	Peterborough		PE7	US	9/15/2022
Juan Gomez	Newark		7104	US	3/15/2023

Juanita Throgmorton	Kansas City	MO	64124	US	9/15/2022
judith arguello	Fallbrook	CA	92028	US	9/15/2022
Julian Ferrer	Grayslake		60030	US	3/15/2023
Kaitlyn Williams	Brooklyn		11233	US	11/4/2022
Kaizaya Ray	Cincinnati		45231	US	8/14/2022
Kamali Hines	Evansville		47710	US	8/25/2022
karen Pimentel	middleton		53562	US	3/15/2023
Karina Ortega	Pomona		91767	US	3/15/2023
Karl Bohrer	New Braunfels	TX	78130	US	10/3/2022
Kathleen Purdie	Bakersfield	CA	93309	US	8/24/2022
Kathryn Irby	Gulfport		83440	US	8/15/2022
Katie Mefford	Indianapolis		46260	US	12/12/2022
Kayin Sanders	1601 Norman Dr		31601	US	10/3/2022
Kayla Medina	Central Islip		11722	US	3/15/2023
Kaysen Goster	Clovis		93611	US	9/15/2022
Kaytlinn Taylor	Tacoma		98446	US	10/3/2022
KC Marion	San Francisco		94130	US	3/1/2023
Keawe Lono	Wailuku		96793	US	12/12/2022
Kei Ashby	Bakersfield	CA	93313	US	8/12/2022
kellie nelson	Indian Land		29707	US	10/3/2022
Kennedy O'Green	Akron		44304	US	10/3/2022
Kenneth Horton	Houston		77016	US	12/12/2022
kenzie gonce	Elkton		21921	US	3/15/2023
Kiba lunsuka				US	3/15/2023
Kim Klaas	Bakersfield	CA	93309	US	8/24/2022
Kimberly Diggs	San Diego	CA	92114	US	9/17/2022
Kimberly Dixon	Bakersfield	CA	93312	US	8/28/2022
Kimberly Nuñez	Cleveland		37323	US	10/3/2022
Krissy Warren	Bakersfield	CA	93308	US	8/23/2022
Kristen Hayden	Reno		89523	US	10/3/2022
La Ta'via Pearl	Lancaster		75134	US	8/14/2022
LaMonica Cooks	Bakersfield	CA	93311	US	9/15/2022
Laura Huggins	Bakersfield	CA	93304	US	8/24/2022
Lauren Becker	Minneapolis		55404	US	3/15/2023
Lauretta Padgett	Sullivan	IN	47882	US	9/15/2022
Leila Smith	Fort Lauderdale	FL	33319	US	8/24/2022
Lela Galvan	Bakersfield	CA	93304	US	1/4/2023
Len Messina	Middletown	CT	6457	US	9/16/2022
Leonor Sanchez	Wasco	CA	93280	US	8/13/2022
Leslie Lopez	Los Angeles		90004	US	3/15/2023
Leslie Mendoza	Grandview		98930	US	10/3/2022
Ligma Balls	Phoenix		85008	US	9/15/2022
Lisa Delabre	Winthrop Harbor	IL	60096	US	9/15/2022
Lisa HaynesScott	Kingsburg	CA	93631	US	9/12/2022
Litzy Rafael Osorio	Long Branch		7740	US	10/3/2022
Liza Stocke	Duluth		55806	US	10/3/2022



