

# East Bay Conservation Corps Charter School Charter Renewal Petition

Respectfully submitted to the State Administrator and  
Board of Education of the  
Oakland Unified School District

on September 14, 2005

## Legislative File

File ID No. 05-0989  
Introduction Date 9/14/05  
Enactment No. \_\_\_\_\_  
Enactment Date \_\_\_\_\_  
By \_\_\_\_\_



By Joanna Lennon  
Executive Director  
East Bay Conservation Corps  
Oakland, California



1021 Third St.  
Oakland  
California  
94607

Tel: 510.992.7800  
Fax: 510.992.7950

August 31, 2005

Dr. Randolph E. Ward and Board of Education  
Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606-2212

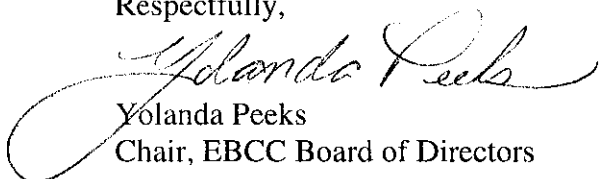
Dear Dr. Ward and members of the Board of Education:

On behalf of the Board of Directors of the East Bay Conservation Corps, I am pleased to submit our School Performance Report and Charter Renewal Petition with financial reports for the East Bay Conservation Corps Charter School. It has been reviewed and approved by our Board of Directors.

If you have further questions or require additional information, please contact Joanna Lennon, Executive Director, at 510.992.7800.

Thank you for your time and support of the EBCC Charter School. We look forward to our continued partnership with the Oakland Unified School District in serving the children and families of Oakland.

Respectfully,



Yolanda Peeks  
Chair, EBCC Board of Directors

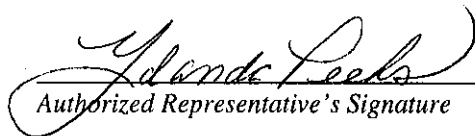
# CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

## ASSURANCES

*This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.*

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for the East Bay Conservation Corps Charter School to be located at 1021 Third Street, Oakland, CA (High School) and 1086 Alcatraz Avenue, Oakland, CA (Elementary School) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will/will not (circle one) be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.<sup>1</sup> [Ref. California Education Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

  
Authorized Representative's Signature

8/31/05  
Date

<sup>1</sup> In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.

**EAST BAY CONSERVATION CORPS CHARTER SCHOOL  
CHARTER RENEWAL PETITION**

**Table of Contents**

<b>Cover Letter from EBCC Board President</b> .....	2
<b>Assurances</b> .....	3
<b>Table of Contents</b> .....	4
<b>Introduction</b> .....	5
<b>Element A: Educational Program</b> .....	6
<b>Element B: School Wide Student Outcomes</b> .....	13
<b>Element C: Assessment Methods</b> .....	17
<b>Element D: Governance</b> .....	20
<b>Element E: Employee Qualifications</b> .....	22
<b>Element F: Health and Safety Requirements</b> .....	24
<b>Element G: Means to Achieve Racial and Ethnic Balance</b> .....	25
<b>Element H: Admissions Requirements</b> .....	25
<b>Element I: Financial Audit</b> .....	26
<b>Element J: Pupil Suspension and Expulsion</b> .....	27
<b>Element K: Staff Retirement System</b> .....	27
<b>Element L: Attendance Alternatives</b> .....	28
<b>Element M: Employee Rights</b> .....	28
<b>Element N: Dispute Resolution Process, Reporting and Renewal</b> .....	29
<b>Element O: Labor Relations</b> .....	30
<b>Element P: School Closure Procedures</b> .....	31
<b>Charter-Related Issues:</b> .....	31
<b>Appendices:</b>	
Appendix A: Sample Grade-Level Rubric and Student Report Card .....	34
Appendix B: Detailed Description of the Student Study Team Process at the EBCC Charter School.....	44
Appendix C: Current List of EBCC Board Members .....	45
Appendix D: Teacher Evaluation Form .....	47
Appendix E: Staff Handbook .....	49
Appendix F: Corpsmember Handbook.....	86
Appendix G: Elementary School Family Handbook.....	118
Appendix H: Financial Information: One-Year Cash Flow & Three-Year Projections .....	147

## **INTRODUCTION**

The East Bay Conservation Corps (EBCC) is a multi-program nonprofit educational organization located in Oakland, California. The EBCC engages and prepares young people as capable and caring citizens in creating healthy communities. Since opening its doors over 20 years ago, the EBCC has been an innovative leader in serving youth and communities through education reform, youth development, environmental stewardship and service. The EBCC's comprehensive program model enhances participants' academic, leadership, employment and life skills, self-esteem, civic responsibility and environmental awareness. Through service-learning—the practice of linking academic learning with service that meets real community needs—students apply and advance their academic learning through serving their community. This arrives at the heart of the civic mission of public education: educating and preparing individuals to be active, contributing members of our democracy.

The EBCC serves youth ages 5-24 through a variety of program models, all of which focus on youth development and education through service-learning and civic engagement. The EBCC's flagship Corpsmember Charter High School, offers youth ages 17 to 24 a meaningful education through service-learning projects that focus on environmental stewardship and community service. The Project YES (Youth Engaged in Service) National Service AmeriCorps Program is the EBCC's school-based service-learning program, offering opportunities for students to engage with their communities and providing technical assistance to teachers. The EBCC's newest initiatives are the Institute for Citizenship Education and Teacher Preparation (Institute) and the EBCC K-5 Charter School, which together aim to develop successful, replicable models for service-learning and citizenship education from kindergarten through high school graduation.

The goal of the EBCC Charter School is to create models of educational programs that serve students in grades K through 12, including an alternative high school model for students ages 16 to 24 who have not yet received their high school diploma. The EBCC Charter School received its original K-12 charter in 1995. The first school site, the Corpsmember High School, opened in 1996. The charter was renewed in 2000 and the K-5 school site was launched in 2001. We have received or are applying for planning grants to launch the middle school and comprehensive high school within the next five years, if appropriate school sites are secured. This charter petition requests renewal of the original K-12 charter, including the Corpsmember High School, with the understanding that the Corpsmember High School intends to submit a new charter within the 2005-06 school year.

### **Element A. EDUCATIONAL PROGRAM**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent and lifelong learners.*

*If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California of the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements [California Education Code Section 47605(b)(5)(A)(i) and (ii)].*

### **Student Population to Be Served**

Central to its mission to reinvest in the civic mission of public education and to provide a rigorous educational experience for students of all abilities, the EBCC Charter School actively recruits a student body that brings together the socio-economic and ethnic diversity of Oakland and the broader San Francisco Bay Area, including high school students who have traditionally been most underserved: young adults who have not succeeded in the traditional education system due to a variety of factors including parenthood, homelessness, violence, poverty, involvement in the criminal justice system, etc.

The Elementary Level of the EBCC Charter School enrolls a student population that reflects the rich diversity of Oakland and the larger East Bay. 22% of the students/families classify themselves as multi-ethnic, 54% African American, 14% white, 7% Hispanic, 1% Pacific Islander, and 2% Asian. Students and families of the school are also linguistically diverse with home language backgrounds that include Spanish, Punjabi, Japanese and Burmese. The school is also socio-economically diverse with 39% of all families eligible for free lunch, 22% eligible for reduced-priced lunches, and 39% of all families above the qualifying level for free and reduced lunches. These numbers alone however do not accurately describe our unique population. For example, in recent home surveys, we have found that many of our students come from homes where the overall socio-economic level is low but where the average education level of the child's caregiver(s) is quite high (e.g. two or more years of college).

The EBCC Corpsmember Program serves youth ages 17-24 who have left the traditional education system without graduating and who are residents of Alameda and Contra Costa counties. Most of our high school students live in low-income communities along the Richmond to Hayward corridor in Alameda County. In 2004-05, the student population is 73% male, 65% African-American, 27% Latino, 3% Asian/Pacific Islander, and 3% White. Eight percent are Spanish monolingual; another

10% are Spanish/English bilingual; and 2% are bilingual in API languages and English. As students in our charter school, 98% are eligible for the free and reduced price lunch program in the public schools. Almost universally, corpsmembers come to us having done poorly in the public schools. Levels of student literacy for native English speakers range from 2<sup>nd</sup> grade equivalency through 12<sup>th</sup> grade equivalency with the average grade equivalency between 4th and 5th grade.

Students who come to the EBCC to complete their high school requirements face serious challenges to employability and productivity due to criminal records, early parenthood, learning disabilities, and homelessness. On average, one-third to one-half are parents and must take care of their own children. Up to 30% of our corpsmembers have unstable or no housing. Approximately 40% have had involvement in the criminal justice system, and 30% are currently on probation. In most cases, the Corpmember High School's open entry-open exit education/work program provides their first highly disciplined work experience and a chance to resurrect their education and employability. The value of the program is the opportunity for students to attend school while earning money working part-time on environmental projects in the community.

It is the intent of the EBCC Charter School to continue its K-5 school (with average expected enrollment of 190) and the Corpmember High School (average expected enrollment between 100-150 students) each year at their current school sites. We are in the midst of researching sites to open the middle school and high school within the next five years, resources permitting. If successful in securing a middle school site, it is the intent of the EBCC Charter School to open with 50 students in the sixth grade in 2006-07 and to "grow" the comprehensive high school with our eighth grade graduates and additional students with 75 ninth grade students in 2009-2010. The following table summarizes our project school enrollment over the next five years if school expansion goes as planned and with resources permitting.

<b>School Sites</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-2010</b>
Elementary School (existing)	190	215	235	235	235
Middle School (new)		50	100	150	150
Comprehensive HS (new)					75
Corpsmember HS (existing)	143	143	143	143	143
<b>Total Projected School Enrollment</b>	<b>333</b>	<b>408</b>	<b>478</b>	<b>528</b>	<b>603</b>

### **What it Means to be a 21st Century Educated Person**

Our mission is based on the fundamental belief that an educated citizenry is the cornerstone of a healthy democracy. To be an educated person in the 21st century, public schools need to instill in our children the notion that life is about giving rather than

getting; that rights are tied to responsibilities; and that democracy is not just a philosophical construct but a way of living and getting things done – that the whole is indeed greater than the sum of the parts. The EBCC has always believed that young people must be an integral part of every solution to our nation's problems. Since 1983 we have espoused the belief that everyone should have the opportunity, support and education to serve and help others. We wish to ensure that all of our citizens can fully participate in the future.

In particular, we believe in Ernest Boyer's description of what it means to be "educated":

It means developing one's own aptitudes and interests and discovering the diversity that makes us unique. And it means becoming permanently empowered with language proficiency, general knowledge, social confidence, and moral awareness. It also means discovering the connectedness of things. It means respecting the miracle of life and responding sensitively to the aesthetic. Being truly educated means putting learning in the historical perspective, understanding groups and institutions, having reverence for the natural world, and affirming the dignity of work. And, above all, being an educated person means being guided by values and beliefs and connecting the lessons of the classroom to the realities of life.

*(Toward a Coherent Curriculum, 1995)*

More specifically, the EBCC Charter School will enable its pupils to become self-motivated, competent, lifelong learners in the 21<sup>st</sup> Century by requiring all students to become proficient in each of the following three literacies which are explained in more detail in Element B: Student Outcomes.

*Academic Literacy*

Academic Literacy is defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision.

*Artistic Literacy*

Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology.

*Civic Literacy*

Civic literacy is defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.



To accomplish this mission, the school is in the process of refining ten school wide student outcomes that outline what we intend for all EBCC Charter School graduates to know and be able to do upon promotion from our school. These outcomes state that all students will be able to understand and demonstrate:

1. The ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
2. The ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.
3. Problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.
4. The processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), and real-world applications of scientific concepts, thinking skills, technologies, and processes.
5. The ability to research, investigate, describe, and analyze present and historical events from multiple perspectives and apply historical concepts, thinking skills, and processes to real-world situations.
6. An appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.
7. An appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.
8. Positive health habits and behaviors/strategies for maintaining mental and physical wellness.
9. An appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.
10. An appreciation of the diversity of “ways of being” in the world as well as skills for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.

We believe these student outcomes are necessary to prepare students for citizenship, college and career. They will be discussed in more detail in Element B: Student Outcomes.

### **How Learning Best Occurs: Educational Philosophy and Practices**

The educational philosophy of the EBCC Charter School draws from a passionate belief that public schools were created to educate citizens who actively participate in a democracy. From the writings of educational philosophers such as John Dewey, we draw inspiration for an educational philosophy that is grounded in learning that is active and experiential, integrated in its curriculum focus, supportive of students’ holistic development and focused on the larger purposes of preparing students to actively participate in society as citizens, workers and environmental stewards.

To put our educational philosophy into practice, we have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of

serving the whole child. This program will serve all students including young adults with exceptional needs through implementation of the following practices:

- 1. Service and Project-Based Learning*
- 2. Caring School Community*
- 3. Arts Integration*
- 4. Authentic Assessment*
- 5. Community Internships and Work Experience (High School only)*

### **1. Service-Learning**

Service-learning, the teaching strategy central to the EBCC Charter School's mission and guiding principles, links academic learning through the medium of service to real life needs in the school and the larger community. It is a learned activity, involving planning, action, reflection and evaluation. As such, we weave it into the fabric of our academic life and every student is provided age-appropriate opportunities to give back to the community. Its value is truly democratic, giving every student the opportunity to practice citizenship and leadership by doing real work in their communities rather than waiting to come of age as citizens when they are able to vote. Service acts as a catalyst that alters the dynamics of a traditional classroom, strengthens academic performance and transforms the tone of a school.

### **2. Caring School Community**

In order to provide our students with the knowledge and skills needed to become active and responsible citizens, we intentionally organize the school sites of the EBCC Charter School to foster a caring school community. Research suggests the importance of small schools and a caring environment to nurturing students' academic, social and emotional development. School size is small and teacher to student ratios are low so that school administrators, teachers and students can get to know each other well. We make very conscious attempts to build community at both the classroom and school-wide levels so that students and teachers can participate fully in the life of the school as a community. The manner in which the school is governed, conflicts are managed and resources are allocated becomes central to our sense of community. Participation in school becomes, in effect, a dress rehearsal in participatory democracy, a model community.

### **3. Arts Integration**

The EBCC Charter School strongly supports arts education in at least two ways: first, as a subject in its own right for students to understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression and communication. Second, when the visual and performing arts are integrated with core academic subjects as a tool for teaching and expressing new knowledge and skills in order to support all K-5 students in demonstrating mastery of the state standards and school-wide civic literacy outcomes. Core subjects and the arts will be integrated

through the collaborative work of the teaching staff and artists in residence within our bi-annual school-wide thematic service-learning projects. In addition, the integration of the arts and the core curriculum will also be achieved through the work of the visual arts teacher who will provide consultation and push-in lessons that assist all classroom teachers in using the arts as an instructional tool for math, science, social studies, and language arts instruction.

#### **4. Authentic Assessment**

Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at the EBCC Charter School and also as an educational practice that motivates learning and drives instruction. Staff will use data from a variety of standards-based assessments, including standardized tests, school-developed assessments of civic and artistic literacy, and teacher-developed performance and content tasks to evaluate and improve their instruction and curriculum and to document students based on grade-level, standards-based rubrics. (Please see Appendix A and Element C for more detail.)

#### **5. Community Internships and Work Experiences.**

The community internships and environmental/conservation field work provides our corpsmember high school students with valuable opportunities to practice an interdisciplinary array of skills from math, language arts, fine arts, geography, science, and technology by connecting their classroom learning to work experiences in the community. Following principles of experiential education, Corpsmember High School faculty guide their students through work experiences that encourage them to expand their job and leadership skills and to develop personal values, ethics and an awareness of social, political and environmental issues with the goal of preparing students to be productive, active citizens in their communities.

**Support for English Language Learners.** All EBCC Charter School parents will be asked to complete a Home Language Survey in the student enrollment packet. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) within the first 30 days to evaluate their listening, speaking, reading and writing abilities in English. The unofficial results of this test are made available to parents and teachers immediately and official results from the state are mailed to parents as soon as they are received by the school.

Academically, the EBCC Charter School will meet the needs of its English language learners through an inclusion model. To provide support to English language learners, all teachers at the EBCC Charter School will use instructional strategies that include project-based learning, culturally relevant pedagogy and heterogeneous grouping. CLAD or BCLAD certification for all teachers will be strongly encouraged. The EBCC Charter School will comply with all applicable state and federal laws regarding testing and service provision to English Language Learners.

**Support for Academically Low-Achieving Students.** The EBCC Charter School holds high expectations for all of its students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students will be identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, the EBCC Charter School will recommend after-school tutoring and small group work. If deemed necessary, the faculty will create a student study team (SST) comprised of teachers, family members, the student (when appropriate) and other support providers to identify strategies to better support the student's success. (Please see Appendix B for a detailed description of the Student Study Team process at the EBCC Charter School.)

**Support for Academically High-Achieving Students.** Academically high-achieving students will be identified through teacher recommendation, progress reports, test scores, and/or other assessment measures. These students will be pushed to meet and exceed grade level standards and schoolwide outcomes by setting appropriate goals for themselves during Parent-Teacher-Student conferences and through conversations with school faculty. The EBCC Charter School faculty will support these students through differentiated instruction and additional assignments during or after school. In addition, high achieving students may be encouraged to enroll in challenging internships and college level course work at local colleges and universities and/or distance learning centers as appropriate for each student's needs.

**Support for Students with Special Needs.** The EBCC Charter School pledges to work in cooperation with the Oakland Unified School District and its special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs.

To identify students who may be in need of special education services, the EBCC Charter School staff will ask its parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff will also forward its enrollment lists to the OUSD SELPA to check to see if any of its students have an open IEP. Should students appear to require additional assistance, the EBCC Charter School faculty will create a student study team (SST) comprised of teachers, family members, the student (when appropriate) and other support providers to identify strategies to better support the student's success. The processes governing SSTs will be described in our Elementary School Family Handbook and the Corpsmember Handbook to be updated and distributed annually to all families and students. In coordination with the local SELPA, professional development in supporting and identifying students with disabilities and utilizing resources for students will be provided to EBCC Charter School teachers annually.

The student study team will collaborate with special education professionals provided through our SELPA to ensure that appropriate individualized goals are set for all students with disabilities. In addition, the team will ensure that action plans with clearly

delineated objectives, due dates, and assignments of responsibility for implementation are carried forth.

The school intends to function as a “public school of the local education agency that granted the charter” for purposes of providing special education services pursuant to Education Code Section 47641(b). The Charter School will annually and in good faith negotiate written agreements with the authorizing district and SELPA to clearly specify the fees and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). Nothing in this charter shall be deemed to prevent the school from opting to exercise its option to function as an independent local education agency in the future.

**Transfer of Courses and College Entrance Requirements.** The EBCC Charter School will research the WASC accreditation process and expects to become accredited within the next five years. Once WASC accredited, we will inform parents and corpsmembers that course credits are transferable to neighboring public schools and expect them to meet entrance requirements to UC and CSU systems at graduation. Currently, when enrolling in the EBCC Charter School, students meet with school faculty to determine their educational program and personal educational goals. Upon completion, students meet with faculty members to discuss further educational opportunities in vocational training and post-secondary education.

#### **Element B. SCHOOL WIDE STUDENT OUTCOMES**

*A description of the measurable pupil outcomes, i.e. the skills, knowledge, and attitudes that students will have attained upon leaving the charter school [California Education Code Section 47605(b)(5)(B)].*

The student outcomes for both the EBCC Corpsmember High School and K-5 Charter School are aligned with the California State Standards and with the mission of the school – to prepare young people for their lifelong roles as citizens by instilling in students academic, artistic and civic literacy. All students at the EBCC Corpsmember High School and K-5 Charter School, including individuals with special needs, English Language Learners, and/or students identified as “under-performing” will be expected to meet these outcomes in order to graduate and/or successfully complete a course of study at the school. Students will be provided additional support and/or accommodations to meet these outcomes as needed and/or legally required by an Individual Education Plan.

In order to graduate from the Corpsmember High School or to be promoted from the K-5 Charter School, students must demonstrate competency in the areas of academic, artistic, and civic literacy. Each of these “literacy types” and the accompanying EBCC Student Outcomes are described in the following three sections.

### **Academic Literacy**

*Academic Literacy is defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision.* All EBCC students will demonstrate academic literacy through the mastery of content (what students will know) and performance (what students will be able to do) standards in all core academic areas: English-Language Arts, Mathematics, Social Studies, and Science as defined by the following five student outcomes:

- *Language Arts – Reading*  
Students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
- *Language Arts – Writing, Speaking, Listening*  
Students will understand and demonstrate the ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.
- *Mathematics*  
Students will understand and demonstrate problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.
- *Science*  
Students will understand and demonstrate the processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), and real-world applications of scientific concepts, thinking skills, technologies, and processes.
- *Social Studies*  
Students will understand and demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives and apply historical concepts, thinking skills, and processes to real-world situations.

### **Artistic Literacy**

*Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology.* Students will demonstrate artistic literacy through mastery of a range of outcomes that include the skillful understanding and use of technology as well as mastery of visual and performing arts standards as defined by the following student outcomes:

- *Visual and Performing Arts*  
Students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.

- *Technology Arts*  
Students will understand and demonstrate an appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.

### **Civic Literacy**

*Civic literacy is defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.* Students will demonstrate mastery of the following three civic literacy outcomes:

- *Physical Education, Health, Wellness*  
Students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.
- *Civic Engagement, Service Learning, Citizenship*  
Students will understand and demonstrate an appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.
- *Diversity, Respect, Community Participation, Career/Life Development*  
Students will understand and demonstrate an appreciation of the diversity of "ways of being" in the world as well as skills for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.

The EBCC Student Outcomes described above will be subdivided into a list of specific, measurable grade level standards and skills that are aligned to the California State Content and Performance Standards and/or other outcomes and benchmarks deemed appropriate by the EBCC Charter School Board of Directors and staff. Each grade level standard/outcome will be further delineated into developmentally appropriate benchmarks that are described through in depth grade level rubrics and/or performance tasks. These grade level standards rubrics and benchmarks will be provided to all students and families at the start of every school year. Student progress towards meeting grade level benchmarks will be monitored and reported to and discussed with students and families a minimum of three times per school year.

In order to best serve our students and community, the EBCC Charter School will continue to examine and refine the list of student outcomes over time to reflect the school's mission and any changes to state or school standards that support this mission. The EBCC Charter School will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board any time prior to expiration of the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the California Education Code Section 476059(b).

For the purposes of this renewal, the graduation requirements of the existing Corpsmember High School are described below. Graduation requirements of our comprehensive high school will be defined in a subsequent charter petition to be submitted to OUSD when appropriate.

**Graduation Requirements.** The curriculum used in the Corpsmember High School is designed to meet the required state content and performance standards in each of the "core" academic areas of math, language arts, science, and history/social science [California Education Code Section 47605(c)(1)]. As the following chart demonstrates, our curriculum is also designed to meet the requirements for the Oakland Unified School District:

<b>OUSD High School Requirements (as of August 2005)</b>	<b>EBCC Corpsmember High School Graduation Requirements</b>
English: 8 semesters	230 minimum score on CASAS English
Math: 6 semesters including Algebra and Geometry	230 minimum score on CASAS Math
Science: 2 semesters Physical Science 2 semesters Biology (Life Science) 2 semesters Science electives	230 minimum score on CASAS Physical Science 230 minimum score on CASAS Biological Science Field work/application
World Cultures: 2 semesters	230 minimum score on CASAS World History Workshops – Diversity
U.S. History: 2 semesters	230 minimum score on CASAS U.S. History
American Government/Economics: 2 semesters	230 minimum score on CASAS American Government 230 minimum score on CASAS Economics
World Language: 2 semesters	To be developed
Visual/Performing Arts: 2 semesters	Portfolio projects to document participation in annual Shakespeare production, Performance Art or Visual Art classes.
Multicultural Studies: 1 semester	Portfolio projects to document participation in multicultural awareness and diversity training workshops as well as completion of coursework in Career Exploration and Technology classes.
Physical Education: 4 semesters	Field work, 32 hours a week
Electives: 10 semesters	Portfolio projects to document completion of elective coursework, including courses such as computer applications, life skills, leadership, etc.
20 hours of Service Learning/Community Service	Field work of environmental or community improvement, 32 hours a week
GPA of 2.0	Equivalent of 3.0 (80% mastery)
Passage of CAHSEE (Language Arts and Mathematics)	Passage of CAHSEE (Language Arts and Mathematics)

Students will demonstrate their proficiency in all subject matter areas with a minimum score of 230 on an external assessment, the CASAS, one of the most widely used systems for assessing adult knowledge and skills within a functional context. As noted



earlier, the EBCC Charter School will research the WASC accreditation process and expects to become accredited within the next five years.

**Element C. ASSESSMENT METHODS**

*A description of “the method by which pupil progress in meeting the pupil outcomes will be measured” [California Education Code Section 47605(b)(5)(C)].*

In order to ensure that all students at the EBCC Charter School are achieving the student outcomes detailed above, assessment at the EBCC Charter School will be consistent, continuous and based on both internal and external assessment measures as summarized below. This data will be used to adapt instructional practices and to inform the development and implementation of school structures, systems and policies to support the success of all students in achieving the school’s mission.

	Internal Assessments	External Assessments
Academic Literacy	<ul style="list-style-type: none"> <li>• Classroom content assessments</li> <li>• Schoolwide Reading and Mathematics Assessments</li> <li>• Portfolio with Grade Level Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• STAR Tests (currently CST, CAT-6, CAPA)</li> <li>• CAHSEE</li> <li>• CASAS</li> <li>• CELDT</li> </ul>
Artistic Literacy	<ul style="list-style-type: none"> <li>• Classroom content assessments</li> <li>• Portfolio with Grade Level Rubrics</li> </ul>	
Civic Literacy	<ul style="list-style-type: none"> <li>• Student Attitudinal Survey and Observation Checklists</li> <li>• Portfolio with Grade Level Rubrics</li> <li>• Student Attendance and Behavior</li> </ul>	

**External Assessments**

As mandated by California Education Code Section 47605(c)(2), the EBCC Charter School will annually administer the state mandated assessments that currently include the STAR (CST, CAT-6, SABE 1/2, CAPA); the California High School Exit Exam (CAHSEE) and California English Language Development Test (CELDT).

At the Corpsmember High School, teachers will administer CASAS assessments for students to demonstrate proficiency in all of the areas required for graduation. The TABE (Tests for Adult Basic Education) norm-referenced assessments may also be used for diagnostic purposes to assess students’ basic skills in reading, language, mathematics and spelling.

**Internal Assessments**

To monitor student progress in achieving academic, artistic and civic literacies, the EBCC Charter School will also utilize the following forms of internal school-developed assessments:

### *Progress Reports and Grade Level Rubrics*

The EBCC Charter School progress reports were developed to help parents understand what was taught at the school and to help teachers reflect on how students were performing relative to the school's mission and state content standards in all subject areas. Teachers report their assessments of students in four ways:

- (1) Student progress in academic literacy, especially Language Arts and Mathematics, is documented using a grade level rubric that tracks student growth and development;
- (2) Student progress in Science and Social Studies is assessed below, at or above grade level expectations;
- (3) Student progress in civic literacy is documented with student surveys and observation checklists described in more detail below.
- (4) Student progress in artistic literacy is documented according to the visual and performing arts standards by narrative assessments.

### *Portfolios of Work*

Each year, students, with the aid of their teachers, will compile portfolios. Portfolios may hold a variety of materials such as journals, content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will be used by teachers, students, and parents to reflect on a student's academic growth over time.

### *Content Assessments*

Teachers will measure student progress toward content and performance standards through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, journals, tests, reports, projects) will be graded on a pre-determined scale, and all scores will be averaged to attain an overall content assessment score.

### *Performance Tasks*

In order to demonstrate students' academic development, the school aims to implement several performance tasks each year. At the elementary level, performance tasks will be evaluated by faculty using pre-determined rubrics aligned to the grade level benchmarks. All performance task scores will be averaged to attain an overall performance task score. At the Corpsmember High School, performance tasks relate to the five core areas of competency required for graduation (Academics, Employability, Life Skills, Communication and Citizenship). These include evidence of learning based on projects completed in class, in the community and/or in training opportunities through service on a crew of the EBCC. Evidence will be presented using a variety of formats including written, oral, computer generated, audiovisual and performance.

*Student Civic Attitudes Survey and Observation Checklists*

In order to measure students' civic development, teachers will use schoolwide assessments such as student observation checklists for civic thinking skills, civic participation skills and behaviors and a student survey that measures civic dispositions, civic knowledge and civic skills.

**Schoolwide Performance Goals**

In addition to the school-wide student outcomes and grade level standards and benchmarks specified above, the EBCC Charter School aims to meet the following school-wide performance standards related to areas of attendance, grade-level promotion, graduation, and post-secondary/job placement at the school.

- The comprehensive elementary, middle and high schools will maintain or exceed a 95% attendance rate.
- The comprehensive elementary, middle and high schools will maintain or exceed a 95% annual grade-level promotion rate.
- The comprehensive high school seeks to maintain or exceed a 90% high school graduation rate (including passage of CAHSEE and completion of community internship experience).

As noted earlier, the student population of the EBCC Corpsmember High School is a challenging one to serve in a sustained manner. As a result, the Corpsmember High School aims to meet the following schoolwide performance standards related to the areas of attendance, graduation and post-secondary education/job placement.

- The Corpsmember High School will maintain or exceed a 70% attendance rate.
- The Corpsmember High School will increase its graduation rate by 5% each year (including passage of CAHSEE and completion of community internship/work experience).
- 95% of EBCC Corpsmember High School graduates will enroll in post-secondary education and/or begin career-track community internships or workplace employment within four months of graduation from the program.

In addition, the EBCC Charter School seeks to achieve the following schoolwide goals:

- Increase the number of students scoring at proficient/advanced levels by 5% every year until 80% of students who have attended the school for at least three years have reached proficiency or advanced status.
- Score a 4 or better in its overall API state ranking and/or a 4 or better in similar schools ranking.

**Collecting, Analyzing and Reporting Data**

The EBCC Charter School will report a summary of its outcomes and accomplishments to parents and the District annually. The purpose of the annual school performance report is to guide decision-making and to establish an annual snapshot of the school.

The school will make adjustments as needed in order to ensure continuous improvement.

The report will include the required elements in the School Accountability Report Card in addition to the following elements:

- A statement of school-wide goals and targets and the extent to which the targets have been met;
- Number and level of certificates completed;
- Other measures of performance including attendance, apprenticeships, job placements, competitions, and college placements.

### **Student Retention and Promotion**

Student promotion to the next grade level or retention will be determined through careful examination of each student's overall achievement on state testing, student progress reports and teacher recommendations. Passage from one level to the next will be based on a formal system of evaluation that includes demonstration of content mastery in each core subject area. For students with special needs and English Language Learners, mastery and promotion will be dependent on their respective IEP and/or English proficiency levels.

### **Element D. GOVERNANCE**

*A description of "the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."* [California Education Code Section 47605(b)(5)(D)].

The governance structure of the Charter School will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors
- An Executive Director and Supporting Administrators
- An EBCC Charter School Parent Advisory Committee

**Legal.** The EBCC Charter School will be operated as a part of the East Bay Conservation Corps, a California Public Benefit Corporation pursuant to California Law. The school will be governed pursuant to the bylaws adopted by the board, as subsequently amended pursuant to the process specified in the bylaws.

The EBCC Charter School Governance Council is the EBCC Board of Directors, comprised of an array of influential educators, community members and experts of their fields. Board members' areas of expertise include curriculum and instruction; charter schools development; public and private school administration; fundraising; and business and organizational development. (Please see Appendix C for a list of the board members.)

The Board of Directors currently has 16 members and can hold up to 25. Each Board Member is elected for a three-year term. New members are recruited and screened by a Recruitment Committee composed of Board Members. Each new member must be approved by a simple majority of those already on the Board. The Board members share a passionate commitment for public school reform. The Board will establish major EBCC Charter School policies including:

- **Financial Oversight:** The Board approves the schools' annual operating budgets and their impact on the overall finances of the organization.
- **Strategic Planning:** The Board informs itself as to the long and short-term plans for the development and operation of the school.
- **Oversight:** The Board informs itself as to the welfare and integrity of the EBCC Charter School, and the degree to which it is meeting its goals and achieving its mission through information provided primarily from the EBCC Executive Director.
- **Advocacy:** The Board is responsible for advocating for the EBCC Charter School including raising funds.
- **Hiring:** The Board hires, supports, evaluates and advises the Executive Director of the East Bay Conservation Corps.

The Oakland Unified School District is entitled to a representative on the East Bay Conservation Corps Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the Charter School and District.

An EBCC Charter School Parent Association composed of parents will be established to provide the EBCC senior management team (the Executive Director and the other agency Directors) with ongoing input that will help shape school policies and practices. The Parent Association is charged with supporting the EBCC Charter School mission; organizing family events; fundraising; and bringing concerns of the parent community to the EBCC Charter school administrators. The EBCC Board of Directors is constituted and conducts its affairs as specified in its bylaws which may be amended as provided for in the bylaws and in accordance with any applicable state open meetings laws (e.g. the Brown Act) to foster community building and parental involvement. We will ask each parent to sign a volunteer contract that will articulate how they will contribute to the school in accordance with their skills, expertise, and abilities.

The school complies with all applicable federal, state and local laws. The EBCC retains its own legal counsel when necessary. The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations; does not charge tuition; and does not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

**Operations.** The EBCC maintains and augments as necessary its general liability (including Board errors and omissions), property, workers compensation, unemployment, and automotive/vehicle insurance policies. Any liability claims against the charter school will be handled pursuant to the terms of the EBCC's insurance policies.

The EBCC Charter School will be responsible for all supplies and equipment that it purchases. Any District property used by the charter shall be protected by insurance satisfactory to the District. The District shall have no responsibility for student losses, and the charter shall hold the District harmless from any such losses.

### **Element E. EMPLOYEE QUALIFICATIONS**

*A description of "the qualifications to be met by individuals to be employed by the school" [California Education Code Section 47605(b)(5)(E)].*

The EBCC Charter School has four categories of staff members: Administrators, Teachers, Instructional Support Staff and Non-Instructional Support Staff. For all positions, the EBCC Charter School seeks to employ professional, qualified candidates who are strongly committed to the mission of the school and to nurturing the academic, artistic and civic development of a diverse student population. All employees will meet the applicable qualifications required by state and federal laws for their positions and will demonstrate understanding of youth development and/or service-learning. We will also seek individuals who have extensive experience working in diverse, urban communities. As provided for in the California Charter Schools Act, the EBCC Charter School may choose not to require credentials for teachers in non-core, non-college preparatory courses. The school will conduct background checks of all candidates to ensure the health, safety and success of all students.

In addition to the general qualifications outlined above, the School's key staff members (Administrator, Teachers, Instructional Support Staff and Non-Instructional Support Staff) will meet the following qualifications:

**Administrators.** Administrators at each of the schools include the principals who serve as the instructional leaders of their school sites, and other program managers such as school partnerships manager and workforce development manager who support the principals in achieving the outcomes outlined in this charter petition. Qualifications for the principal positions include at least five years of teaching and/or administrative experience; Masters degree and/or administrative credential; and demonstrated leadership in the areas of curriculum, instruction and/or assessment. Qualifications for the other administrative positions will include three to five years of teaching or administrative experience relevant to their positions and a minimum of a Bachelor's degree.

**Teachers.** The teaching staff includes Teachers and Field Supervisors. Teachers are responsible for teaching the core curriculum. Field Supervisors are responsible for

supervising students in the field activities of the Corpsmember High School's field component. Qualifications for the Teachers of the core curriculum (language arts, mathematics, history/social sciences, foreign language, visual/performing arts and college preparatory electives) include minimum Bachelor's degree; appropriate teaching certificate, permit or other document required by the Commission on Teacher Credentialing; subject matter competence by exam or coursework; and at least one to three years of teaching experience. CLAD/BCLAD certification is highly desired. Field Supervisors teach the non-core curriculum and should hold at least a Bachelor's degree in environmental science or another relevant subject, and they must have three to five years of relevant experience working with youth and/or in the environmental field.

**Instructional Support Staff.** Instructional Support Staff, including Teacher Interns, Coordinators and Operations Staff, work with teachers of the core and non-core curriculum to assist students in achieving the outcomes outlined in this petition. Teacher Interns work in classrooms with individual students and small groups to support student success. At the Corpsmember High School, Coordinators are responsible for developing curriculum and assisting with instruction. Operations Staff is responsible for preparing and correcting educational material, tracking attendance and performance, and tutoring students under the direction of the teachers. Teacher Interns will hold a minimum of a Bachelor's degree and be enrolled in a teacher credentialing program. Coordinators should hold at least a Bachelor's degree in environmental science or another relevant subject, and they must have relevant experience working with youth.

**Non-Instructional Support Staff.** The non-instructional support staff provide a variety of support services to the administrative and teaching staff. The Development Staff are responsible for developing funding to support the school. The Recruiting Staff recruits students. The Human Resources Staff is responsible for defining and enforcing policies and procedures dealing with staff and students. The Fiscal/Accounting Staff is responsible for tracking all fiscal matters including accounts receivable, accounts payable and fund management. The Facilities Staff is responsible for maintaining the agency's facilities and equipment. The Office Staff is responsible for handling reception and intra-office and external communication. The Counseling Staff is responsible for providing guidance in the school and in the students' personal lives.

Qualifications for each of these positions include strong organizational and communication skills; relevant educational experience (e.g. minimum of Associate's degree for Office Staff and Masters degrees for Development or Human Resources managers); and relevant work experience of at least three to five years in their fields.

*Teacher Hiring.* The EBCC recognizes the importance of recruiting and retaining a diverse faculty and staff who value teamwork and collaborative decision making and who are passionate about making the school's mission come alive. Over the last 20 years, the EBCC has successfully recruited staff members from the following sources and strategies, including job postings in local and national publications and in charter school-specific job banks as well as recruitment from local networks including local teacher education programs. In addition to seeking candidates committed to the

school's mission, the EBCC Charter School will continue to seek candidates who are highly qualified and meet the requirements of the No Child Left Behind (NCLB) Act.

*Professional Development.* The East Bay Conservation Corps is highly committed to staff professional development and continuous improvement. All staff members participate in professional development and collaborative planning time each year including (1) intensive summer training and planning related to the data-driven identified priorities for student achievement, team and vision building and revision of school policies and procedures; (2) weekly professional development sessions focused on improving teaching practice and the overall school community and culture; and (3) daily horizontal and vertical collaboration meetings to plan, reflect on, and improve curriculum and instruction. Teachers at the EBCC Charter School are also encouraged to improve their practice through individualized professional development.

*Teacher Evaluations.* The East Bay Conservation Corps uses an annual evaluation process (see Appendix D) for teachers that focuses on creating a professional culture of collaboration, reflection, and continuous improvement within the school community; assisting educators to formulate professional goals to improve student learning and teacher practice; and assessing the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks. Teachers' evaluations will be organized around four main areas: Classroom Environment, Curriculum, Instruction, and Learning Community. These four coaching, reflection, and evaluation areas are aligned to and reflect both the six California Standards for the Teaching Profession.