Logan Sulak	Boyne City		49712	US	9/18/2022
Lukas Farquhar	Corona		92881	US	12/19/2022
M A	Fullerton	CA	92831	US	10/3/2022
m h	Austin		76813	US	10/4/2022
Maddie Inglis	Carbondale		81623	US	3/15/2023
Madeline Wilson	Fredericksburg		22407	US	10/3/2022
madie green	Knoxville		37918	US	3/15/2023
Maggie Lung	Temple City		91780	US	9/17/2022
Maggie Reid	Ordway		81063	US	3/15/2023
Makayla Barraza	Arlington		76004	US	10/3/2022
Manochehr Habibvand	Rocklin		95677	US	10/3/2022
Mare E	Salt Lake City		84105	US	8/25/2022
Maria Alvarez	Brooklyn		11211	US	3/15/2023
Marie Earle	Queens		11420	US	11/9/2022
Marielle Underwood	Bakersfield	CA	93307	US	9/26/2022
Marifatima Mathieu	Sayreville		8872	US	10/3/2022
Mark Yabut	Los Angeles		90029	US	3/18/2023
Marla Cutler	Blounts Creek		27814	US	8/15/2022
Mary Campbell	Greeneville		37743	US	10/3/2022
Mary DiGangi	New York		11249	US	8/30/2022
Mary Johnson	Bakersfield	CA	93304	US	9/26/2022
Mary Webb	Bakersfield	CA	93308	US	9/27/2022
masae saito	St Louis	MO	63104	US	8/26/2022
Mattalizzia Fetherson	Fayetteville		28303	US	8/15/2022
Matthew Birtley	North Fort Myers		33903	US	8/25/2022
Mavis Baird	Portland		97229	US	10/3/2022
Max Moreno	Los Angeles		90047	US	12/12/2022
Maximum Brown	Chicago		60617	US	1/5/2023
Mekhi Johnson	Queens		11434	US	11/8/2022
Melisa Medina Cruz	Sacramento	CA	95834	US	8/13/2022
Meloha Hernandez	Yakima		98901	US	3/15/2023
Meysam Sharifi	Miami		33197	US	12/12/2022
Mia Brozki	Los Angeles		90077	US	3/15/2023
Mia Gonzalez	Sanger		93657	US	3/15/2023
Michael Schartz	Modesto	CA	95355	US	9/15/2022
Micheal Poston	Columbia		29205	US	8/30/2022
michele rule	Concord		3301	US	8/29/2022
Michelle Lumis	Bakersfield	CA	93314	US	9/16/2022
Mikalah Villa	Bronx		10468	US	9/18/2022
mikayla henington	Richmond Hill	GA	31324	US	9/17/2022
Mike Afton	Ontario		91761	US	9/15/2022
Milca Ceja	Ellensburg		98926	US	3/15/2023
Mirza Baig	Staten Island	NY	10314	US	3/15/2023
MONA PARILLO	Los Angeles	CA	90043	US	9/15/2022
Moo Dyfan	Randolph		2368	US	8/25/2022
Morgan Davis	Reisterstown	MD	21136	US	9/27/2022

Morgan Mobley	West Chester		19380	US	9/15/2022
Muh dream	Savannah		31406	US	10/3/2022
Muhtasimbillah Tasnif	Brooklyn		11224	US	8/24/2022
Mynaisha Harris	Braintree		2184	US	10/3/2022
Naima Amos	Richmond		94801	US	8/14/2022
Natalie Acosta	Dallas		75227	US	10/3/2022
Natasha A Brooks	Pacoima	CA	91331	US	8/25/2022
Natasha Harris	Bakersfield	CA	93306	US	8/12/2022
nayeli ceja	Bakersfield	CA	93307	US	8/10/2022
Nicholas Basciano	Bronx		10461	US	3/15/2023
Nicole Thomas	Elk Grove	CA	95757	US	8/24/2022
Nisha Willis	Virginia Beach		23455	US	10/3/2022
no u hahaha	Frisco		75035	US	10/3/2022
Nyx anderson	Crystal Falls		49920	US	8/15/2022
Olivia Castro	Rio Hondo		78583	US	3/15/2023
Olivia Edwards	St Louis		63110	US	3/15/2023
Olivia Potter	Spring		77381	US	12/12/2022
Olivia Warren	New York	NY	10024	US	8/24/2022
Oneal Lynn	Bakersfield	CA	93308	US	10/25/2022
Ora Evette	Bakersfield	CA	93312	US	8/13/2022
Orlando Ordonez	Brooklyn		11212	US	9/17/2022
Paige Cully	Lewes		19958	US	3/15/2023
pamela hamilton	Palo Cedro	CA	96073	US	9/16/2022
Pamela West	Newport News		23602	US	8/25/2022
Patrice Wallace	Santa Cruz	CA	95060	US	9/15/2022
Patricia Harrison	Harvey	LA	70058	US	9/15/2022
Paul Hernandez	Bakersfield	CA	93309	US	8/14/2022
Paul Lawrence	Queens		11422	US	11/7/2022
Paula Armstrong	Bakersfield	CA	93314	US	9/26/2022
Paulina Marcial	Topeka		66605	US	3/15/2023
Phyllis Luckey	Van Nuys	CA	91405	US	8/25/2022
Prescotte Tan	Minnetonka		55345	US	10/3/2022
rachael Glogovsky	Lake Geneva		53147	US	8/25/2022
Rachel Howe	Bakersfield	CA	93301	US	8/13/2022
Rachel Tagerson	Spring		77379	US	12/12/2022
Rachelle Chaney-Neira	Bakersfield	CA	93313	US	8/24/2022
Rae Phillips	Ignacio		81137	US	9/18/2022
Raveen Redding	Bakersfield	CA	93304	US	3/8/2023
Rayana Bolek	yuba city		95993	US	3/15/2023
Rayvon McGee	Clinton Township		48038	US	9/17/2022
Rebecca So	Wake Forest		27587	US	10/3/2022
Remi Giragosian	BAKERSFIELD	CA	93311	US	9/26/2022
Rheanne Rodriguez	Northampton		18067	US	8/30/2022
Rhonda McCarthy	Ventura	CA	93004	US	8/13/2022
Richard Heath	Riverside	CA	92509	US	9/16/2022
Richard Muñoz	El paso		9928	US	3/15/2023

Rick Cook	Pineville		24874	US	10/3/2022
Robert Schneider	West Cossackie		12192	US	8/25/2022
Ron Raz	Ferndale	PA	18921	US	9/26/2022
Ronald Bruce Sr	Mesa	AZ	85202	US	8/14/2022
Rosalie Anderson	Richardson		75212	US	10/3/2022
Rosette Sunga	Manteca		95336	US	3/15/2023
Rubi Ortiz	Lake Villa		60046	US	3/15/2023
Ruth Moffett	Bakersfield	CA	93314	US	9/26/2022
Rylee Chaney	Walnut Cove		27052	US	3/15/2023
Ryley Windham	Brandon		39047	US	8/25/2022
Sadik Holton	Bronx	NY	10469	US	9/15/2022
Sam Chow	Bakersfield	CA	93311	US	9/26/2022
Sandra Gimez	Baldwin Park		91706	US	8/27/2022
Sara McDonald	Mexia		76667	US	8/26/2022
Sean Baker				US	8/15/2022
Shamaya Phillips	The Bronx		10473	US	11/18/2022
Shannon Lassetter	Sacramento	CA	95825	US	8/24/2022
Shannon Melendez	Bakersfield	CA	93301	US	10/6/2022
shannon selk	mequon		53092	US	8/15/2022
Sharon Molina	Lawrenceburg		40342	US	3/15/2023
Shawn Cranford	Little Rock	AR	72207	US	10/3/2022
Shawnda Banks	Bakersfield	CA	93306	US	8/24/2022
Shawna Edmond	Bakersfield	CA	93312	US	8/24/2022
Shaylee Shaw	Wolcott		6716	US	3/15/2023
Shelby Snide	Keene		3431	US	10/3/2022
shemaiah barber	New York		11434	US	11/7/2022
Sherrell Darrett	Bakersfield	CA	93304	US	8/12/2022
Sofiyat Opeloyeru	Rosedale		11422	US	11/19/2022
Soli Nickerson	Long Beach		90803	US	8/15/2022
Sonja Dorsch	Eugene		97405	US	3/15/2023
sonya edwards	Hudson		54016	US	10/3/2022
Sonya Portillo	Sarasota	FL	34276	US	2/1/2023
sophie owen	Marietta		30064	US	10/3/2022
Spottemgottem Lamar Harden	Pittsburgh		15217	US	8/15/2022
stan lol	Sumter		29150	US	10/3/2022
Stephanie McMaster	Uniontown		15401	US	8/25/2022
Stephanie Meaderds	Longview	TX	75602	US	8/13/2022
Stephanie taylor	Mogadore		44260	US	8/29/2022
Stephen Kairys	New York		10128	US	8/30/2022
Stephen Moffett	Bakersfield	CA	93314	US	9/26/2022
Stephen Robertson	Okmulgee	OK	74447-4956	US	8/13/2022
Susan Welch	Marion		62959	US	10/3/2022
Susanne Crow	Olivehurst	CA	95961	US	8/24/2022
sybil Spikes	Tracy	CA	95376	US	9/16/2022