#### **Element F. HEALTH AND SAFETY REQUIREMENTS**

*A description of "the procedures that the school will follow to ensure the health and safety of pupils and staff" [California Education Code Section 47605(b)(5)(F)].*

The EBCC Charter School has existing health, safety and risk management guidelines and policies currently in use by the East Bay Conservation Corps. The charter school will update these guidelines as necessary in consultation with the EBCC's insurance carriers and risk management experts. To the extent required by non-charter schools, these guidelines and policies address, at a minimum, the following topics:

- Employee background checks and criminal record summary as required by Section 44237 and California Education Code Section 47605 (b)(5)(F);
- Documentation of immunization records for student enrollment and employees;
- Regular student screening for tuberculosis, vision, hearing and scoliosis;
- Administration of prescription drugs and other medications;
- Response to natural disasters and emergencies such as earthquakes and fires including staff training in first emergency response such as basic first aid and CPR;
- Family contact information in case of an emergency; and
- Maintenance of a drug, alcohol, and tobacco free workplace.



These policies are incorporated into the school's staff and family handbooks which will be reviewed by the faculty and staff and approved by the board on an on-going basis. (Please see Appendix E for the Staff Handbook, Appendix F for the Corpsmember Handbook, and Appendix G for the Elementary School Family Handbook.)

### **Element G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

*Describe "(t)he means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted" [California Education Code Section 47605(b)(5)(G)].*

In order to ensure that there is a racial and ethnic balance at the school reflective of Oakland and the larger East Bay community, the EBCC Charter School is committed to a student and family recruitment strategy that includes, but is not necessarily limited to, the following elements:

- Outreach to and networking with community-based organizations such as churches, neighborhood groups and public and private agencies that serve the various racial, ethnic, and interest groups of the Oakland community;
- Distribution of promotional materials and announcements in a variety of media including print, TV and/or radio targeted toward diverse populations and in a variety of languages, if needed; and,
- Inclusion in the district's annual open enrollment process for Oakland parents.

### **Element H. ADMISSIONS REQUIREMENTS**

*Describe "admission requirements, if applicable" [California Education Code Section 47605(b)(5)(H)].*

The EBCC Charter School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. To fully achieve its mission to nurture active, engaged citizens, the EBCC Charter School seeks to recruit for diversity within its student population that reflects the population of within the larger San Francisco Bay Area and from a community of families who are committed to the school's mission, instructional and operational philosophy and practices. Admission to the school shall be open to any resident of the State of California, although admission preferences will be given in the following order:

- Admission preference shall first be given to students attending the charter school and students with siblings admitted to the school.
- Next preference will be given to children of a member of the school faculty, staff or board.
- Next preference will be given to all remaining students residing within the school district.

Each year, the EBCC Charter School will begin collecting applications in January. The EBCC Charter School will accept all students who apply but will seek a gender balance in its classrooms. In order to be admitted into the EBCC Charter School applicant pool, a student and their family must participate in an orientation process that will include an introduction to the school's mission and policies. However, if more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into the EBCC Charter School via the public lottery session or by phone or mail if they are not present at the lottery. Based on the lottery, an annual wait list will be formed and as openings become available, students on the waitlist will be given preference to enroll in the School. Once admitted, students need not apply each year. However, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

#### **Element I. FINANCIAL AUDIT**

*Describe "(t)he manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which the audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority" [California Education Code Section 47605(b)(5)(I)].*

The EBCC Board of Directors uses sound budgetary monitoring and oversight processes including the development of balanced budget plans prior to each fiscal year as well as cash flow plans and projections. In compliance with California Education Code section 47605(b)(5)(I), the EBCC, at its own expense, contracts for the services of an independent, certified public accountant to conduct an annual financial audit of the EBCC's financial statements, internal controls, and attendance accounting records and practices. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and submitted to the EBCC Board of Directors for review and approval by December 15 of each year. The results of the audit will be sent to the Charter School liaison of the Oakland Unified School District, the Districts Administrative Director of Business services or designated staff and other entities as required by law (such as Alameda County Office of Education, Office of the State Controller, the California Department of Education). EBCC Board of Directors Finance Committee will review any audit exceptions in a timely manner and issue an acceptance of the audit to the organization's full Board of Directors along with recommendations on how exceptions will be resolved. All exceptions and deficiencies will be communicated to the District in a timely manner and any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process.

The EBCC Charter School will receive funding according to the California Education Code and other relevant laws and any funds due to the school from the District shall be forwarded to the EBCC in a timely manner. During the term of this charter petition, the EBCC and the District will attempt to negotiate in good faith to develop a Memorandum of understanding that clarifies the financial relationship between the two entities. Pursuant to the terms of the Charter School Act, the District shall perform oversight duties necessary for the implementation of this charter for a fee that will not exceed the District's actual oversight costs, not to exceed one percent of the General Purpose and Categorical Block Grant funds provided to the School, unless the District begins to provide rent-free facilities for the school, in which case the cap on oversight fees would be the lesser of actual costs or three percent of the revenues specified above. EBCC shall provide to the District financial reports as required by charter law including unaudited interim financial reports and an audited financial statement by December 15.

**Element J: PUPIL SUSPENSION AND EXPULSION**

*A statement describing "the procedures by which students can be suspended or expelled" [California Education Code Section 47605(b)(5)(J)].*

The EBCC Charter School is responsible for all disciplinary matters independent of the OUSD. Student discipline, including suspension and expulsion, will be handled by the charter school administration, in accordance with the charter school's Family and Corpsmember handbooks and the policies of the EBCC. These policies include detailed written guidelines that describe expectations for staff and student conduct with regard to attendance, performance, respectful communication, alcohol and substance abuse, and violence. (See Appendix G for a detailed description of the suspension and expulsion policies for the K-5 and Corpsmember High School.) Students who violate these guidelines may be subject to expulsion or other disciplinary action as articulated in the Family, Corpsmember and Staff handbooks. All disciplinary policies reflect relevant laws protecting the constitutional and statutory rights of students generally, and of disabled and other protected classes of students. All students and their parents/guardians will be introduced to the School's discipline policies during parent and student orientations. The policies will be reviewed periodically and modified when necessary. The School will notify the District of any expulsions and will account for suspended or expelled students in its average daily attendance as required by law.

**Element K. STAFF RETIREMENT SYSTEM**

*A statement of whether charter school staff will participate in California's State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or federal social security" [California Education Code Section 47605(b)(5)(K)].*

The East Bay Conservation Corps has established a retirement system in lieu of existing public employment retirement systems, according to the policies established by the EBCC Board of Directors. The Staff Retirement System consists of the federal

social security system and a 403(b) plan through TIAA-CREF. All employees are eligible for the 403(b) plan once they have attained age 21 and have completed one year of service during which 1,000 or more hours of service were completed. All eligible employees can make voluntary contributions on a pre-tax basis. In addition, the EBCC will contribute up to 7% of the eligible employee's annual salary following the fulfillment of the eligibility requirements, depending on funds available.

The EBCC retains the option to elect to allow eligible charter school staff to participate in the State Teachers Retirement System and/or Public Employees Retirement System in the future. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall apply to the district a reasonable fee for the provision of such services. If the school elects to have teachers participate in the STRS or PERS systems, then all teachers will do so.

#### **Element L. ATTENDANCE ALTERNATIVES**

*A statement that students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or a description of other attendance alternatives [California Education Code Section 47605(b)(5)(L)].*

Students who opt not to attend the EBCC Charter School or who leave the charter school may attend other district schools in accordance with the existing enrollment and transfer policies of the district of their residence. The EBCC Charter School will transfer student records to and from the appropriate schools to follow student progress.

#### **Element M. EMPLOYEE RIGHTS**

*A description of the rights and return rights of district employees who leave the district to work in a charter school [California Education Code 47605(b)(5)(M)].*

EBCC Charter School staff are employees of the East Bay Conservation Corps. The right of employees to leave the District to work at the School as well as the right to return to the District for School employees who were previously employed by the District will be specified in District policies or collective bargaining agreements regarding this issue. The right of other employees to leave another LEA or organization and the right to return to those organizations will be specified by the policies or collective bargaining agreements of the previous LEA or organization.

**Element N. DISPUTE RESOLUTION PROCESS, REPORTING AND RENEWAL**

*A statement describing "the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter"*  
[California Education Code 47605(b)(5)(N)].

The intent of the EBCC Charter School Dispute Resolution Process is to resolve disputes within the school pursuant to the school's policies and to ensure a fair and timely resolution to disputes relating to provisions of this charter. The staff and governing board members of the School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

***Internal Disputes***

Disputes arising from within the school, including those among and between students, staff, parents, volunteers, community partners, consultants and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The district shall not intervene in any such internal disputes without the consent of the governing board of the school. The district shall refer any complaints regarding such disputes to the governing board/or executive director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or the governing board of the school has requested the district to intervene in the dispute. Please see Appendix E for a more detailed description of the dispute resolution process contained in the EBCC Staff Handbook regarding internal disputes.

**External Disputes**

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing board members of the School and District agree to first frame the issue in a written format and to refer the issue to the Superintendent of the District and Executive Director of the EBCC, or their designees. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Executive Director and Superintendent, or their representatives, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Executive Director of the EBCC and Superintendent to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Executive Director and Superintendent shall meet to jointly identify a neutral third party mediator. The format of the mediation

session shall be developed jointly by the Executive Director and Superintendent and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

### **Oversight, Reporting, Revocation, And Renewal**

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic performance report. Within two months of the receipt of this report, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years, subject to satisfactory completion of charter renewal requirements.

### **Element O. LABOR RELATIONS**

*A declaration of whether the charter school or local school district will be the employer for EERA (labor relations) purposes [California Education Code 47605(b)(5)(O) and 47611.5].*

The Board of Directors of the East Bay Conservation Corps has officially declared that the school shall be deemed the exclusive public school employer of the employees of the school for the purposes of the Education Employment Relations Act.

### **Element P. SCHOOL CLOSURE PROCEDURES**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records [California Education Code 47605(b)(5)(P)].*

In accordance with the California Department of Education's suggested process for charter school closures, the EBCC Charter School shall adopt the following process in the event the closes:

1. Document closure action: The EBCC Board of Directors will document the closure of the school through formal action, identifying the reason for the action as voluntary or revocation of the charter.
2. Notification to educational agencies: The EBCC Charter School will notify any school districts that may be responsible for providing educational services to the former students of the charter school, including notice of the school closure to the Charter Schools unit at the California Department of Education.
3. Notification to students and parents: The EBCC Charter School shall notify parents and students of the charter school as soon as possible if it appears that the school closure will be imminent.
4. Transfer of student and school records: The EBCC Charter School will establish a process for the transfer of student records and assist parents in the transfer of students to other appropriate schools. The school and district will agree to a plan for the maintenance of all school records.
5. Financial closeout: The EBCC will conduct an independent audit within six months of the school closure. The audit will include an assess of all of the school's assets, liabilities and accounts receivable. The EBCC will also submit any required year-end financial reports as soon as possible after the close but no later than the required deadline for year-end reporting.
6. Dissolution of assets: The EBCC shall develop a plan for dissolution of assets and repayment of any liabilities as determined by the audit in conjunction with applicable law for a non-profit corporation.

### **CHARTER-RELATED ISSUES**

**Term of Charter Petition.** The term of this charter shall begin on the date that the OUSD renews the charter (by November 14, 2005 at the latest) and this charter will expire five years thereafter. The charter may be revoked pursuant to California Education Code Section 47607. Any amendments to this charter shall be made by

mutual agreement of the Board of Directors of the EBCC Charter School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in California Education Code Section 47605.

**Severability.** The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid, the remainder of the charter shall remain in effect unless mutually agreed otherwise by the Oakland Unified School District and the EBCC Charter School Board of Directors. The District and the School agree to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

**Revocation of Charter.** The District agrees to act in good faith to notify the School in writing of any violation that may result in the revocation of the Charter for the reasons described in California Education Code Section 47607. If the violation does not constitute a severe and imminent threat to the health or safety of the students, the School is provided a reasonable opportunity to correct the violation. In such a situation, the EBCC Charter School and the District shall follow the laws and procedures in the California Education Code.

**Facilities.** The K-5 Charter School is currently located at 1086 Alcatraz Avenue, Oakland, California. The Corpsmember High School is currently located at 1021 Third Street, Oakland, California. The EBCC Charter School, however, reserves the right to apply for district facilities through the Proposition 39 process and/or relocate to other suitable facilities. In the event of a move, EBCC would seek any necessary amendments to this Charter.

**Administrative Services.** The EBCC has experienced administrative, payroll and accounting staff and will be responsible for its own personnel plans, provisions and costs. If any administrative services are to be provided by the District, details and conditions will be agreed upon in a Memorandum of Understanding between the EBCC and the District.

**Potential Civil Liability Effects.** The East Bay Conservation Corps provides the charter school's liability insurance; it does not expect the District to assume the debts or liabilities of the school. The EBCC maintains and augments as necessary its general liability (including board errors and omissions), property, workers compensation, unemployment, and automotive/vehicle insurance policies. Any liability claims against the school will be handled pursuant to the terms of the EBCC's existing and longstanding insurance policies.

The EBCC Charter School will be responsible for all supplies and equipment that it purchases. Any District property used by the charter shall be protected by insurance satisfactory to the district. The District shall have no responsibility for student losses, and the charter shall hold the district harmless for any such losses. The school will track attendance and performance and will provide the District with ADA and



performance records. The EBCC Charter School will assume all potential civil liability and will hold the District free of such responsibility.

**Financial Statements.** See Appendix H for one year cash flow statement and financial projections for three years.

**Communications.** All official communication between the EBCC Charter School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

East Bay Conservation Corps Charter School  
1021 Third Street  
Oakland, CA 94607

Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606

## Appendix A: Sample Report Card



### Elementary Level of the East Bay Conservation Corps Charter School 2004-05 Student Progress Report Fifth Grade

Student Name:			
Teacher Name:			
School Administrator:			
Attendance	First Grading Period	Second Grading Period	Third Grading Period
Frequent absences/tardies affect performance	# of Absences  # of Tardies	# of Absences  # of Tardies	# of Absences  # of Tardies

**RATINGS:** The following ratings are tied to the Grade Level Rubrics.

Core Subjects are assessed for **CONTENT (Con)** and **EFFORT (Eff)**:

**Key for Content:**    *E* = Emergent    *D* = Developing    *P* = Progressing    *C* = Capable    *S* = Strong

*NYI* = Not Yet Introduced

**Key for Effort:**    *1* = Poor                      *2* = Fair                      *3* = Good                      *4* = Excellent

Ratings for **Civic Literacy, Other Subjects** and **Homework** are assessed on whether the student meets expectations:

**Key:**    *Below Expectations (-)*            *Meeting Expectations (√)*            *Exceeding Expectations (+)*

Core Subjects	Period 1		Period 2		Period 3	
	Con	Eff	Con	Eff	Con	Eff
<b>Oral Language</b> Listening & Speaking Strategies						
<b>Reading</b> Word Analysis & Vocabulary Development Comprehension						
Literary Analysis						
<b>Written Language</b> Writing Strategies Writing Applications						
Oral & Written Language Conventions						
<b>Mathematics</b> Arithmetic & Number Sense Algebra & Functions						
Measurement & Geometry						
Data, Statistics & Probability						
Math Reasoning & Problem Solving						

Civic Literacy (Ratings: -, √, +)			
	Per 1	Per 2	Per 3
<b>Personal Responsibility</b> Responsible Behavior			
Work Habits			
<b>Caring for Others/Community</b> Concern for Others			
Concern for Group/Community			
<b>Leadership</b>			

Other Subjects	(Ratings: -, √, +)		
<b>Science</b>			
<b>Social Studies</b>			
<b>Visual Arts</b>	See attached narrative		

Homework	(Ratings: -, √, +)		
Is complete			
Is submitted in timely way			

Student Name: \_\_\_\_\_

<b>Enrolled/participated in the following programs:</b>		
<input type="checkbox"/> Reading Resource Program	<input type="checkbox"/> Speech and Language Program	<input type="checkbox"/> English Language Development
<input type="checkbox"/> Resource Specialist Program	<input type="checkbox"/> After School Tutoring	<input type="checkbox"/> Other:

**First Grading Period Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Second Grading Period Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Third Grading Period Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**First Conference**

**Second Conference**

_____	_____
Date	Parent/Caring Adult Signature
_____	_____
Date	Parent/Caring Adult Signature
_____	_____
Date	Teacher Signature
_____	_____
Date	Student Signature

_____	_____
Date	Parent/Caring Adult Signature
_____	_____
Date	Parent/Caring Adult Signature
_____	_____
Date	Teacher Signature
_____	_____
Date	Student Signature

<b>FOR OFFICE USE ONLY: Recommended placement for next school year: Grade</b> _____		
_____	_____	_____
Teacher Signature	Director Renewal Administrator's Signature	Date



**Appendix A: Grade-Level Rubric**

**Fifth Grade English/Language Arts—Oral Language**

Standard	Emergent	Developing	Progressing	Capable <small>(Meets grade level standard at end of year)</small>	Strong
Listening and Speaking Strategies	<ul style="list-style-type: none"> <li>• Often inattentive.</li> <li>• Rarely contributes to class discussions.</li> <li>• May be a reluctant speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Can maintain attention for longer periods of time.</li> <li>• Contributes to class discussions when called upon.</li> <li>• Needs to work on speaking skills (volume, clarity, eye contact).</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes attentive to speaker and discussions.</li> <li>• Takes part in class discussions.</li> <li>• Speaking skills (volume, clarity, eye contact) are developing.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually attentive to speaker and discussions.</li> <li>• Takes part in class discussions with meaningful contributions.</li> <li>• Speaking skills (volume, clarity, eye contact) are appropriate for grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently focuses on speaker and during discussions.</li> <li>• Consistently takes part in class discussions and makes meaningful contributions.</li> <li>• Speaking skills (volume, clarity, eye contact, phrasing, pitch and stress) are appropriate for grade level and above.</li> </ul>

**Fifth Grade English/Language Arts—Reading**

Word Analysis and Vocabulary Development	<ul style="list-style-type: none"> <li>• Understands the concept of a “word”.</li> </ul>	<ul style="list-style-type: none"> <li>• Word analysis skills and vocabulary development are below grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use phonics, syllabication and word relationships to decode new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses phonics, syllabication and word relationships to decode and pronounce new words and understand their meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively uses a variety of strategies to decode new words and understand their meanings.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Identifies and reads some words of familiar text but does not comprehend.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends below grade level text.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs some assistance to read and understand grade level appropriate material.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands grade level appropriate material.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands material for grade level and beyond.</li> </ul>
Literary Analysis		<ul style="list-style-type: none"> <li>• Begins to identify the structural differences with assistance.</li> <li>• Rarely chooses to read for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to identify the structural differences of various forms of literature.</li> <li>• Sometimes chooses to read independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes grade level text.</li> <li>• Often reads for pleasure and beginning to read independently for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes above grade level texts.</li> <li>• Frequent pleasure reader in different genres and often reads independently for information.</li> </ul>