Sydney Gentry	Hagerstown		21740	US	3/15/2023
Sydney Rodriguez	Atlanta		30301	US	10/3/2022
Syed Muhammad Usman	Carlisle		17015	US	9/17/2022
Sylvia Stewart	Silex		63377	US	10/3/2022
Tamara Moore	Germantown		20874	US	3/15/2023
Tammie Watson	Bowie		20720	US	8/24/2022
Taylor Holdridge	Bryan		43506	US	10/3/2022
Taylor Moore	Bakersfield	CA	90040	US	9/26/2022
Taylor Redmond	Bennington		68007	US	3/15/2023
Teresa Swanson	Bakersfield	CA	93309	US	9/6/2022
Terri Dowell	Bakersfield	CA	93311	US	8/12/2022
Tevon Weir	Chicago		60659	US	11/5/2022
Theressah Rodriguez	San Diego	CA	92105	US	9/16/2022
Tiffany Cooks	Bakersfield	CA	93308	US	9/16/2022
Tiffany Linh	Dallas		75201	US	8/25/2022
Tiffany Rucker	Cary		27519	US	3/15/2023
Tiffany Simoneaux	Moseley	VA	23120	US	8/24/2022
Tracie Morin	Fayetteville	NC	28314	US	9/30/2022
Truphena Mitchell	Taft	CA	93268	US	8/13/2022
Valerie Anderson	Bakersfield	CA	93304	US	9/17/2022
Valerie Barton	Inwood		25428-4005	US	10/3/2022
Valerie Mills	Bellflower		90706	US	9/18/2022
Vanessa Austin	Salt Lake City	UT	84103	US	9/17/2022
Vernon Watson	Washington		20018	US	11/7/2022
Veronica Ann Mitchell	Fair Oaks	CA	95628	US	9/17/2022
Vicki Chupa	Bakersfield	CA	93312	US	10/7/2022
Victoria Aguilar	Laredo		78046	US	3/15/2023
Victoria Diaz	El Paso		79930	US	3/15/2023
Victoria Keeton	Ashmore		61912	US	3/15/2023
Victoria Ziegler	Waunakee		53597	US	3/15/2023
Vienna Shamp	Port Angeles		98362	US	9/18/2022
Vivian Martinez	San Francisco	CA	94109	US	8/13/2022
Wanda Stimage	Brandon	MS	39047	US	9/18/2022
wendy friedman	Chicago	IL	60625	US	9/15/2022
Whitney Morris	Bakersfield	CA	93304	US	9/17/2022
Willie Frink	Las Vegas	NV	89106	US	9/21/2022
Wilmer Salinas	Brandon		33511	US	8/25/2022
Yasbeth Ramos	Turlock		95382	US	9/15/2022
Yvonne Kendrick	Bakersfield	CA	93312	US	8/16/2022
Yvonne McClurkin	Tacoma		98404	US	8/26/2022
Zachary Milton	Fort Worth		76107	US	8/24/2022
zahra mahery	Atlanta		30301	US	12/12/2022
Zarria McDade	Lusby		20657	US	10/3/2022
Zoie Harris	Fairmount		30139	US	3/15/2023
Zuriel Monzon	North Las Vegas		89032	US	12/12/2022

# PARENTS INTENT TO ENROLL

- ONLY 75 NEEDED
- PARENTS SIGNATURES ON FILE IN OFFICE

**400+** WET  
SIGNATURES



Parent/Guardian
Arika Castleberry
Adela Vasquez
Adela Vasquez
Adela Vasquez
Adriana Maldonado
Adriana Maldonado
Adriana Zavala
Ailin Canyoos
Alexandra Villa
Alicia Garcia
Alissa Wilson
Alissa Wilson
Alma Romo
Alvaro Avila
Amanda
Amanda
Amanda Agnayo
Aneva Hill
Angel Campos
Angela
Angelica Leon
Angelica Leon
Angelica Leon
Angelica Olivares
Angelica Olivares
Angelica Olivares
Angelica Olivares
Angelina Ibarra
Angelle Jennings
Angelle Jennings
Angillee
Angillee
Angillee
Annal Garcia
Anthony Bonner
Anthony Toliver
April Uribe

April Uribe
Araceli Lagunas
Araeel
Arleana myers
Arlene Myers
Ashley Luttrell
Ashley Luttrell
Ashley Luttrell
Ashley Luttrell
Autumen Garcia
Awjahnai Bradford
Bailey Christenson
Barbara G.
Bety Power
Beverly Aveitia
Blanca Gonzales
Bonyta Pina
Brad Bowens
Brad Bowens
Braya Collins
Bridget Caldron
Bridget duggins
Brushay Wandick
Brushay Wandick
Brushey Taylor
Carla B.
Carla B.
Carla Barboza
Carmen R.
Cherlyn Young
Chris Current
Chris White
Cindy Fuentis
Clara
Conna Raming
Cornee Brown
Cornee Brown
Cornee Brown