### Fifth Grade English/Language Arts—Written Language

Standard	Emergent	Developing	Progressing	Capable <small>(Meets grade level standard at end of year)</small>	Strong
<b>Writing Strategies</b>  <i>Organization and Focus</i>	<ul style="list-style-type: none"> <li>No evidence of central idea/incident/problem.</li> <li>Writes sentences which may or may not be connected.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of central idea/incident/problem.</li> <li>Lists events or ideas, but difficult for reader to follow line of thought.</li> <li>Begins to write paragraphs and writing may contain vague and confusing statements.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies central idea or group of ideas.</li> <li>Writing may wander, but reader can follow line of thought.</li> <li>Begins to write paragraphs with simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies central idea/incident/problem.</li> <li>Evidence of organization plan (beg. mid. end); reader easily follows line of thought.</li> <li>Groups ideas into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains focus on central idea/problem/incident.</li> <li>Clearly develops line of thought from introduction to conclusion.</li> <li>Groups ideas into paragraphs maintaining a consistent focus.</li> </ul>
	<i>Pennmanship Focus</i> <ul style="list-style-type: none"> <li>Cannot read own writing; fine motor skills may be delayed.</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor skills shows improvement, but still affects legibility.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is consistently legible.</li> </ul>	<ul style="list-style-type: none"> <li>Writes legibly with correct spacing between letters in a word and words in a sentence.</li> </ul>	
<i>Research</i>		<ul style="list-style-type: none"> <li>Demonstrates limited use of writing reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Uses writing reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates more independence in the use of writing reference materials for researching and/or using technology.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates independence in the use of writing reference materials for researching and/or using technology.</li> </ul>
<i>Editing and Revising</i>	<ul style="list-style-type: none"> <li>Not yet able to edit own work.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to edit work with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to edit work more independently.</li> <li>Begins to revise work with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Edits work of others.</li> <li>Revises work more independently.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently edits own work.</li> <li>Revises own work.</li> </ul>
<b>Writing Applications</b>  <i>Details</i>	<ul style="list-style-type: none"> <li>Ideas unclear.</li> <li>Uses no details.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces ideas, but does not explore or develop them.</li> <li>Very few details.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces ideas and superficially develops them.</li> <li>Uses details, thoughts, insights and feelings inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas adequately developed.</li> <li>Uses functional details, thoughts, insights and feelings to support central idea/incident/problem.</li> </ul>	<ul style="list-style-type: none"> <li>Develops ideas with some abstraction, reflection on feelings connecting to past experiences.</li> <li>Uses a variety of effective details or supporting evidence to recreate central idea/incident/problem.</li> </ul>
	<i>Vocabulary</i>	<ul style="list-style-type: none"> <li>Uses limited vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Uses literal vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to expand vocabulary.</li> </ul>
<i>Voice</i>			<ul style="list-style-type: none"> <li>Begins to express voice.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses voice.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to express voice in an original way.</li> <li>Demonstrates clear awareness of audience.</li> </ul>

### Fifth Grade English/Language Arts—Written Language (Continued)

Standard	Emergent	Developing	Progressing	Capable <small>(Meets grade level standard at end of year)</small>	Strong
<b>Oral and Written Language Conventions</b>  <i>Sentence Structure</i>	<ul style="list-style-type: none"> <li>• Uses simple phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use varied sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences with increased variety.</li> </ul>
<i>Capitalization and Punctuation</i>	<ul style="list-style-type: none"> <li>• Shows not awareness of capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of capitalization and punctuation affects readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally correct use of capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of capitalization and punctuation.</li> </ul>
<i>Spelling</i>	<ul style="list-style-type: none"> <li>• Spelling is extremely limited.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling errors affect readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling errors do not interfere with readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally spells grade level words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors in spelling with grade level and above grade level words.</li> </ul>

### Fifth Grade Mathematics

<b>Aithmetic and Number Sense</b>	<ul style="list-style-type: none"> <li>• Has difficulty estimating and rounding numbers. Can use a number line for whole numbers.</li> <li>• Adds, subtracts, and multiplies whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of very large numbers and very small fractions. Computes as repeated operations.</li> <li>• Adds, subtracts, multiplies and divides whole numbers and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of percents and of positive &amp; negative integers. Can convert fractions and decimals.</li> <li>• Demonstrates proficiency with division, including decimal and multi-digit divisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Determines prime factors for numbers through 50 and can write numbers as a product of their factors.</li> <li>• Demonstrates understanding of multiplication and division of fractions. Solves simple problems involving addition and subtraction of fractions and mixed numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of positive and negative integers, decimals, fractions, and mixed numbers using a number line.</li> <li>• Creates simple problems involving addition, subtraction, multiplication and division of fractions and mixed numbers.</li> </ul>

## Fifth Grade Mathematics (Continued)

Standard	Emergent	Developing	Progressing	Capable <small>(Meets grade level standard at end of year)</small>	Strong
<b>Measurement and Geometry</b>	<ul style="list-style-type: none"> <li>Defines simple geometric figures by identifying their attributes.</li> <li>Measures area and perimeter using squares or linear units.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of relationships between simple geometric figures and their areas.</li> <li>Identifies angles, perpendicular and parallel lines, rectangles, and triangles and describes their attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Derives and uses formulas for area of simple geometric figures. Constructs cubes and rectangular boxes using a two-dimensional pattern.</li> <li>Measures, identifies and draws angles, perpendicular and parallel lines, rectangles and triangles using appropriate tools.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of area and volume. Uses appropriate units of measure for two- and three-dimensional objects.</li> <li>Uses attributes of geometric figures to solve simple problems. (e.g. the sum of the angles in a triangle is <math>180^\circ</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of the relationships between area and volume of different two- and three-dimensional objects.</li> <li>Visualizes and creates two-dimensional views of three-dimensional objects. Sketches three-dimensional objects with ease.</li> </ul>
<b>Data, Statistics and Probability</b>	<ul style="list-style-type: none"> <li>Has difficulty organizing collected data. Cannot explain range, mean, median, and mode.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a method of data collection by defining simple questions and data organization using simple bar graphs or charts. Confuses mean, median and mode.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to organize and display single-variable data. Defines types of graphs (histogram, circle graph, bar graph, etc.) and their uses. Defines range, mean, median, and mode, but has difficulty representing them.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of range, mean, median and mode. Demonstrates understanding of writing ordered pairs (x,y) and graphing collected single-variable data sets.</li> </ul>	<ul style="list-style-type: none"> <li>Organizes displays and explains single-variable data in appropriate graphs. Computes and uses range, mean, median and mode. Uses fractions and percents to compare data sets. Interprets the meaning of data results.</li> </ul>
<b>Math Reasoning and Problem Solving</b>	<ul style="list-style-type: none"> <li>Has difficulty identifying relationships or patterns.</li> <li>Has difficulty explaining mathematical reasoning to explain a problem solution.</li> <li>Cannot determine reasonableness of a result in the context of an original situation.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to analyze solutions by discussing relationships.</li> <li>Identifies patterns in approaching problems.</li> <li>Compares simple problems to more complex problems.</li> <li>Evaluates reasonableness of solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes solutions by identifying relevant and irrelevant information, prioritizing, and sequencing.</li> <li>Begins to apply strategies from simple problems to more complex problems.</li> <li>Begins to discuss the method of deriving a solution to a complex problem.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates how to approach a complex problem by breaking it into smaller parts with ease.</li> <li>Makes precise calculations.</li> <li>Expresses solutions clearly and logically using mathematical terms, notations, and symbols.</li> <li>Demonstrates a conceptual understanding of complex problems.</li> </ul>	<ul style="list-style-type: none"> <li>Creates complex problems.</li> <li>Supports mathematical reasoning using appropriate terms, notations and symbols.</li> <li>Develops generalizations of problem results and is able to predict solutions to complex problems.</li> </ul>

## Fifth Grade Science

- **Physical Sciences**
  - Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties
  - Students know all matter is made of atoms, which may combine to form molecules
  - Students know metals have properties in common
  - Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties
  - Students know that scientist have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays
  - Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds
  - Students know properties of solid, liquid, and gaseous substances
  - Students know living organisms and most materials are composed of just a few elements
  - Students know the common properties of salts
- **Life Sciences**
  - Students know many multicellular organisms have specialized structures to support the transport of materials
  - Students know how blood circulates and how carbon dioxide and oxygen are exchanged in the lungs and tissues
  - Students know the sequential steps and function of the digestive system and the role of the kidney
  - Students know how sugar, water, and minerals are transported in a vascular plant
  - Students know plants use carbon dioxide and energy from the sunlight to build molecules of sugar and release oxygen
  - Students know plants and animal cells break down sugar to obtain energy
- **Earth Sciences**
  - Students know most of Earth's water is present as salt water in the oceans
  - Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as liquid when cooled or as a solid if cooled below the freezing point of water
  - Students know water vapor in the air moves from one place to another and can form fog or clouds
  - Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water
  - Students know the origin of the water used by their local communities
  - Students know uneven heating of Earth causes air movements
  - Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns
  - Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables
  - Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface
  - Students know the Sun is the central and largest body in the solar system
  - Students know the solar system and their satellites, and other smaller objects
  - Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet
- **Investigation and Experimentation**
  - Classify objects (e.g., rocks, plant, leaves) based on appropriate criteria
  - Develop a testable question
  - Plan and conduct a simple investigation based on a student-developed question, and written instructions others
  - Identify the dependent and controlled variables in an investigation
  - Identify a single independent variable in a scientific investigation and explain what will be learned by collecting data on this variable
  - Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observation
  - Record data using appropriate graphical representation (including charts, graphs, and labeled diagrams), and identify inferences based on those data
  - Draw conclusions based on scientific evidence and indicate whether further information is needed to support a specific conclusion
  - Write a report of an investigation that includes tests conducted, data collected or evidence examined, and conclusions drawn



## Fifth Grade History/Social Science

The history/social science area of focus for fifth grade is *United States History and Geography: Making a New Nation*. The standards for fifth grade are:

- Standard 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 people east of the Mississippi River in terms of:
1. How geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built and how food, clothing, tools and utensils were obtained.
  2. The varied customs and folklore traditions.
  3. The varied economies and systems of government.
- Standard 2:** Students trace the routes of early explorers and describe the early explorations of the Americas.
- Standard 3:** Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- Standard 4:** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- Standard 5:** Students explain the causes of the American Revolution.
- Standard 6:** Students understand the course and consequences of the American Revolution.
- Standard 7:** Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
- Standard 8:** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
- Standard 9:** Students know the location of the current 50 states and the names of their capitals.

## Fifth Grade Music

*Artistic Perception:* Students read, write and perform simple melodic notation in treble clef in major and minor keys and identify music forms, including theme and variation and twelve-bar blues and quarter note triplets and tied syncopation.

*Creative Expression:* Students sing a varied repertoire of music, including rounds, descants and songs with-ostinatos and songs in two-part harmony, alone and with others and use classroom instruments to accompany music. They compose, improvise and perform basic rhythmic, melodic and chordal patterns independently on classroom instruments.

*Historical and Cultural Context:* Students sing and play music from diverse cultures and time periods and describe the influence of various cultures on music of the United States.

*Aesthetic Valuing:* Students develop and apply appropriate criteria to support personal preferences for specific musical works.

*Connections, Relationships and Applications:* Students explain the role of music in community events. They identify ways in which music professions are similar to or different from each other.



## Fifth Grade Visual Arts

*Artistic Perception:* Students use their knowledge of all the elements of art to describe similarities and differences in artworks and in the environment.

*Creative Expression:* Students create an expressive abstract composition based on real objects and communicate values, opinions or personal insights through an original work of art. Students also demonstrate a beginning skills in the manipulation of digital imagery such as computer-generated art, digital photography or videography).

*Historical and Cultural Context:* Students identify and describe various traditional and fold arts from historical periods worldwide and compare changes in materials and styles over a period of time.

*Aesthetic Valuing:* Students identify designs and purposes of a specific cultures for creating art. They are able to assess their own artwork, using specific criteria and describe changes to improve it.

*Connections, Relationships and Applications:* Students identify and design icons, logos and other graphic devices as visual symbols for ideas and information. They research and report on what various types of artists produce and how their works play a role in our everyday environment.

School Wide Expectations

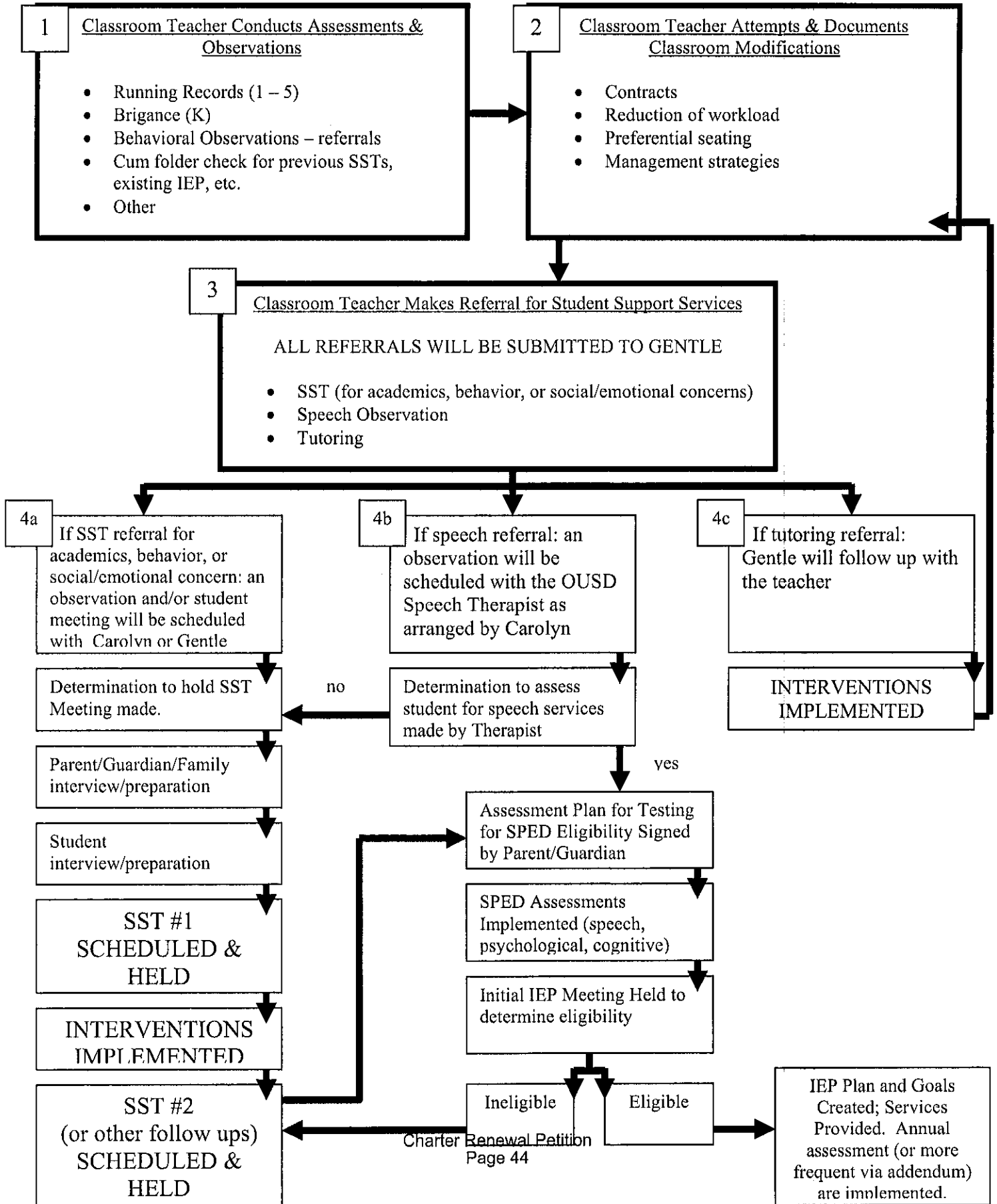
Fifth Grade Civic Literacy

Grade Level Expectations (by the end of the school year)

Personal Responsibility	
<p><b>Responsible Behavior</b></p> <ul style="list-style-type: none"> <li>• Uses good judgment and self-regulates behavior</li> <li>• Accepts responsibility for own behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Can be depended on to do what he/she is supposed to do and uses free time appropriately</li> <li>• Shows impulse control</li> <li>• Performs class job</li> <li>• Picks up belongings</li> <li>• Uses material's respectfully</li> </ul>
<p><b>Work Habits</b></p> <ul style="list-style-type: none"> <li>• Stays on task</li> <li>• Completes assignments</li> <li>• Works independently</li> <li>• Shows best effort</li> <li>• Listens and follows instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Stays on task and completes class and homework assignments</li> <li>• Is organized (e.g. locates materials/items quickly and starts work) and makes efficient use of class time</li> <li>• Participates in class and actively engages in the material</li> <li>• Works adequately with minimum teacher support and attempts to resolve questions/issues before seeking help</li> <li>• Listens carefully to teacher instructions and direction for assignments</li> <li>• Works with care and shows best effort</li> <li>• Adapts to changes in routine</li> </ul>
<p><b>Caring for Others &amp; Community</b></p> <p><i>Concern for Others</i></p> <ul style="list-style-type: none"> <li>• Is courteous and respectful</li> <li>• Shows empathy/takes perspective of others</li> <li>• Cooperates with and works well with others</li> <li>• Willing to work on solutions</li> </ul> <p><i>Concern for Group/Community</i></p> <ul style="list-style-type: none"> <li>• Shows respect for classroom, school and larger environment</li> <li>• Is able to identify issues and needs in group/community</li> <li>• Knows that success of group is as important as individual success</li> <li>• Is aware of how actions affect others</li> </ul>	<ul style="list-style-type: none"> <li>• Is helpful to others and treats other people with respect</li> <li>• Demonstrates concern for needs in the class or community and is able to see the needs of the group is as important as one's own</li> <li>• Shows patience with younger children</li> <li>• Tries not to do or say anything that would hurt another and is sympathetic toward others' pain or struggles</li> <li>• Gets along well with peers who are different from him/her (race, class, neighborhood, disability, gender, etc.)</li> <li>• Is good at understanding other people's feelings, actions and/or intentions</li> <li>• Appropriately copes with aggression from others (e.g., tries to avoid a fight, seeks assistance, defends self)</li> <li>• Uses "I" messages and expresses anger appropriately (e.g., reacts to situation without becoming violent or destructive)</li> <li>• Is willing to wait his/her turn</li> <li>• Is aware of the effect of his/her behavior on others</li> <li>• Can accept not getting her/his own way</li> <li>• Cooperates/compromises with peers in group activities or situations</li> <li>• Works with others to solve a problem</li> <li>• Puts trash in appropriate receptacles and recycles appropriate items</li> <li>• Considers effect of behavior/choices on the environment and does not waste resources/materials</li> </ul>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Demonstrates problem-solving skills</li> <li>• Demonstrates communication skills</li> <li>• Takes initiative</li> <li>• Acts as role model</li> <li>• Is able to say what s/he thinks is right while staying open to other people's opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes leadership role in peer activities</li> <li>• Develops ideas by gathering information from more than one source and gives reasons or facts for his/her opinions</li> <li>• Is good at expressing his/her opinions in front of a group</li> <li>• Takes time from responsibilities/work to give to others</li> <li>• Advocates for changes or improvements and is able to help make decisions that benefit the group</li> <li>• Listens while others are speaking (e.g., as in circle or sharing time) even if s/he disagrees with them</li> <li>• Expresses needs and feelings appropriately and can succinctly present main idea or point</li> <li>• Uses body language to demonstrate active listening (e.g., leans toward speaker, nods head, faces the speaker, etc.)</li> </ul>

**Appendix B**

# Student Support Services Flow Chart





## Appendix C

EAST BAY CONSERVATION CORPS  
BOARD OF DIRECTORS  
2005

---

**President:**

**YOLANDA S. PEEKS**

Performance Fact  
(Senior Associate)  
6050 Fairlaine Drive  
Oakland, CA 94611  
(510) 547-7447 (Home)  
(510) 541-5117 (Cell)  
(510) 568-7991 (Fax)  
Email: [yolandathome@earthlink.net](mailto:yolandathome@earthlink.net)  
Term Expires: 07/05

*\*Chair Yolanda Peeks is Ex-Officio on all committees*

**Vice President:**

Vacant

**Secretary:**

**THOMAS D. MEAD**

Webcor Builders  
951 Mariners Island Blvd, 7<sup>th</sup> Floor  
San Mateo, CA 94404  
(650) 524-6106 (Office)  
(650) 524-6156 (Fax)  
(650) 823-5700 (cell)  
Email: [tom@webcor.com](mailto:tom@webcor.com)  
Assistant: Melanie Simmons  
(650) 349-2727  
Email: [melanie@webcor.com](mailto:melanie@webcor.com)  
Term Expires 07/06