Crystal Parks
Cynthia Gay
Daisy Medina
Daisy Medina
daisy rodway
Danny O'neal
Danny O'neal
Darius Riggins
Darnisha Gary
Darnisha Gary
Davetta White
Davetta White
David Lopez
Deisha Cheield
Delores
Demetris Hernandez
Demtria Pouges
Demtria Pouges
Demtria Pouges
Denise Davis
Denise Loera
Desiree Cruz
Desiree Romero
Desiree Romero
Desiree Romero
Destiny Garcia
Diana Diaz
Diana Fernandez
Diana Tugwell
Diane Mclanah
Dolores Durox
Dolores Zuniga
Dolores Zuniga
Donnesha Divers
Donquesha C
Donquesha C
Donquesha C
Doris Torres

Doulisha Marshall
Earlean Jackson
Ebony Esparza
Eddie Espinoza
Edith Wedince
Edith Wedince
Eleesa Killebrew
Eleesa Killebrew
Eleesa Killebrew
Elizabeth Ramirez
Elizabeth Ramirez
Elizabeth Ramirez
Elizabeth Ramirez
Elizabeth Ramirez
Elizbeth
Emeren Anstria
Emeren Anstria
Emeren Anstria
Emeren Anstria
Emeren Anstria
Emeren Anstria
Emprezz Nontz
Erica Riy
Erica Tyson
Erih Gomez
Esmeralda Andrade
Esther Imperial
Ethel Dallas
Ethel Dallas
Fiath Pearce
Flor Aluorado
Gena Darniels
Generieve Gonzales
Grant Johnson
Griselda A.
Gynette powell
Hortencia Gonzalez
I'Esha McGill

Ilene Espuiuel
Ilene Sanchez
Irene Arellano
Irene Arellano
Irma Cabrera
Isaiah Red
Jacob McNabb
James Lawrence
Jamesha P.
Jamesie Gridirs
Janell Barnes
Janell Barnes
Janette Davis
Janette Davis
Janna Williams
Janna Williams
Jaoier Garza
Jasmine Dickerson
Jasmine Marshall
Jasmine Potts
Jasmine Potts
Jasmine Potts
Jason Arinison
Javel Randel
Javel Randle
Jennifer
Jennifer
Jennifer
Jennifer
Jennifer Guerrero
Jennifer Wilson
Jenny Garcia
Jenny Garcia
Jerriah Holman
Jessica Bilman
Jessica Hernandez
Jesus Cervantes
Jodei Hand

John Crisler
John Richardson
John Varner
Jose C.
Josie Medina
Josie Medina
Joy spicer
Juan Castro
Julie Valencia
Julissa T.
Julissa T.
Julissa T.
Julissa T.
Justin
Kadash Collins
Kadejah Gaines
Kait Flores
Kaitie Mayers
Kaitie Mayers
Karina Magana
Kashunta Dawson
Kathy Bell
Kayonie Carbin
Keala Straha
Keishonna West
Kelbie Lewis
Kelly H
Kevin Farmen
Kiara James
Kimberly Johnson
Kimberly Warner
Kina Owens
Kina Owens
Kina Owens
Kora Owens
Kora Owens
Kristy Sloas
Kyra Oliver



Labraya Collins
Larry
Lashanka Davis
Lashaw Collins
Lashaw Collins
Lashaw Collins
Latrice Mils
Laura E.
Lechela
Leon Jackson
Lesley Davis
Lesly Garcia
Liarissa Hernandez
Linda Barela
Linda G
Linda G
Linda G
Linda G
Linda Munoz
Lonnie Jackson
Lore Gonzales
Lorreine Short
Lorreine Short
Lorrie Nunez
Lucy Guzman
Maidel Rosio
Maira Hernandez
Mallory Moore
Manida Cruz
Manuel Montiso
Marc Duncan
Maria Camacho
Maria Hernadez
Maria Hevedia
Maria Manriquez
Mariah Baysby
Mariah Warren
Mariah Warren

Mariah Warren
Mariah Warren
Mariala Chavez
Mariana Mendez
Maribel Nevarez
Maribel Nevarez
Maribel Nevarez
Maribel Nevarez
Maribel Villarreal
Maribel Villarreal
Mario B
Mario B
Marion Gil
Marisol Louera
Marvia H.
Mary Mickles
Mary Mickles
Mary Mickles
Mary Mickles
Mary Mickles
Mary Morales
Maude Foster
Mayra O.
Mayra O.
Mayra O.
Mayra O.
Megan Sayer
Meggie Davis
Melanil Calderon
Melissa Cervantes
Melissa Cervantes
Melissa Lopez
Melissa Martinez
Mercedes Cruz
Mercedes Epps
Michael Webb
Michel Juarez
Minerra Martinez

Ms.Camille
Nancy Hernandez
Nastasha Brooks
Natalie Banuelo
Nerissa Stevenson
Nicole Garza
Nicole Garza
Nicole Garza
Nillie Irizanny
Olympus Rodriguez
Ora Frink
Oscar sains
Oscar sains
Oscar sains
Pam Pacheco
Pamela Rodriguez
Pamela Venegas
Paris Parker
Patrica Herrera
Patrice Alstem
Patricia Rodriguez
Phil Rudwick
Prentisha Murry
Prentisha Murry
Prevella Herman
Prevella Herman
Rachel Martindale
Rachel Martinez
Rachel Vallembois
Regina Sanchez
Rene Duan
Ricards Aguilar
Richard J
Robert B.
Robert Brown
Robert Rinco
Robert Robanch
Rochelle Ungerman

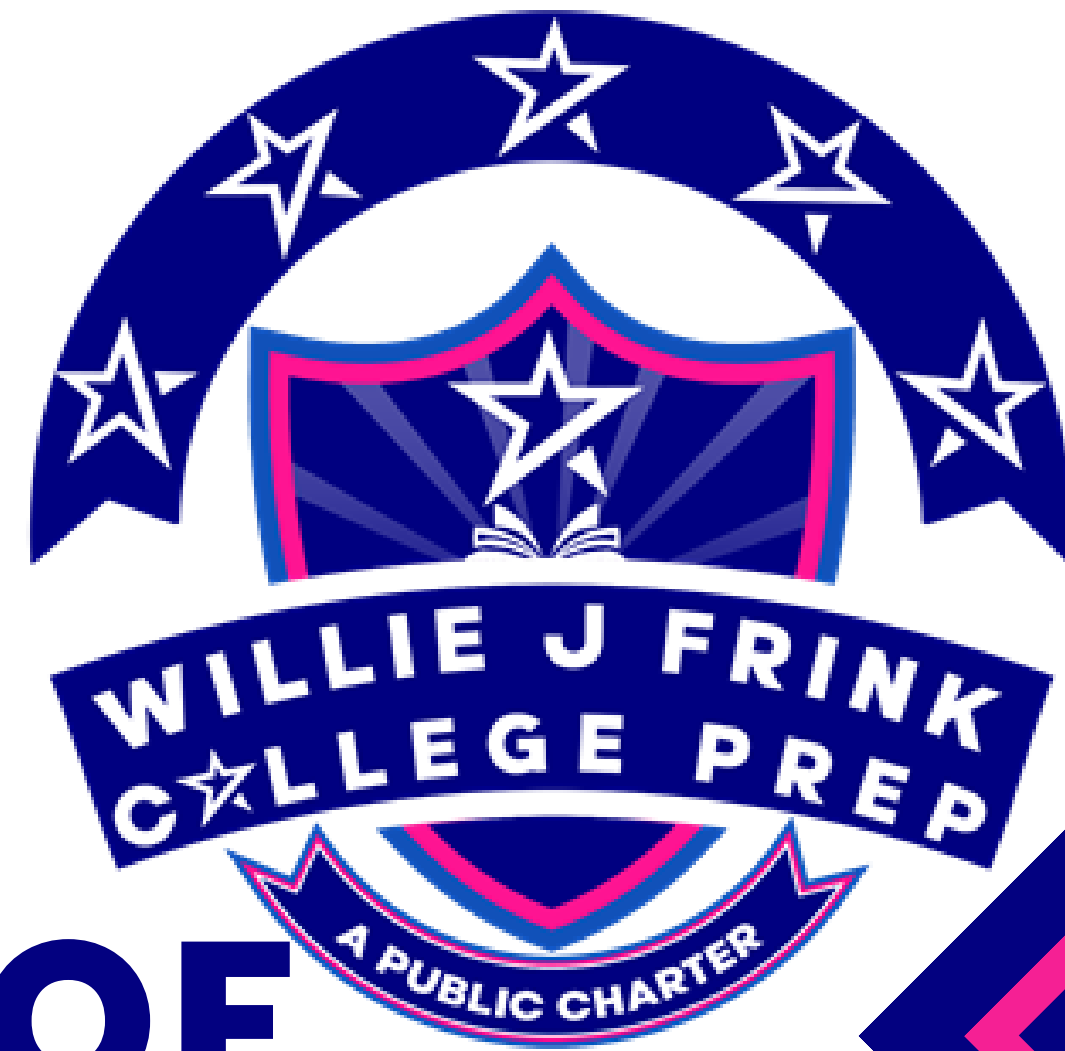
Roesmary Rios
Ron Iorter
Ronald Wallace
Ronnie Carter
Rosa Dinero
Rosa Galvan
Rrobert brown
Ruby Rosales
Ruth Moffet
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S. Gilmore
Saba Gavado
Saba Gavado
Saba Gavado
Samantha Mireles
Samara G.
Sandra N.
Sandra W.
Sara Jewell
sarah Holland
Sevena Holman
Shaesha Hosey
Shaesha Hosey
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Shaesha Hosey
Shaina Griffith
Shaina Griffith
Shameka Morris
Shameka Morris
Shanita Ford
Shannon Rhode
Shannon Van Wagoner
Shanta r. ford
Shawnta Bellous
Sheila Brooks