**Treasurer:**

**ROBBIE YOHAI**

166 Tunnel Road  
Berkeley, CA 94705  
(510) 599-1066 (Cell)  
(510) 845-7718 (Fax)  
Email: [rjyohai@aol.com](mailto:rjyohai@aol.com)  
Term Expires: 07/06

**ROSEMARY L. CAMERON**

East Bay Regional Park District  
(Assistant General Manager, Public Affairs.)  
2950 Peralta Oaks Court  
P.O. Box 5381  
Oakland, CA 94605-0381  
(510) 544-2003 (Direct Line)  
(510) 569-1417 (Fax)  
Email: [rcameron@ebparks.org](mailto:rcameron@ebparks.org)  
Confidential Secretary: Brenda Nelson  
Email: [bnelson@ebparks.org](mailto:bnelson@ebparks.org)  
(510) 544-2008  
Term Expires: 07/05

**STEPHEN DAVENPORT**

VIE Associates  
(Consultant to Independent Schools;  
Former Independent Schools Head)  
4122 Waterhouse Road  
Oakland, CA 94602  
(510) 531-7901 (Office)  
(510) 482-4709 (Fax)  
(510) 482-4010 (Home)  
Email: [stevdav@comcast.net](mailto:stevdav@comcast.net)  
Term Expires: 07/05

**DAVID GLOTZER**

Mellon Private Wealth Management  
(Vice President Business Development)  
525 Market St. 35 Floor  
San Francisco, CA 94105  
(415) 951-4157 (Office)  
(415) 951-4116 (Fax)  
(415) 307-3813 (Cell)  
(510) 704-1840 (Home)  
Email: [glotzer.dh@mellon.com](mailto:glotzer.dh@mellon.com)  
Term Expires: 07/06

**SAKARI N. MORRISON**

ChevronTexaco  
(Community Involvement Specialist)  
6001 Bollinger Canyon Road, A2344  
San Ramon, CA 94583-2324  
(925) 842-0659 (Office)  
925 842 3617 (Fax)  
(510) 306-5563 (Cell)  
Email: [sakari.morrison@chevrontexaco.com](mailto:sakari.morrison@chevrontexaco.com)  
Term Expires: 07/06

**ERIC PREMACK**

Charter School Development Center  
 (Director)  
 7750 College Town Drive, Suite 100  
 Sacramento, CA 95826  
 (916) 278-6069 (Voice)  
 (916) 278-4094 (Fax)  
 (916) 454-9506 (Mobile)  
 Email: [epremack@chartercenter.org](mailto:epremack@chartercenter.org)  
 Assistant: Monica Fernandez  
 (916) 278-6069  
 Email: [cfdc@chartercenter.org](mailto:cfdc@chartercenter.org)  
 Term Expires: 07/05

**CLINT P. WILKINS**

Sage Hill School  
 (Head of School)  
 20402 Newport Coast Drive  
 Newport Coast, CA 92657  
 (949) 219-0100 (Office)  
 (949) 219-1301 (Direct Line)  
 (949) 219-1399 (Fax)  
 (949) 499-1482 (Home)  
 Email: [wilkinsc@sagehillsschool.org](mailto:wilkinsc@sagehillsschool.org)  
 Assistant: Joy B. Fleming  
 (949) 219-0100 ext. 1300 (Office)  
 Email: [flemingj@sagehillsschool.org](mailto:flemingj@sagehillsschool.org)  
 Term Expires: 07/05

**AMY SLATER**

253 Stonewall Road  
 Berkeley, CA 94705  
 (510) 845-2623 (Office)  
 (510) 693-4095 (Cell)  
 Email: [amy@amyslater.net](mailto:amy@amyslater.net)  
 P.O. Box 5018  
 Berkeley, CA 94705  
 Term Expires: 07/06

**JOANNA L. LENNON**

East Bay Conservation Corps  
 (Chief Executive Officer & Staff Liaison)  
 1021 Third Street  
 Oakland, CA 94607  
 (510) 992-7800 (Office)  
 (510) 540-6388 (Home)  
 (510) 992-7955 (Fax)  
 Email: [jlennon@ebcc-school.org](mailto:jlennon@ebcc-school.org)  
 Assistant: Arliss Dunn  
 (510) 992-7817 (Office)  
 Email: [adunn@ebcc-school.org](mailto:adunn@ebcc-school.org)

**BOARD COMMITTEES**

Executive Committee – Yolanda Peeks, Chair  
 Finance Committee – Robbie Yohai, Chair

Development Committee – Amy Slater, Chair  
 Program Committee – Steve Davenport, Chair

**EMERITUS DIRECTORS**

Sylvia McLaughlin  
 Robert Sproul

David McMurry    Wendy Wilrich  
 John Stewart

**Fall Teacher Performance Review & Targets**Purpose

1. To provide the Teacher with mid-year performance data related to employment at the EBCC K-5 Charter School.
2. Provides data for revision of the Teacher Learning Plan (Form B)

Dates & Deadlines

- Completed by the Head of School no later than the last week of February (Mid-Year)
- Signed and responded to (optional) by the Teacher and returned to the Head of School within three days of receipt

Teacher Name: \_\_\_\_\_ Academic Year: 2004 – 2005

Mid-Year Review: Meeting Date: \_\_\_\_\_ Form Received: \_\_\_\_\_

Rating Rubric

- 0 = Not Observed/Not applicable  
 1 = Needs improvement in meeting the performance area  
 2 = Developing towards meeting the standard/objective  
 3 = Meets the standard/objective  
 4 = Exceeds/Exemplifies the standards/objective

<b>Performance Areas</b>	<b>Mid Year Rating</b>
<b>CSTP #1: Engaging and Supporting All Students in Learning</b> <ul style="list-style-type: none"> <li>• Builds on students' prior knowledge, life experience, and interests to achieve learning goals for all students</li> <li>• Uses a variety of instructional strategies and resources that respond to students' diverse needs and learning styles</li> <li>• Facilitates challenging learning experiences for all students in environments that promote autonomy, interaction and choice</li> <li>• Actively engages all students in problem solving and critical thinking within and across subject matter areas and/or teach concepts and skills in ways that encourage students to apply them in real-life contexts that make subject matter meaningful</li> <li>• Assists all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn</li> </ul>	
<b>CSTP #2: Creating and Maintaining Effective Environments for Student Learning</b> <ul style="list-style-type: none"> <li>• Creates physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students</li> <li>• Maintains safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another</li> <li>• Encourages all students to participate in making decisions and in working independently and collaboratively</li> <li>• Sets expectations for student behavior that are established early, clearly understood, and consistently maintained</li> <li>• Plans and implement effective classroom procedures and routines</li> <li>• Makes effective use of instructional time</li> </ul>	
<b>CSTP #3: Understanding and Organizing Subject Matter for Student Learning</b> <ul style="list-style-type: none"> <li>• Exhibits strong working knowledge of subject matter and student development</li> <li>• Organizes curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area</li> <li>• Interrelates ideas and information within and across curricular areas to extend students' understanding</li> <li>• Uses effective and appropriate teaching strategies to make subject matter accessible to all students</li> <li>• Uses a variety of instructional resources and technologies to make subject matter accessible to all students</li> </ul>	
<b>CSTP #4: Planning Instruction and Designing Learning Experiences for All Students</b> <ul style="list-style-type: none"> <li>• Plan instruction that draws on and values students' backgrounds, prior knowledge, and interests</li> <li>• Establish challenging learning goals for all students based on student experience, language, development, and home and school expectations</li> <li>• Sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies</li> <li>• Use instructional activities that promote learning goals and connect with student experiences and interests</li> <li>• Modify and adjust instructional plans according to student engagement and achievement</li> </ul>	
<b>CSPT #5: Assessing Student Learning</b> <ul style="list-style-type: none"> <li>• Establishes and clearly communicates learning goals for all students</li> <li>• Collects information about student performance from a variety of sources</li> <li>• Involves all students in assessing their own learning</li> <li>• Uses information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students</li> <li>• Exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress</li> </ul>	
<b>CSTP #6: Developing as a Professional Educator</b> <ul style="list-style-type: none"> <li>• Reflect on their teaching practice and actively engage in planning their professional development</li> <li>• Establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community</li> <li>• Learn about and work with local communities to improve their professional practice</li> <li>• Communicate effectively with families and involve them in student learning and the school community</li> <li>• Contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff</li> <li>• Balance professional responsibilities and maintain motivation and commitment to all students</li> </ul>	

**Appendix D**

EBCC K-5 Priority Area #1 Development and implementation of a school-wide and classroom balanced literacy program with an emphasis on <u>reading</u> assessments, instruction, and materials	
EBCC K-5 Priority Area #2 Development, implementation, and documentation of a school-wide and classroom service-learning program	
EBCC K-5 Priority Area #3 Contribution to the School Partnerships Initiative	

Performance Commendations	Areas of Development

Employment Status Recommendation:

- Probationary
- Continued
- Promotion/Leadership Consideration

Teacher Response/Reflection (Optional)

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

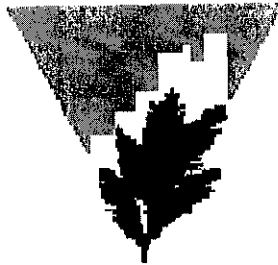
Head of School Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Appendix E

**Employee Handbook**  
**East Bay Conservation Corps**

---



**Revised July, 2004**

<b>Essential Legal Provisions .....</b>	<b>1</b>
Introductory Statement.....	1
Mission and Values .....	1
At-Will Employment Status.....	2
Integration Clause and the Right to Revise.....	2
EEO with ADA Provision .....	3
Unlawful Harassment .....	3
Child Abuse & Neglect Reporting.....	4
Domestic Partner Definition.....	4
Criminal Record Search Policy.....	4
Political and Religious Activities Policy.....	5
<b>Employment Policies and Practices .....</b>	<b>6</b>
Regular Employees .....	6
Full-time Employees .....	6
Part-time Employees .....	6
Temporary Employees .....	6
Exempt Employees .....	6
Non-Exempt Employees.....	6
Temporary Transfers .....	6
Internal Job Postings.....	6
Job Duties.....	7
Work Schedules .....	7
Meal and Rest Periods.....	7
Timekeeping Requirements .....	7
Payment of Wages .....	7
Call-In Pay for Non-exempt Employees.....	8
Pay for Mandatory Meetings/Training .....	8
Overtime for Non-exempt Employees .....	8
Reduced Salary for Exempt Employees .....	9
Advances.....	9
Personnel Records.....	9
Names and Addresses.....	9
Employment Verifications.....	10
Performance Evaluations .....	10
Open-Door Policy (Conflict Resolution) .....	10
Employment of Relatives.....	10
Conflicts of Interest.....	11
Bridging of Time .....	11
Reductions in Force .....	11
Involuntary Termination and Discipline .....	11
Voluntary Termination .....	11
Disciplinary or Termination Appeal Process .....	12
<b>Standards of Conduct .....</b>	<b>13</b>
Prohibited Conduct.....	13
Off-Duty Conduct.....	14
Drug and Alcohol Abuse.....	14
Punctuality and Attendance.....	15
Dress Code and Other Personal Standards.....	15
Confidentiality.....	17
Business Conduct and Ethics.....	17
News Media Contacts .....	17

<b>Operational Considerations.....</b>	<b>18</b>
Employer Property.....	18
Use of Electronic Media .....	18
Cell Phone Policy .....	19
Prohibited Use of Company Cell Phone While Driving .....	19
Conducting Personal Business .....	19
Off-Duty Use of Facilities.....	19
Employee Property .....	19
Security/Workplace Violence.....	19
Health and Safety.....	20
Ergonomics.....	20
Smoking.....	20
Housekeeping .....	20
Parking .....	20
Solicitation and Distribution of Literature.....	20
Vehicle Safety Program for Employees Who are Required to Drive.....	21
Expense Accounts.....	22
Bulletin Boards .....	22
<b>Employee Benefits .....</b>	<b>23</b>
Holidays.....	23
Winter Leave .....	23
Vacation.....	24
Insurance Benefits.....	25
Leaves of Absence.....	26
Family/Medical Leave Eligibility.....	26
Requests for Leave .....	26
Certification by Health Care Providers .....	27
Coordination with Health Insurance .....	28
Use of Accrued Paid Leave Time for Family/Medical Leave .....	28
Return from Family/Medical Leave .....	28
Family Leave and Pregnancy.....	29
Requests for Pregnancy Leave.....	29
Return from Pregnancy Leave .....	30
Coordination with Family Leave .....	30
Sick Leave.....	30
Bereavement Leave .....	31
Military Leave .....	31
Jury Duty and Witness Leave.....	31
Time Off for Voting .....	31
Volunteer Firefighters and Peace Officers .....	32
Domestic Violence Leave.....	32
School Activities .....	32
External Employee Education .....	33
Recreational Activities and Programs .....	33
Workers' Compensation .....	33

# Essential Legal Provisions

---

## Introductory Statement

Welcome! As an employee of the East Bay Conservation Corps (EBCC), you are an important member of a team effort. We hope that you will find your position with the East Bay Conservation Corps rewarding, challenging and productive.

Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of the East Bay Conservation Corps.

This employee handbook is intended to explain the terms and conditions of employment of all full-time and part-time employees and supervisors. Written employment contracts between the East Bay Conservation Corps and some individuals may supersede some of the provisions of this handbook.

This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your supervisor or manager will be happy to answer any questions you may have.

## Mission and Values

The mission of the East Bay Conservation Corps is to promote youth development through environmental stewardship and community service and further education reform and social change. Through service-learning, the EBCC engages young people from all walks of life in their education and development while addressing environmental and social issues. The EBCC's comprehensive program model enhances participants' academic, leadership, employment and life skills, self-esteem, civic responsibility and environmental awareness.

In addition, we hold ourselves accountable to the following values in order to fulfill the EBCC's vision, mission and strategic goals:

**Safe and Respectful Place:** We are committed to providing a place where all students, participants and staff feel respected and safe emotionally, physically and intellectually to perform their best.

**Rigorous Expectations:** As a learning community committed to excellence, we expect the best from every student, participant and staff member of the EBCC community.

**Inclusive Decision-Making:** We strive to make informed decisions through the open exchange of ideas and the participation of those who are most impacted and most knowledgeable about the situation at hand.

**Effective Communication:** We are committed to clear, timely and thorough sharing of information, particularly regarding decisions that affect staff and participants.

**Balance:** We are most effective in our work when there is balance between our passion and our discipline.

**Continuous Improvement:** We flourish on creativity, new ideas and diversity of thought and continuously seek to stretch the limits of what is possible.

**Responsibility:** As an agency and as individual staff, we hold each other and ourselves accountable for our actions.

## **At-Will Employment Status**

EBCC personnel are employed on an at-will basis. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or the EBCC. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor or employee of the EBCC has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the Executive Director of the EBCC has the authority to make any such agreement, which is binding only if it is in writing.

## **Integration Clause and Right to Revise**

This employee handbook contains the employment policies and practices of the EBCC in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

The EBCC reserves the right to revise, modify, delete or add to any and all policies, procedures, work rules or benefits stated in this handbook or in any other document, except for the policy of at-will employment. However, any such changes must be in writing and must be signed by the Executive Director or designee of the EBCC. Any written changes to this handbook will be distributed to all employees so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the entire agreement between you and the EBCC as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

## **Equal Employment Opportunity with Americans With Disabilities Act Provision**

The EBCC is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available person in every job. EBCC policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. **All such discrimination is unlawful.**

The EBCC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the EBCC and prohibits unlawful discrimination by any employee of the EBCC, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the EBCC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Human Resources Manager and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. The EBCC will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. The EBCC will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the EBCC will make the accommodation.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your supervisor or the Human Resources Manager. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. The EBCC will immediately undertake an effective, thorough and objective investigation and attempt to resolve the situation. If the EBCC determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. The EBCC will not retaliate

against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.

## Unlawful Harassment

The EBCC is committed to providing a work environment free of unlawful harassment. EBCC policy prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation or any other basis protected by federal, state, or local law, ordinance or regulation. The EBCC's anti-harassment policy applies to all persons involved in the operation of the EBCC and prohibits unlawful harassment by any employee of the EBCC, including supervisors and co-workers. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. **All such discrimination is unlawful.**

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed, submit a written complaint to your own or any other agency supervisor, the Executive Director or the Human Resources Manager of the EBCC as soon as possible after the incident. Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses. Supervisors will refer all harassment complaints to the Human Resources Manager of the EBCC. The EBCC will immediately undertake an effective, thorough and objective investigation of the harassment allegations.

If the EBCC determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by the EBCC to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. The Human Resources Manager will advise all parties concerned of the results of the investigation. The EBCC will not retaliate against you for filing a complaint and will not knowingly tolerate or permit retaliation by management, employees or co-workers.

The EBCC encourages all employees to report any incidents of harassment forbidden by this policy *immediately* so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

## Child Abuse & Neglect Reporting

Mandatory reporting of suspected child abuse or neglect is required under the California Child Abuse and Neglect Reporting Act by any mandated reporter. Child is defined as a person under the age of 18 years. A mandated reporter is any individual who is an employee of a youth organization or public school. The term "child abuse or neglect" includes sexual abuse; neglect defined as the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare including both acts and omissions on the part of the responsible person; willful cruelty or unjustifiable punishment; unlawful corporal punishment or injury; and abuse or neglect in out-of-

home care. Child abuse or neglect does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer.

All employees of the EBCC must also comply with the reporting responsibilities outlined in the California Child Abuse and Neglect Reporting Act in reporting the concern immediately or as soon as is practicably possible (within 36 hours) by telephone, to child protective services, any police department, sheriff's department, county probation department, if designated by the county to receive mandated reports, or the county welfare department. School district police or security departments are not considered acceptable reporting agencies. The individual making the report must also prepare and send a written report to the reporting agency within 36 hours of receiving the information concerning the incident.

Employees shall not contact the child's family or any other persons to determine or investigate the cause of the suspected abuse or neglect. Any personal interview of the child should be conducted in a professional manner, after consulting with the Human Resources Manager. In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child.

### **Domestic Partner Definition**

All references in these policies to "spouse" shall include "domestic partner". A domestic partner relationship exists when:

- The employee and the domestic partner are each other's sole domestic partner and intend to remain so indefinitely;
- Neither person is married or legally separated from anyone else nor have had another domestic partner within the prior six months;
- Both are at least eighteen (18) years of age;
- The employee and the domestic partner reside together in the same residence and intend to do so indefinitely;
- The employee and the domestic partner are engaged in a committed relationship of mutual caring and support and are jointly responsible for their common welfare and living expenses; and
- The employee and the domestic partner are not in the relationship for the purpose of obtaining benefits.

### **Criminal Record Search Policy**

As mandated by the California Education Code 44237, 44237.5(f), 47605, and 47607, the EBCC is required to conduct a criminal record check for each applicant we are seriously considering for employment who will be in a position requiring contact with minor pupils.

The EBCC is not allowed to employ any person who has been convicted of any sex offense, controlled substance offense, crime of violence, or serious or violent felony.

The criminal record check is conducted by the California Department of Justice and the Federal Bureau of Investigation and overseen by the California Department of Justice. You will be required to be fingerprinted in order to conduct the investigation.

The Human Resources department will oversee the internal process. Results from the investigation will be destroyed and all that will remain in the Human Resources department is a database of ID numbers, which correspond to the results of the investigation held at the Department of Justice. Only the Human Resources Manager and his/her designees will have access to Criminal Offender Record Information (CORI) and will be committed to protect CORI from unauthorized access, use or disclosure. The Human Resources Manager and

any designees who will have access to CORI will also be fingerprinted and processed through the California Department of Justice. CORI shall only be used for the purpose for which it was requested. Misuse of CORI is a criminal offense. Misuse of CORI may result in criminal or civil prosecution and/or administrative action up to and including loss of access to information maintained by the Department of Justice.