Shelia Sexton
Shonnise Johnson
Silnia Alma
Staesha Hosey
Stary Gutierrez
Stefanie Riggins
Stephen Moffett
Stephen Moffett
Stephen Moffett
Stephen Moffett
Stephen Moffett
Stephen Moffett
Supnira B.
Susanna Clark
Tahana Chavarria
Tameka Dano
Tammy Wilhams
Tani Hernandez
Tani Hernandez
Tani Hernandez
Tanisha Wiley
Tanzania Parker
Tashae Streeler
Tashae Streeler
Theresa S.
Theresa S.
Tila
Tina Trevino
TiYonna Mitehell
Toni Hernandez Pedro
Toni Hernandez Pedro
Toni Hernandez Pedro
Toyin Kasah
Triwinan sierra
Unida Vasquez
Valerie Fisher
Veronica Rilwer

Victor Diaz
Virgina Jumenes
Virgina Jumenes
Virgina Jumenes
Virgina Jumenes
Walter Jones
Wynda Garrison
Yadira
Yadira Garza
Yadira Garza
Yahaira Ramos
Yahaira Ramos
Yahaira Ramos
Yasmin Valencia
Yesenia
Yesenia Martinez
Yesnia Ordat
Yesonia Davila
Yvette Bernal
Yvette Huizar
Yvette Ramirez
Yvonne Perez

**PARENTS SIGNATURE LIST WITH  
INTENT TO ENROLL IN FRINK  
SCHOOL. WET SIGNATURES ON  
FILE IN OFFICE. 440 CHILDREN**

**CHARTER  
APPROVAL  
BY TEACHERS  
SIGNATURES**



**8 SIGNATURES OF  
INTENT TO TEACH**

**4 SIGNATURES NEEDED  
8 SUBMISSIONS**



# PETITION FOR THE ESTABLISHMENT OF WILLIE J FRINK COLLEGE PREP, A CALIFORNIA CHARTER SCHOOL

The petitioners listed below certify that they are CREDENTIALLED TEACHERS in California and are meaningfully interested in teaching at Willie J Frink College Prep. They also certify that they retain the proper credentials and certificates to teach at a California public school. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of Panama Buena Vista Union School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME (Please Print)	SIGNATURE	FULL ADDRESS	CELL NUMBER	CA Credential Number
Janice Butler		3619 Sycamore Bakersfield, CA 93304	818 3008620	TC486752
Betty Flint		5216 Barley Harvest Ave. Bakersfield, CA 93313	661-204-3020	TC321968
Candace Molhoek		10805 Silver Falls Ave Bakersfield, CA 93312	661-444-4728	200203735
Elmon B. Blakemore		2716 30th St Bakersfield, CA 93301	661-301-5021	180057053
Catherine Anne Sons		9401 Quail Brook Ct Bakersfield, CA 93312	661-342-1375	180282060
Janier Herrera		459 Del Mar Drive BKF, CA 93304	661-364-4329	200113365
Kristie Scott		7613 Carabina Ct Bakersfield CA 93308	517-812-4599	210172361



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