### **Political and Religious Activities Policy**

In compliance with State and Federal regulations, the EBCC prohibits the use of federal or state funds for political or religious activities.



# Employment Policies and Practices

---

## **Regular Employees**

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

## **Full-time Employees**

Full-time employees are those who are scheduled for and do work 40 hours per week.

## **Part-time Employees**

Part-time employees are those who are scheduled for and do work less than 40 hours per week.

## **Temporary Employees**

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of six months or less; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law. Holiday pay excluding the Employee's Birthday holiday will be paid.

## **Exempt Employees**

"Exempt" means an employee is not subject to the Fair Labor Standards Act's (FLSA) overtime provisions or the Industrial Welfare Commission (IWC) Wage Order sections pertaining to overtime, minimum wage, record keeping, uniforms and equipment, cash shortage and breakage, meal periods and rest periods. Where the state and federal regulations conflict the more restrictive requirement is the one California employers must follow.

## **Non-Exempt Employees**

"Non-exempt" means an employee is subject to the Fair Labor Standards Act's (FLSA) overtime provisions or the Industrial Welfare Commission (IWC) Wage Order sections pertaining to overtime, minimum wage, record keeping, uniforms and equipment, cash shortage and breakage, meal periods and rest periods. Where the state and federal regulations conflict the EBCC uses the more restrictive requirement, which is the one California employers must follow.

## **Temporary Transfers**

Employees who request a temporary transfer for medical and/or family medical leave reasons will be considered for that transfer if a position exists at the time the transfer is requested and the employee is qualified to perform the job. The employee will be paid in accordance with the responsibilities and duties of the temporary job.

## **Internal Job Postings**

In most cases open positions will be posted internally to allow current employees to submit cover letters and resumes for the newly posted positions. In most cases, employees must be in their current positions for six months before they are entitled to apply for other positions. The EBCC will make every effort to fill open positions from within, but reserves the right to select external candidates when it deems it appropriate to do so. Occasionally, for legitimate business reasons, some positions will not be posted internally.

## **Job Duties**

Your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the EBCC. Your cooperation and assistance in performing such additional work is expected.

The EBCC reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions or assign additional job responsibilities.

## **Work Schedules**

The EBCC is normally open for business between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday. Your supervisor will assign your individual work schedule. All employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

## **Meal and Rest Periods**

Employees are provided with a 30-minute to 1-hour unpaid meal period to be taken approximately in the middle of the workday. Employees are allowed a 10-minute paid rest period for every four hours of work or major portion thereof. Your supervisor will schedule your meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than 10 minutes for each rest period. You may leave the premises during your meal period.

## **Timekeeping Requirements**

All **non-exempt** employees are required to record time worked on a timesheet (Non-Exempt Daily Timesheet) for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the lunch break. Employees also must record their time whenever they leave the building for any reason other than EBCC business. Any errors on your timesheet should be reported immediately to your supervisor. Your supervisor must initial any changes on the timesheet. Do not use whiteout to make changes. Completing another employee's timesheet, allowing another employee to complete your timesheet, or altering a timesheet is not permissible and is subject to disciplinary action.

**Exempt** employees are required to complete the Exempt Employee Work Performed Record Sheet for the purpose of indicating whether or not they worked and what type of payment they should receive.

Due to the limited time frame in which payroll must be processed, all employees are required to complete and submit their timesheets on the designated days. Failure to submit a timesheet is grounds for disciplinary action.

## **Payment of Wages**

Paychecks are normally available by 12:00 p.m. and must be picked up from your supervisor. If you observe an error on your check, please report it immediately to your supervisor.

Paydays are scheduled on the 5th and 20th of the month for the semi-monthly pay periods ending on the 15th day of the month and the last day of the month, respectively. If a regular payday falls on a Saturday, employees will be paid on the previous Friday and if it falls on a Sunday, employees will be paid on the following Monday. If a regular payday falls on a holiday, employees will generally be paid on the previous business day and if not, the following business day.

The EBCC offers direct payroll deposit for all employees. You may begin and stop direct payroll deposit at any

time.

To begin direct payroll deposit, you must complete the Direct Deposit form (available from payroll) and return it to payroll no later than the final day of the pay period (15th or the last day of the month) that the service is to begin.

To stop automatic payroll deposit, complete the Direct Deposit form (available from payroll) and return it to payroll no later than the final day of the pay period (15th or the last day of the month) that the service is to end. You will receive a regular payroll check on the first pay period after the receipt of the form, provided it is received no later than the final day of the pay period (15th or the last day of the month) that the service is to end.

### **Call-In Pay for Non-exempt Employees**

The EBCC will pay a minimum of two hours of pay to employees who are required to report to work on a day other than their normally scheduled workday.

The EBCC will pay employees for half of the regularly scheduled workday if employees report to work as scheduled but no work is available.

The EBCC will not pay employees for reporting under the following circumstances:

1. Interruption of work because of the failure of any or all public utilities; or
2. Interruption of work because of natural causes or other circumstances beyond the EBCC's power to control.

### **Pay for Mandatory Meetings/Training**

The EBCC will pay non-exempt employees for their attendance at meetings, lectures and training programs under the following conditions:

- Attendance is mandatory;
- The meeting, course or lecture is directly related to the employee's job; and
- The employee who is required to attend such meetings, lectures or training programs is notified of the necessity for such attendance by his or her supervisor.

The employee will be paid at their regular rate of pay for attendance at meetings, lectures and training programs, including travel time beyond their normal commute time to work. If an overnight stay is required, employees will be paid for the number of hours each day that they would normally be at work plus overtime pay where required by law.

### **Overtime for Non-exempt Employees**

Non-exempt employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The EBCC will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must previously authorize all overtime work. The EBCC provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

- All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Monday at 12:01 a.m.
- Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one-and-one-half times the employee's regular rate of pay.

- Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to exempt employees.

## **Reduced Salary for Exempt Employees**

Salaried exempt employees will receive their salary for any week in which they perform any work. For purposes of this salary pay policy, a week is Monday 12:01 a.m. through Sunday midnight. An employee will receive his or her full salary for any week in which an employee does any work, subject to the following rules:

- An employee's salary may be reduced for complete days of absence due to vacations, holiday or personal business, before sick leave benefits accrue or after they are exhausted, and incomplete initial and final weeks of work.
- An employee's salary will not be reduced due to a partial week of work due to service as a juror, witness or in the military, or for lack of work.

This salary pay policy is intended to comply with the salary pay requirements of the Fair Labor Standards Act and shall be construed in accordance with the Act. Employees are encouraged to direct any questions concerning their salary pay to their supervisor so that any inadvertent errors can be corrected.

## **Advances**

The EBCC does permit advances against paychecks, but it is limited to advances against amounts already earned. Advances can be given no more than two times per calendar year and are dependent upon the financial health of the agency. Paycheck advances require the approval of the director and the COO. The EBCC does not permit advances against accrued vacation.

## **Personnel Records**

You have a right to inspect certain documents in your personnel file, as provided by law, in the presence of the Human Resources Manager at a mutually convenient time. Employees wishing to review their personnel file must complete and submit to the Human Resources Manager the "Request to Review Personnel Records" form.

The personnel file must be inspected at the Human Resources department. Employees are not allowed to remove any document from their file nor may they make any changes in their file. An employee may take notes during the review of their file. No copies of documents in an employee's file may be made, with the exception of documents that the employee has previously signed. The employee will be required to sign a receipt for any copies of documents. If an employee disagrees with or challenges any information in their file, they can submit a written request explaining why such a change must be made. This procedure does not apply to documents concerning disciplinary matters, pay and promotion or performance appraisals. Disagreements concerning these matters are provided for in applicable procedures.

The EBCC will attempt to restrict disclosure of your personnel file to authorized individuals within the EBCC. Any request for information from personnel files must be directed to the Human Resources Manager.

Disclosure of personnel information to outside sources will be limited. Only payroll or the Human Resources Manager are authorized to release information about current or former employees. However, the EBCC will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

## **Names and Addresses**

The EBCC is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the EBCC in the event of a name or address change.

## **Employment Verifications**

All requests for employment verifications must be directed to payroll or the Human Resources Manager. No other manager, supervisor or employee is authorized to release verifications for current or former employees. By policy, the EBCC discloses only the dates of employment and the title of the last position held of former employees. With written authorization from the employee, the EBCC will release salary or wage information to institutions such as banks or credit unions. If the former employee authorizes the disclosure in writing, the EBCC will also inform prospective employers of the amount of salary or wage last earned.

## **Performance Evaluations**

Each employee will receive periodic performance reviews conducted by his or her supervisor. Your first performance evaluation will take place after completion of your first six months of employment, unless you are promoted to a new position prior to completion of the six months. Subsequent performance evaluations will be conducted annually, during the month of June.

Your performance evaluations may cover factors such as job criteria, which are the most important duties and tasks of a job, attainment of goals, and the EBCC values. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the EBCC and depend upon many factors in addition to performance, including availability of funds. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor and that you are aware of its contents.

## **Open-Door Policy**

Suggestions for improving the EBCC are always welcome. At some time, you may have a complaint, suggestion or question about your job, your working conditions or the treatment you are receiving. Your good-faith complaints, questions and suggestions are of concern to the EBCC. We ask you to first discuss your concerns with your supervisor, following these steps:

1. Within a week of the occurrence, bring the situation to the attention of your immediate supervisor, who will then investigate and provide a solution or explanation.
2. If the problem persists, you may describe it in writing and present it to the department manager, who will investigate and provide a solution or explanation. We encourage you to bring the matter to the department manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
3. If the problem is not resolved, you may present the problem in writing to the department director who will attempt to reach a final resolution.

We encourage all staff to follow the above described process because we believe that suggestions, questions and complaints are best resolved at the most "local" level.

When necessary, the Human Resources Manager will be consulted to ensure the EBCC is in compliance with all policies and state and federal laws. This procedure, which we believe is important for both you and the EBCC, cannot guarantee that every problem will be resolved to your satisfaction. However, the EBCC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

## **Employment of Relatives**

East Bay Conservation Corps may refuse to hire relatives of present employees if doing so could result in actual or potential problems in supervision, security, safety or morale, or if doing so could create potential conflicts of interest. East Bay Conservation Corps defines "relatives" as spouses, children, siblings, parents, in-laws and step-relatives.

If two employees marry or become related, causing actual or potential problems such as those described above, only one of the employees will be retained with East Bay Conservation Corps, unless reasonable accommodations can be made to eliminate the actual or potential problems. The employees will have 30 days to decide which relative will stay with East Bay Conservation Corps. If this decision is not made within the time allowed, the department director will make the decision, taking the employment history and job performance of both employees into account.

## **Conflicts of Interest**

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a partnering or sponsoring agency, supplier, or subordinate employee of East Bay Conservation Corps, which impairs an employee's ability to exercise good judgment on behalf of East Bay Conservation Corps, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment and morale problems. In addition, all staff must avoid fraternizing with participants or students.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, East Bay Conservation Corps may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **Bridging of Time**

The EBCC will give credit to employees previously employed by the agency, provided the break in service does not exceed one year. The break in service time will be deducted from the employee's original service date for purposes of the following:

- Vacation accrual

## **Reductions in Force**

Under some circumstances, the EBCC may need to restructure or reduce its workforce. If restructuring our operations or reducing the number of employees becomes necessary, the EBCC will attempt to provide advance notice, if possible, to help prepare affected individuals. If possible, employees subject to layoff will be informed of the nature of the layoff and the foreseeable duration of the layoff, whether short-term or indefinite.

In determining which employees will be subject to layoff, the EBCC will take into account, among other things, operation and requirements, the skill, productivity, ability, and past performance of those involved, and also, when feasible, the employee's length of service.

## **Involuntary Termination and Discipline**

Violation of EBCC policies and rules may warrant disciplinary action. The EBCC has established a system of discipline that may include verbal warnings, written warnings and suspension. The system is not formal and the EBCC may, at its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment. The EBCC's policy of discipline in no way limits or alters the at-will employment relationship.

## **Voluntary Termination**

Voluntary termination results when an employee voluntarily resigns his or her employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor. All EBCC-owned property, including but not limited to, vehicles, keys, cell phones, pagers, gas cards and credit cards must be returned immediately upon termination of employment.

## **Disciplinary or Termination Appeal Process**

Employees may appeal any type of disciplinary or termination action. We ask you to first put the appeal request in writing, following these steps:

1. Within ten business days after the receipt of notice of a disciplinary action or termination, submit the written appeal request to the Human Resources Manager. The Human Resources Manager shall conduct an investigation. At the conclusion of the investigation, s/he will notify the employee of the decision on the appeal.
2. If the matter is not satisfactorily resolved, the employee may file a second written appeal request with the department director within ten business days after the employee is notified of the decision from the Human Resources Manager. The Director shall conduct an investigation. At the conclusion of the investigation, s/he will notify the employee of the decision on the appeal. The decision of the Director will be final.

# Standards of Conduct

---

## Prohibited Conduct

The following conduct is prohibited and will not be tolerated by the EBCC. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and the EBCC's operations also may be prohibited.

- Falsification of employment records, employment information, or other EBCC records;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsification of any time card, either your own or another employee's;
- Theft or deliberate or careless damage or destruction of any EBCC property or the property of any employee or customer;
- Removing or borrowing EBCC property without prior authorization;
- Unauthorized use of EBCC equipment, time, materials, or facilities including computers, telephones, cell phones, pagers, email, faxes, mail system or other employer-owned equipment;
- Provoking a fight, fighting or threatening violence during working hours or on EBCC property;
- Participating in horseplay or practical jokes on EBCC time or on EBCC premises;
- Carrying firearms or any other dangerous weapons on EBCC premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating or participating in a disruption of any kind during working hours on EBCC property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive language at any time on EBCC premises;
- Failure to notify a supervisor when unable to report to work;
- Unreported absence of three (3) consecutive scheduled workdays;
- Failure to obtain permission to leave work for any reason during normal working hours;
- Failure to observe working schedules, including rest and lunch periods;
- Failure to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Working overtime without authorization or refusing to work assigned overtime;
- Violating any safety, health, security or EBCC policy, rule or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing or involvement with any act of unlawful harassment or discrimination of another individual;
- Possession, distribution, sale, transfer or use of alcohol, illegal drugs or controlled substances in the workplace, while on duty, when acting as a representative of the EBCC, or while operating employer owned vehicles or equipment; and
- Violation of personnel policies.

This statement of prohibited conduct does not alter EBCC's policy of at-will employment. Either you or the EBCC remains free to terminate the employment relationship at any time, with or without reason or advance notice.



## **Off-Duty Conduct**

While the EBCC does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the EBCC's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the EBCC's or their own integrity, reputation or credibility. Please be aware that while in uniform whether it is on- or off-duty, employees are expected to act as a representative of the EBCC and conduct should be reflective of this. Off-duty conduct by an employee that adversely affects the EBCC's legitimate business interests or the employee's ability to perform his or her job will not be tolerated.

## **Drug and Alcohol Abuse**

The EBCC is concerned about the use of alcohol, illegal drugs or controlled substances as it affects the workplace. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety and health, and therefore seriously impair the employee's value to the EBCC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes the EBCC to the risks of property loss or damage, or injury to other persons.

Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and may seriously impair the employee's value to the EBCC.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well being of others, must notify a supervisor of such use immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on EBCC property or during the workday (including meals and rest periods). Behavior that violates EBCC policy includes:

- Possession or use of an illegal or controlled substance or alcohol, or being under the influence of an illegal or controlled substance or alcohol while on the job;
- Driving an EBCC vehicle while under the influence of an illegal or controlled substance or alcohol; and
- Distribution, sale or purchase of an illegal or controlled substance or alcohol while on the job.

Violation of these rules and standards of conduct will not be tolerated. The EBCC also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, the EBCC reserves the right to conduct searches of EBCC property or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off EBCC property will not be tolerated because such conduct, even though off duty, reflects adversely on the EBCC. In addition, the EBCC must keep people who sell or possess controlled substances off the EBCC's premises in order to keep the controlled substances themselves off the premises.

The EBCC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. The EBCC is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, the EBCC is not obligated to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is the EBCC obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect the EBCC's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

In addition, employees must notify their own or any other agency supervisor, the Executive Director or the Human Resources Manager of any criminal drug statute conviction for any violation occurring in the workplace no later than five (5) days after such a conviction. The EBCC shall in turn notify any federal or state agency funding the activities of said employees within ten (10) calendar days after receiving notice from an employee or otherwise receiving such notice of an employee's conviction. Any activity leading to such conviction will be subject to disciplinary action and rehabilitation treatment as detailed in this policy.

## **Punctuality and Attendance**

As an employee of the EBCC, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow employees and your supervisor. When you are absent, others must perform your assigned work.

Employees are expected to report to work as scheduled, on time and prepared to start work. Employees also are expected to remain at work for their entire work schedule except for meal periods or when required to leave on authorized EBCC business. Late arrival, early departure or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day you must under all but the most extenuating circumstances call your supervisor and leave a voice mail message at least one hour before the time you are scheduled to begin working for that day. If you call less than one hour before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. In all cases of absence or tardiness, employees must provide their supervisor with an honest reason or explanation. Employees also must inform their supervisor of the expected duration of any absence. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If you fail to report for work without any notification to your supervisor and your absence continues for a period of three days, the EBCC will consider that you have abandoned your employment.

## **Dress Code and Other Personal Standards**

Each employee is a representative of the EBCC and, therefore, it is important that each employee report to work wearing appropriate dress. The EBCC uniform symbolizes the service that we are providing to the community and our connection with each other and the agency as a whole. In addition, staff serves as role models and educators to participants and therefore should model professional behavior through appropriate work attire.

Although some departments may wear a different uniform than others, all employees must wear a uniform as described below. The uniforms are designed to fit the needs of the job, and above all, make the statement of our solidarity and our commitment to providing a service to the community.

There may be circumstances where it is appropriate to wear something other than one of the uniforms described below. The manager of each department has the discretion to diverge from this policy as appropriate, and also has the responsibility to ensure that their staff follows the guidelines set out by this policy.

The following departments must wear the field uniform:

- Field Program
- Operations
- Recycling
- National Service and Service Learning (AmeriCorps) Environmental Team

The field uniform consists of black issued pants, long or short-sleeved gray work shirts, gray EBCC T-shirt, work boots, and work jacket. The EBCC sweatshirt may be worn with the gray work shirt as well as the EBCC baseball hat or beanie. EBCC T-shirts may be worn in the field only when crews are working in remote areas out of the public eye or at the discretion of the supervisor as conditions dictate for health and safety reasons.

The following departments must wear the in-house uniform.

- Youth Development

The in-house uniform is the EBCC emblemed polo shirt or sweatshirt and a black or khaki colored skirt or slacks.

The following departments must wear the in-house uniform or, with approval from their manager, may wear professional attire. However, the EBCC strongly encourages all managers and staff to wear the in-house uniform.

- Administration
- Development
- Executive Management
- Finance
- Human Resources
- K-5 Charter School
- National Service and Service Learning (AmeriCorps & Project Yes)
- Technology

The in-house uniform is the EBCC emblemed polo shirt or sweatshirt and a black or khaki colored skirt or slacks. Items that are not considered acceptable professional attire include blue jeans, shorts, mini-skirts and ripped, torn or dirty clothing.

The EBCC observes a casual dress day on Friday of each week. Items that are not considered acceptable casual attire include shorts, mini-skirts and ripped, torn or dirty clothing. Employees required to wear uniforms for safety reasons must still do so on a casual dress day. In addition, there may be times when the EBCC will be hosting special guests and employees will be required to wear the uniform or professional dress on a casual dress day. The manager of each department has the discretion to diverge from this policy as appropriate, and also has the responsibility to ensure that their staff follows the guidelines set out by this policy.

At the time of hire, employees will receive their initial set of uniforms as follows:

Field Uniforms:

- 2 Shirts
- 2 pairs of Pants
- 1 Work Jacket
- 1 pair of Work Boots
- 1 pair of Suede Work Gloves
- 1 Baseball Hat or Beanie

In-House Uniforms:

- 2 Shirts
- 2 pairs of Pants

Annually, on the anniversary date of the employee's hire date, the following uniform allotment will be authorized:

Field Uniforms:

- 2 Shirts
- 2 pairs of Pants
- 1 resole of Work Boots or if necessary, a new pair

In-House Uniforms:

- 1 Shirt
- 1 pair of Pants

Employees, at any time, may also purchase additional pieces of the uniform at their own cost.

## **Confidentiality**

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of your work, you may have access to confidential information regarding the EBCC, its suppliers, its business partners or even fellow employees. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor. Any breach of this policy will not be tolerated and legal action may be taken by the EBCC.

## **Business Conduct and Ethics**

Employees should avoid accepting sizeable or excessive gifts or gratuities from any customer, vendor, supplier or other person doing business with the EBCC because doing so may give the appearance of influencing business decisions, transactions or services. If you are ever unsure whether a gift or gratuity is appropriate, please discuss it with your supervisor.

## **News Media Contacts**

Employees may be approached for interviews or comments by the news media. Only employees designated by the Executive Director may comment to news reporters on East Bay Conservation Corps policy or events relevant to East Bay Conservation Corps.

## Operational Considerations

---

### Employer Property

Lockers, computers, desks, vehicles and other employer owned property are EBCC property and must be maintained according to EBCC rules and regulations. They must be kept clean and are to be used only for work-related purposes. The EBCC reserves the right to inspect all EBCC property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

EBCC voice mail and/or electronic mail (e-mail) are to be used for business purposes only. The EBCC reserves the right to monitor voice mail messages and e-mail messages to ensure compliance with this rule, without notice to the employee and at any time, not necessarily in the employee's presence.

No personal locks may be used on EBCC-provided lockers unless the employee furnishes a copy of the key or the combination to the lock. Unauthorized use of a personal lock by an employee may result in losing the right to use an EBCC locker.

The EBCC may periodically need to assign and/or change "passwords" and personal codes for voice mail, e-mail, alarm systems or computer access. These communication technologies, related storage media and databases are to be used only for EBCC business and they remain the property of the EBCC. The EBCC reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system.

Prior authorization must be obtained before any EBCC property may be removed from the premises.

For security reasons, employees should not leave personal belongings of value in the workplace. Personal items are subject to inspection and search, with or without notice, and with or without the employee's prior consent.

Terminated employees should remove any personal items at the time they leave the agency. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

### Use of Electronic Media

The EBCC uses various forms of electronic communication including, but not limited to computers, e-mail, telephones, faxes, radio and paging systems, voice mail, cell phones and the Internet. All electronic communications, including all software, databases, hardware and digital files remain the sole property of the EBCC and are to be used only for EBCC business and not for any personal use.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against EBCC policy or not in the best interest of the EBCC.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment or related actions will be subject to discipline and/or immediate termination.

Employees may not install personal software on EBCC computer systems.

All electronic information created by any employee using any means of electronic communication is the property of the EBCC and remains the property of the EBCC. Personal passwords may be used for purposes of security, but the use of a personal password does not affect the EBCC's ownership of the electronic information.

The EBCC will override all personal passwords if necessary for any reason.

The EBCC reserves the right to access and review electronic files, messages, mail and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of EBCC policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by EBCC management.

Employees who use cell phones, cordless phones, portable computers and fax communications should not use these methods for communicating confidential or sensitive information or any trade secrets.

Access to the Internet, websites, and other types of EBCC-paid computer access are to be used for EBCC-related business only. Any information about the EBCC, its products or services, or other types of information that will appear in the electronic media about the EBCC must be approved by the Executive Director or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the Human Resources Manager.

## **Cell Phone Policy**

Cell phones are to be used for East Bay Conservation Corps (EBCC) business only. Outgoing personal calls, except in an emergency, are not allowed. Downloading or accessing the internet generates additional charges and is therefore also not allowed. Any user found to be exceeding average minutes (a figure based on all users) may be counseled. This may lead to suspension of cell phone privileges, re-payment to the company for unauthorized usage costs and/or other disciplinary action.

Incoming calls to users from callers outside the company are reported as minutes used on the account. This could push a user over the average minute usage; therefore, employees should not use their EBCC cell phones to receive personal calls except in emergencies.

## **Prohibited Use of Company Cell Phone While Driving**

In the interest of the safety of our employees and other drivers, East Bay Conservation Corps employees are prohibited from using cell phones while driving on East Bay Conservation Corps business and/or East Bay Conservation Corps time.

If your job requires that you keep your cell phone turned on while you are driving, you must use a hands-free device and safely pull off the road before conducting company business. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on East Bay Conservation Corps business and/or East Bay Conservation Corps time.

## **Conducting Personal Business**

We recognize that employees may need to conduct some limited personal business (e.g. personal phone calls) during work hours. Employees should make all efforts to conduct personal business during their breaks and lunch period. Excessive use of work hours for personal business will not be tolerated and disciplinary action will be taken to control abuse of this policy. Employees may not conduct business for another employer during their scheduled working hours.

## **Off-Duty Use of Facilities**

Employees are prohibited from remaining on EBCC premises or making use of EBCC facilities while not on duty. Employees are expressly prohibited from using EBCC facilities, EBCC property or EBCC equipment for personal use.

## **Employee Property**

An employee's personal property, including, but not limited to, packages, purses and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of EBCC property.

## **Security/Workplace Violence**

The EBCC has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons

or activities to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities, or when keys, security passes or identification badges are missing.

The EBCC's workplace security and violence program is described in detail in the EBCC's Illness and Injury Prevention Program (IIPP).

## **Health and Safety**

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law and to promote the concept of a safe workplace, the EBCC maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in the Human Resources Manager's office.

In compliance with Proposition 65, the EBCC will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

## **Ergonomics**

The EBCC is subject to Cal/OSHA ergonomics standards for minimizing workplace Repetitive Motion Injuries (RMIs). The EBCC will make necessary adjustments to reduce exposure to ergonomic hazards through modifications to equipment and processes and employee training. This EBCC encourages safe and proper work procedures and requires all employees to follow safety instructions and guidelines.

The EBCC believes that reduction of ergonomic risk is instrumental in maintaining an environment of personal safety and well being and is essential to our business. We intend to provide appropriate resources to create a risk-free environment.

If you have any questions about ergonomics, please contact the Human Resources Manager.

## **Smoking**

Smoking is not allowed in any enclosed area of the facility or in any EBCC vehicle. Employees who smoke should do so at least 15 feet away from the entrance to our buildings.

## **Housekeeping**

All employees are expected to keep their work areas clean and organized. People using common areas such as lunchrooms and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly.

## **Parking**

Employees may park their vehicles in any EBCC marked space, if space permits. If space is unavailable, employees must park in permissible public areas on the streets in the vicinity of the EBCC property. Employees may not use parking areas specifically designated for visitors, other companies or EBCC vehicles. The EBCC is not responsible for any loss or damage to employee vehicles or contents while parked on EBCC property.

## **Solicitation and Distribution of Literature**

Employees are expected to avoid solicitations and distribution of literature that disrupt the efficient operation of the EBCC's business and/or their co-worker's productivity. No employee shall represent the EBCC in support of

any cause or organization unless directed to do so by his or her manager. Any employee who is in doubt concerning the application of these guidelines should consult with his or her supervisor.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on EBCC property.

## **Vehicle Safety Program for Employees who are Required to Drive**

Many employees operate agency owned, rented or personal vehicles as part of their jobs. Employees are expected to operate vehicles safely to prevent accidents/damage which may result in injuries and/or property loss. It is the policy of the EBCC to provide and maintain a safe working environment to protect our employees and the citizens of the communities where we conduct business from injury and property loss. The EBCC considers the use of automobiles part of the environment. The EBCC is committed to promoting a high level of safety awareness and responsible driving behavior in its employees. Our efforts and the commitment of employees will prevent vehicle accidents and reduce personal injury and property loss claims.

The EBCC will obtain and review a Motor Vehicle Record (MVR) prior to employment for those individuals seeking positions that require driving an EBCC or rented vehicle. It is the responsibility of the applicant to provide the hiring manager with a current MVR (no older than 1 week).

Once employed, the Operations Department will receive from the DMV every 12 months an updated MVR for every employee insured under our plan unless there is activity on the employee's MVR.

Each MVR will be evaluated using either an applicant or employee point system and will be retained in the employee's driver file. Applicants with a disqualifying score will make them ineligible to be hired. Employees with a disqualifying score will lead to immediate revocation of driving privileges. In most cases, revocation of driving privileges will lead to termination.

Applicants and employees who will be driving their personal vehicles on behalf of EBCC business, are required as part of our general liability insurance, to submit proof of auto insurance and registration. This policy covers any individual who will submit mileage reimbursement for the use of a personal vehicle in the course of work or volunteering for EBCC. Each person is required to furnish proof of auto insurance and registration annually.

Employees who drive their own vehicles on EBCC business will be reimbursed at a rate per mile that may be adjusted from time to time.

Employees are required to immediately report to their supervisors any of the following:

- Any type of moving violation, speeding ticket, parking ticket or accident either while driving an EBCC or non-EBCC vehicle;
- Any type of violation that would affect the employee's driving status, i.e., court ordered drivers license suspension for child support violations; and
- Loss or denial of personal auto insurance or registration.

Failure to inform the EBCC of any of the above described incidents that would affect the employee's driving status may lead to revocation of driving privileges for EBCC business. In most cases, revocation of driving privileges will lead to termination.

In addition, employees agree to the following:

- To complete daily vehicle inspections, and if there are any safety problems with the vehicle, the vehicle will not be driven and the Operations Supervisor will be notified immediately;
- To operate all vehicles in a safe manner; to wear seat belts whenever the vehicle is in motion and require other occupants to do so; to use a spotter at all times; to remove all tools and equipment from the vehicle daily with the exception of those items assigned to the vehicle; and to not use a cellular phone or similar device unless the vehicle is safely parked;



- To clean the interior of vans daily and wash the exterior weekly, before Friday afternoon;
- Only insured EBCC employees/participants operate agency vehicles;
- To maintain a valid California driver's license;
- Employees are responsible for the coverage of passengers while driving personal vehicles to conduct agency business.

For a complete description of this policy, please review the Vehicle Safety Program handbook.

## **Expense Accounts**

Employees who have expense accounts or who have incurred business expenses must submit required receipts and the Expense Reimbursement and/or Mileage Form to the Accounts Payable Administrator in the Finance department. In order to process requests for reimbursements, employees must have their department manager sign the appropriate form.

If you have any questions about the EBCC's expense reimbursement policy, contact the Controller.

## **Bulletin Boards**

East Bay Conservation Corps maintains staff bulletin boards located at the 1021 and 984 3<sup>rd</sup> Street buildings, the elementary charter school and the recycling center.

Bulletin boards are used to provide information to employees concerning internal job announcements, the monthly employee newsletter and other information pertinent to staff.

Employees may post items on East Bay Conservation Corps bulletin board after it has been approved by the Human Resources Manager.

# Employee Benefits

---

## Holidays

All regular full- and part-time employees are eligible for holiday pay. Part-time employees will be paid proportionately to the number of hours they normally work. Temporary employees will receive holiday pay for all holidays except the Employee's Birthday holiday.

The EBCC observes the following paid holidays:

- January 1<sup>st</sup> - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4<sup>th</sup> - Independence Day
- Labor Day
- Thanksgiving Day and the Friday after
- December 25<sup>th</sup>
- Employee's Birthday
- Extra Holiday

The Employee's Birthday holiday should be taken on or as close as possible to the employee's actual birthday. Employees must get prior approval from their supervisor or manager when planning to use the Employee's Birthday holiday. The Employee's Birthday holiday cannot be carried over from calendar year to calendar year. The Employee's Birthday holiday, as well as all other holidays, cannot be converted to cash. Employees are not entitled to receive compensation for an unused Employee's Birthday holiday if they resign or are terminated.

The Extra Holiday will be announced at the beginning of each calendar year. The Extra Holiday will be treated as any other holiday in that employees will only be able to take the holiday on the date specified. It is not to be treated as a "Floating Holiday" that may be taken at any time. The Extra Holiday will not necessarily be designated on the same day each year.

When a holiday falls on a Saturday, it will be observed on the preceding Friday and when it falls on a Sunday, it will be observed on the following Monday.

To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor. If you are required to work on a paid scheduled holiday, you will receive straight time pay in addition to your holiday pay. Employees on leave without pay status on the day before and the day after the legal holiday will not receive holiday pay.

## Winter Leave

All regular full- and part-time employees are eligible for Winter Leave. Temporary employees are not eligible for Winter Leave pay.

The EBCC will be closed from December 25<sup>th</sup> and will reopen the first business day following New Years Day. Winter Leave will begin December 26<sup>th</sup> and extend through New Years Eve day (December 31). You will be

eligible for your regular rate of pay for each of the days you would have normally worked between December 26<sup>th</sup> and December 31<sup>st</sup>. Part-time employees will be paid proportionately to the number of hours or days they normally work.

Winter Leave may only be used between December 26<sup>th</sup> and December 31<sup>st</sup>. It cannot be carried over from year to year nor can it be converted to cash.

Only under unusual circumstances may employees work during the Winter Leave. Employees must get prior authorization from their manager and director. In accordance with the law, non-exempt employees will be paid their regular rate of pay for the time that they work plus the Winter Leave pay and exempt employees will only be paid for the Winter Leave.

Employees on leave without pay status on the working day immediately preceding and immediately following the Winter Leave will not receive the leave pay.

## **Vacation**

Regular full- and part-time employees accrue paid vacations in accordance with the following policy:

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment. Temporary employees do not accrue paid vacation.

In the first, second and third years of continuous employment, regular employees will accrue vacation at the rate of 3.33 hours per straight time hour worked. In the fourth and following years of continuous employment, regular employees will accrue vacation time at the rate of 5.00 hours per straight time hour worked.

In other words, regular full-time employees will accrue the following amount of vacation per year of continuous employment:

- 1st year through 3rd year: 10 days per year;
- 4th year and thereafter: 15 days per year.

Part-time employees will accrue vacation proportionately to the number of hours worked.

Vacation can accrue up to a maximum of 200 hours (25 working days). Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. The EBCC does not grant compensation for any period of time during which the accrued vacation compensation was at the cap.

Vacation schedules must be coordinated and cleared with your supervisor. EBCC schedules determine permissible vacation periods, which employees may need to defer or otherwise adjust accordingly.

Vacation time cannot be converted to cash except as required by law.

An employee whose employment terminates will be paid for accrued unused vacation days on a pro rata basis.

Employees on unpaid leave do not accrue vacation time.

If a holiday occurs during a vacation period, the employee will be paid the holiday rate for that day and will not be charged for a vacation day for that day.

Employees may donate part of their accrued vacation to other employees with the approval of the director and the COO.

## Insurance Benefits

**Medical Benefits** The EBCC provides a comprehensive medical insurance plan for eligible employees and their dependents. Eligible employees (not their dependents) will also be provided, at no cost to the employee, with disability and life insurance coverage even if the employee chooses to waive coverage for the medical plan.

Regular full- and part-time employees, who work at least 20 hours per week, and their qualified dependents are eligible for medical insurance on the first day of the month following completion of one full calendar month of service. Temporary employees are not eligible for medical benefits.

The employee pays the first \$25 per month of the premium for medical benefits. The EBCC pays the remainder of the premium for eligible full-time employees up to the designated benchmark. Eligible employees will be responsible for the monthly premium costs for their dependent's coverage and any amount above the designated benchmark.

For eligible, new, part-time employees and for full-time employees whose request for a reduction in hours is granted, the EBCC will pay premiums proportionately to the number of hours worked up to the designated benchmark after the employee pays the first \$25 per month. For full-time employees whose hours are reduced by the EBCC for business reasons, the EBCC will continue to pay the full premium amount that would normally be paid for a full-time employee.

In the event of an increase in medical insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about medical insurance coverage are available in a separate publication distributed by the Human Resources department. The plan document is in all cases controlling and supersedes any inconsistent terms in this manual.

**Section 125 Premium Only Plan** The EBCC provides, at no cost to employees, an innovative benefit which will help pay for part of your monthly health insurance premium costs. A Premium Only Plan (POP) allows employees to pay for monthly health premiums with pre-tax dollars. This means your health premiums are subtracted from your gross pay before federal, state and social security (FICA) taxes are applied. Details about medical insurance coverage are available in a separate publication distributed by the Human Resources department. The plan document is in all cases controlling and supersedes any inconsistent terms in this manual.

**Section 132 Commuter Choice Tax Benefit** The program, based on Section 132 (f) of the federal tax code, allows employers to offer employees a variety of financial incentives for the use of alternative commute modes, including buses, trains and vanpools thereby saving the employer and employee money and helping to reduce traffic congestion. Employees are able to deduct pre-tax up to \$100 per month (\$1,200 per year) to use towards alternative forms of commute.

**Guaranteed Ride Home** Through this program, you will be issued a voucher good for a free taxi ride home if you have an emergency and you have walked, bicycled, carpooled, vanpooled, or taken the train, bus or ferry on the day the Guaranteed Ride Home is used .

**Disability Insurance** Each employee contributes to the State of California to provide disability insurance mandated by the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at the EBCC or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Human Resources department.

**Unemployment Compensation** The EBCC contributes thousands of dollars each year to the California Unemployment Insurance Fund on behalf of its employees.

**Social Security** Social Security is an important part of every employee's retirement benefit. The EBCC pays a matching contribution to each employee's Social Security taxes.

**Workers' Compensation** You are protected by the EBCC's workers' compensation insurance policy while employed by the EBCC, at no cost to you. The policy covers you in case of occupational injury or illness. Specific rules and regulations governing workers' compensation insurance are available from the Human Resources department.

**Retirement Plan** The EBCC provides a 403(b) plan for eligible employees in order to assist in planning for their retirement. All employees, upon hire and who have attained age 21, are eligible to begin contributing their own money on a pre-tax basis.

For information regarding eligibility, contributions, benefits and tax status, contact the Human Resources department. All eligible participants will receive a summary plan description. The plan document is in all cases controlling and supersedes any inconsistent terms in this manual.

## **Leaves of Absence**

The EBCC may grant leaves of absence to employees in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or the Human Resources Manager during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or the Human Resources office, the EBCC will assume that you do not plan to return and that you have terminated your employment.

If returning from a leave of absence, you will be offered the same position you held at the time your leave began, if available. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. The EBCC makes no guarantees of reinstatement, and your return will depend on your qualifications for existing openings.

Any leave taken under this provision qualifying as leave under the state and/or federal family/medical leave acts will be counted as family/medical leave and charged to your entitlement of 12 workweeks of family/medical leave in a 12-month period. California workers' compensation laws govern work-related injuries and illnesses leaves. California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions.

## **Family/Medical Leave Eligibility**

Employees who have more than 12 months of service, who have worked at least 1,250 hours during the previous 12-month period before the date the leave is to begin, and who are employed at a work site where the EBCC maintains on the payroll (as of the date of the leave request) at least 50 part- or full-time employees within 75 miles (measured in road miles) of the work site where the employee requesting the leave works, are eligible under federal (FMLA) and state (CFRA) family leave laws to take up to a maximum of 12 workweeks of unpaid family/medical leave within a 12-month period. Family/medical leave time is permitted for the birth of the employee's child, or placement of a child with the employee for adoption or foster care, to care for the employee's spouse, child or parent who has a serious health condition, or for a serious health condition that makes the employee unable to perform his or her job.

## **Requests for Leave**

The following procedures shall apply when an employee requests family/medical leave:

Please contact the Human Resources Manager as soon as you realize the need for family/medical leave.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the EBCC at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the EBCC. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the employee's child, parent or spouse.

If the employee cannot provide 30 days' notice, the EBCC must be informed as soon as practical.

If the FMLA/CFRA request is made because of the employee's own serious health condition, the EBCC may require, at its expense, a second opinion from a health care provider that the EBCC chooses. The health care provider designated to provide a second opinion will not be one who is employed on a regular basis by the EBCC.

If the second opinion differs from the first opinion, the EBCC may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the EBCC and the employee.

When both parents are employed by the EBCC and request simultaneous leave for the birth, adoption or foster care of a child, the EBCC will not grant more than 12 workweeks total of family/medical leave for each employee.

Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12-workweek entitlement in a 12-month period. The 12-month period is measured forward from the date any employee's first FMLA leave begins. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Employees may take FMLA/CFRA leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the employee's child, parent or spouse, or of the employee, and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is 1 hour.

## **Certification by Health Care Providers**

The EBCC requires employees to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. The EBCC may require recertification from the health care provider if additional leave is required.

- If the leave is needed to care for a sick child, spouse or parent, the employee must provide a certification from the health care provider stating:
  - Date of commencement of the serious health condition;
  - Probable duration of the condition;
  - Estimated amount of time for care by the health care provider; and
  - Confirmation that the serious health condition warrants the participation of the employee.
- If an employee cites his or her own serious health condition as a reason for a leave, the employee must provide a certification from the health care provider stating:
  - Date of commencement of the serious health condition;
  - Probable duration of the condition; and
  - Inability of the employee to work at all or to perform any one or more of the essential functions of his or her position because of the serious health condition.

The EBCC will require certification by the employee's health care provider that the employee is fit to return to his or her job.

Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

## **Coordination with Health Insurance**

An employee taking family/medical leave will be allowed to continue participating in any health and welfare benefit plans in which he or she was enrolled before the first day of the leave at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The EBCC will continue to make the same premium contribution as if the employee had continued working. The employee will also have to continue paying their share of the benefits premiums. Failure to do so will result in cancellation of coverage. The continued participation in health benefits begins on the date leave first begins under FMLA (e.g., for pregnancy disability leaves) or under FMLA/CFRA (e.g., for all other family care and medical leaves). In some instances, the EBCC may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave.

Employees on family/medical leave who are not eligible for continued paid coverage may continue their group health insurance coverage through the EBCC in conjunction with federal COBRA guidelines by making monthly payments to the EBCC for the amount of the applicable premium. Employees should contact the Human Resources Manager for further information.

## **Use of Accrued Paid Leave Time for Family/Medical Leave**

Paid leave may be substituted for unpaid leave in the following circumstances:

- Vacation may be used for any family/medical leave qualifying event;
- Accrued sick leave may be used only for the employee's own serious health condition except as allowed in the Sick Leave Policy on page 30 of this handbook.

## **Return from Family/Medical Leave**

Under most circumstances, upon return from family/medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. (For example, if an employee on family/medical leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.) In addition, an employee's use of family/medical leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after family/medical leave may be denied to certain salaried "key" employees under the following conditions:

- An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the EBCC's operations;
- The employee is notified of the EBCC's intent to refuse reinstatement at the time the EBCC determines the refusal is necessary; and
- If leave has already begun, the EBCC gives the employee a reasonable opportunity to return to work following the notice described previously.

For additional information about eligibility for family/medical leave, contact the Human Resources Manager.

Employees on FMLA/CFRA leave will not continue to accrue vacation or sick leave during unpaid FMLA/CFRA leave.

## Family Leave and Pregnancy

Time off from work because of the employee's disability due to pregnancy, childbirth or related medical condition is not counted as time used for CFRA leave, but is counted as time used for FMLA leave. Pregnant employees may have the right to take a pregnancy disability leave in addition to family or medical leave. Such employees should contact the Human Resources Manager regarding their individual situation. Any leave taken for the birth, adoption or foster care placement of a child does not have to be taken in one continuous period of time. CFRA leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the EBCC will grant a request for a CFRA leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

## Requests for Pregnancy Leave

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise the Human Resources department as early as possible. The individual should make an appointment with the Human Resources Manager to discuss the following conditions:

- Employees who need to take pregnancy disability must inform the EBCC when a leave is expected to begin and how long it will likely last. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. Employees must consult with their supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the EBCC. Any such scheduling is subject to the approval of the employee's health care provider.
- If 30 days' advance notice is not possible, notice must be given as soon as practical.
- Upon the request of an employee and recommendation of the employee's physician, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and her child.
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached.
- Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons.
- Pregnancy leave usually begins when ordered by the employee's physician. The employee must provide the EBCC with a certification from a health care provider. The certification indicating disability should contain:
  - The date on which the employee became disabled due to pregnancy;
  - The probable duration of the period or periods of disability; and
  - A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.
- Returns from leave will be allowed only when the employee's physician sends a release.
- An employee will be allowed to use accrued sick time and/or accrued vacation time during a pregnancy disability leave.
- Duration of the leave will be determined by the advice of the employee's physician, but employees disabled by pregnancy may take up to four months. Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee's pregnancy, childbirth or related medical condition. This includes leave for severe morning sickness and for prenatal care.



Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of 1 hour.

## **Return from Pregnancy Leave**

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed. (For example, if an employee on pregnancy leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.)

Return to the employee's previously held job or in some circumstances to a comparable position shall be guaranteed for four months provided that the employee complies with the terms of the leave.

## **Coordination with Family Leave**

If you take pregnancy disability leave and are eligible under the federal or state family and medical leave laws, the EBCC will maintain group health insurance as outlined in the section "Coordination with Health Insurance". Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not family and medical leave under California Law. If you are ineligible under the federal and state family and medical leave laws, while on pregnancy disability you will receive continued paid coverage on the same basis as other medical leaves that the EBCC may provide and for which you are eligible. In some instances, the EBCC may recover premiums it paid to maintain health coverage for you if you fail to return to work following pregnancy disability leave.

If you are on pregnancy disability leave and are not eligible for continued paid coverage, you may continue your group health insurance coverage through the EBCC in conjunction with federal COBRA guidelines by making monthly payments to the EBCC for the amount of the relevant premium. Contact the Human Resources Manager for further information.

## **Sick Leave**

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. The EBCC will not tolerate abuse or misuse of your sick leave privilege.

The EBCC offers paid sick leave to regular full- and part-time employees. Full-time employees accrue paid sick leave at the rate of .0462 hours per straight time hour worked. In other words, full-time employees accrue paid sick leave at the rate of eight hours for each month of employment. Part-time employees accrue sick leave proportionately to the number of hours worked. Temporary employees do not accrue paid sick leave.

Earned sick time accrues to a maximum of 280 hours. No additional sick time will be earned until accrued sick time is used. The EBCC does not pay employees in lieu of unused sick leave.

If you are absent longer than 5 days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the EBCC will be required before the EBCC honors any sick pay requests. The EBCC may withhold sick pay if it suspects that sick leave has been misused.

Employees may not extend their accrued sick leave to other employees.

Employees may use up to one-half of their yearly sick leave accrual to attend to a child, parent, spouse, domestic partner, or domestic partner's child who is ill. Leave for this purpose may not be taken until it has actually accrued.

For purposes of sick leave use, a "child" is defined as a biological, foster or adopted child; stepchild; or a legal ward. A "child" also may be someone for whom you have accepted the duties and responsibilities of raising, even if he or she is not your legal child.

A "parent" is your biological, foster or adoptive parent; stepparent or legal guardian.

A "spouse" is your legal spouse according to the laws of California, which do not recognize "common law" spouses (a union that has not been certified by a civil or religious ceremony). All conditions and restrictions placed on an employee's use of sick leave apply also to sick leave used for care of a child, parent or spouse.

A "domestic partner" is another adult with whom you have chosen to share your life in an intimate and committed relationship of mutual caring, and with whom you have filed a Declaration of Domestic Partnership with the Secretary of State.

A "domestic partner's child" is the biological, foster or adopted child, stepchild, or legal ward of your domestic partner. A "domestic partner's child" also may be someone for whom your domestic partner has accepted the duties and responsibilities of raising, even if he or she is not your domestic partner's legal child.

## **Bereavement Leave**

The EBCC grants leaves of absence to employees in the event of the death of the employee's current spouse, domestic partner, child, parent, legal guardian, brother, sister, grandparent, grandchild or mother-, father-, sister-, brother-, son- or daughter-in-law. An employee with such a death in the family may take up to 5 consecutive scheduled work days off unpaid with the approval of the employee's supervisor. In addition, with the supervisor's approval, the employee may use up to 5 days of accrued sick time or any available vacation accrual for bereavement leave. The employee's supervisor may approve additional unpaid time off.

## **Military Leave**

Employees who wish to serve in the military and take military leave should contact the Human Resources Manager for information about their rights before and after such leave. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law. For fewer than 91 days of service you are entitled to be re-employed in the position in which you would have been employed had there been no interruption for military service.

For more than 90 days of service you are entitled to be re-employed in the position in which you would have been employed had there been no interruption for military service, or a position of like seniority, status and pay, if you are qualified to perform one of those jobs.

## **Jury Duty and Witness Leave**

The EBCC encourages employees to serve on jury duty or as a witness when called. Any regular full-time or part-time employee summoned to serve on jury duty or as a witness will continue to receive their regular rate of pay or salary while serving. Part-time employees will be paid proportionately to the number of hours or days they normally work. Temporary employees are not eligible for pay while serving on jury duty or as a witness. You should notify your supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. You will be required to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule. You may retain any mileage allowance or other fee paid by the court for jury services.

## **Time Off for Voting**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day

without loss of pay. When possible, an employee requesting time off to vote shall give his or her supervisor at least two days notice.

## **Volunteer Firefighters and Peace Officers**

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter, peace officer or emergency rescue personnel. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please inform your supervisor that you may have to take time off for emergency duty and alert your supervisor before doing so when possible.

## **Domestic Violence Leave**

Employees who are victims of domestic violence are eligible for unpaid leave. You may request leave if you are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure your health, safety or welfare, or that of your child.

You should provide notice and certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence.
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court of the prosecuting attorney that the employee appeared in court.
- Documentation from a medical professional, domestic violence advocate, health-care provider or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The EBCC will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

The length of unpaid leave an employee may take is limited to 12 weeks as provided for in the federal Family and Medical Leave Act of 1993.

## **School Activities**

Employees are encouraged to participate in the school activities of their child(ren). The absence is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades 1 to 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If both parents are employed by the EBCC, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use vacation leave in order to receive compensation for this time off unless the employee is exempt and the time off is less than a full day;
- Employees who do not have paid time off available will take the time off without pay; and
- Employees must provide their supervisor with documentation from the school verifying that the employee participated in a school activity on the day of the absence for that purpose.

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In agreement with California Labor Code Section 230.7, no discriminatory action will be taken against an

employee who takes time off for this purpose.

## **External Employee Education**

Some employees may need to attend training programs, seminars, conferences, lectures, meetings or other outside activities for the benefit of the EBCC or the individual employees. Attendance at such activities, whether required by the EBCC or requested by individual employees, requires the written approval of the employee's supervisor. To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses and the nature, purpose and justification for attendance. Attendance at any such event is subject to the following policies on reimbursement and compensation:

- For attendance at events required or authorized by the EBCC, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation and parking. Reimbursement policies regarding these expenses should be discussed with your supervisor in advance.
- Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While the EBCC generally encourages all employees to improve their knowledge, job skills and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

## **Recreational Activities and Programs**

The EBCC or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social or athletic activity that is not part of the employee's work-related duties.

## **Workers' Compensation**

The EBCC, in accordance with state law, provides insurance coverage for employees in case of work-related injuries or illnesses. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment at the agency's chosen health care provider and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to your supervisor; and
- Ensure the EBCC receives certification from the health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid

undermining the EBCC's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, the EBCC's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

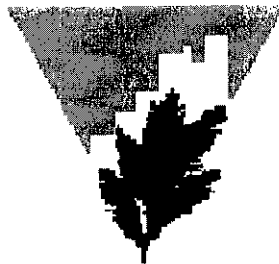
The law requires this agency to notify the workers' compensation insurance company of any concerns of false or fraudulent claims.

Any person who makes, or causes to be made, any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. A violation of this law is punishable by imprisonment for one to five years, or by a fine not exceeding \$50,000 or double the value of the fraud, whichever is greater, or both. Additional civil penalties may also apply.

Appendix F

**Corpsmember Handbook**  
**East Bay Conservation Corps**

---



**Revised November 2002**

<b>Essential Legal Provisions.....</b>	<b>1</b>
Introductory Statement.....	1
Mission and Values.....	1
At-will Employment Status.....	1
Integration Clause and the Right to Revise.....	2
Confirmation of Receipt.....	2
EEO (Equal Employment Opportunity).....	2
Unlawful Harassment.....	3
<b>Employment Policies and Practices.....</b>	<b>4</b>
All Positions.....	4
Corpsmembers.....	4
Crew Leader.....	4
Recycling Team Intern.....	4
Outside Recycling Intern.....	4
Operations Intern.....	4
Learning Center Intern.....	4
Recruitment Intern.....	5
Job Site Duties.....	5
Work Schedules.....	5
Education Schedule.....	5
Meal and Rest Periods.....	5
Timekeeping Requirements.....	6
Payment of Wages.....	6
Pay Differentials.....	6
Call-in Pay for Non-Exempt Corpsmembers.....	7
Overtime for Non-exempt Corpsmembers.....	7
Advances.....	7
Loans.....	7
Corpsmember Records.....	8
Corpsmember Records Names and Addresses.....	8
Corpsmember Verifications.....	8
Corpsmember References.....	8
Performance Evaluations.....	8
Open-door Policy (Conflict Resolution).....	9
Employment of Relatives.....	9
Conflicts of Interest.....	10
Involuntary Termination and Progressive Discipline.....	10
Voluntary Termination.....	11
Disciplinary and Termination Appeal Process.....	11
Exiting the Program.....	11
Rehire Policy.....	12
<b>Standards of Conduct.....</b>	<b>13</b>
Prohibited Conduct.....	13
Off-duty Conduct.....	14
Drug and Alcohol Abuse.....	14
Punctuality and Attendance.....	15
Dress Code and Other Personal Standards.....	15
Work Relations.....	16
Confidentiality.....	16
Business Conduct and Ethics.....	16
<b>Operational Considerations.....</b>	<b>17</b>
Employer Property.....	17
Use of Electronic Media.....	17

Off-duty Use of Facilities .....	18
Corpsmember Property.....	18
Security/Workplace Violence.....	18
Health and Safety .....	18
Ergonomics.....	19
Smoking .....	19
Housekeeping.....	19
Parking .....	19
Solicitation and Distribution of Literature.....	19
Conducting Personal Business .....	19
Vehicle Safety Program for Corpsmembers Who are Required to Drive.....	19
Corpsmember Council.....	20
<b>Corpsmember Benefits .....</b>	<b>21</b>
Holidays .....	21
Insurance Benefits .....	21
Counseling Services .....	22
Career Services.....	22
Leaves of Absence.....	22
Family/Medical Leave Eligibility.....	22
Requests for Leave .....	23
Certification by Health Care Providers .....	23
Coordination with Health Insurance.....	24
Discretionary Use of Accrued Paid Leave Time .....	24
Return from Family/Medical Leave .....	24
Family Leave and Pregnancy .....	25
Requests for Pregnancy Leave .....	25
Return from Pregnancy Leave.....	26
Coordination with Family Leave.....	26
Personal Leave of Absence .....	26
Military Leave .....	27
Jury Duty and Witness Leave.....	27
Time Off for Voting .....	27
Volunteer Firefighters .....	27
Domestic Violence Leave.....	27
School Activities .....	28
External Corpsmember Education.....	28
Recreational Activities and Programs .....	28
Workers' Compensation .....	29



# Essential Legal Provisions

---

## Introductory Statement

Welcome! As a Corpsmember at the East Bay Conservation Corps (EBCC), you are an important member of a team effort. We hope that you will find your time with the EBCC rewarding, challenging, and productive.

The EBCC is a place to learn and grow. The EBCC was founded in 1983 to provide job training, work experience and education to young adults in the East Bay. Since then, thousands of young adults have gone through the EBCC Corpsmember program and many have moved on to exciting jobs because they worked hard and took advantage of the programs that the EBCC had to offer.

The Corpsmember program is a public high school that encompasses education and work training. The work at the EBCC is not to be considered an on-going job. The program is designed to assist you in obtaining your high school diploma and gaining the skills that you will need to obtain full-time, regular work outside of the EBCC.

This handbook describes those programs, the EBCC policies and what is expected of an EBCC Corpsmember. In addition, this handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your supervisor or manager will be happy to answer any questions you may have.

## Mission and Values

The mission of the East Bay Conservation Corps is to promote youth development through environmental stewardship and community service and further education reform and social change. Through service learning, the EBCC engages young people from all walks of life in their education and development while addressing environmental and social issues. The EBCC's comprehensive program model enhances participants' academic, leadership, employment and life skills, self-esteem, civic responsibility, and environmental stewardship.

In addition, we hold ourselves accountable to the following values in order to fulfill the EBCC's vision, mission and youth development principals:

**Safe and Respectful Place:** We are committed to providing a place where all students, participants and staff feel respected and safe emotionally, physically and intellectually to perform their best.

**Rigorous Expectations:** As a learning community committed to excellence, we expect the best from every student, participant, and staff member of the EBCC community.

**Effective Communication:** We are committed to clear, timely and thorough sharing of information, particularly regarding decisions that affect staff and participants.

**Continuous Improvement:** We flourish on creativity, new ideas and diversity of thought and continuously seek to stretch the limits of what is possible.

**Responsibility:** As an agency, individual staff and as Corpsmembers, we hold each other and ourselves accountable for our actions.

## At-will Employment Status

EBCC Corpsmembers are employed on an at-will basis. Employment at-will may be terminated with or without cause and with or without notice at any time by the Corpsmember or the EBCC. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or Corpsmember of the EBCC has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for

employment on other than at-will terms. Only the Executive Director of the EBCC has the authority to make any such agreement, which is binding only if it is in writing.

### **Integration Clause and the Right to Revise**

This Corpsmember handbook contains the employment policies and practices of the EBCC in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

The EBCC reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. However, any such changes must be in writing and must be signed by the Executive Director of the EBCC.

Any written changes to this handbook will be distributed to all Corpsmembers so that Corpsmembers will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the entire agreement between you and the EBCC as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this Corpsmember handbook or in any other Corpsmember document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any Corpsmember.

### **Confirmation of Receipt**

I have received my copy of the EBCC's Corpsmember handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the EBCC. The EBCC reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the Executive Director of the EBCC, no manager, supervisor, or representative of the EBCC has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Executive Director has the authority to make any such agreement and then only in writing, signed by the Executive Director.

I understand and agree that nothing in the Corpsmember handbook creates or is intended to create a promise or representation of continued employment and that employment at the EBCC is employment at-will; employment may be terminated at the will of either the EBCC or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the EBCC and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the EBCC.

### **EEO (Equal Employment Opportunity)**

The EBCC is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available persons in every job. EBCC policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. It also includes a perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. All such discrimination is unlawful.

The EBCC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the EBCC and prohibits unlawful discrimination by any Corpsmember of the EBCC, including supervisors and co-workers.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your supervisor. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. The EBCC will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

If the EBCC determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. The EBCC will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, Corpsmembers or staff.

## **Unlawful Harassment**

The EBCC is committed to providing a work environment free of unlawful harassment. EBCC policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. *All such harassment is unlawful.* The EBCC's anti-harassment policy applies to all persons involved in the operation of the EBCC and prohibits unlawful harassment by any Corpsmember of the EBCC, including supervisors and coworkers. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed, submit a written complaint to your own or any other EBCC supervisor, the Executive Director, or the Human Resources Manager as soon as possible after the incident. Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses. Supervisors will refer all harassment complaints to the Human Resources Manager of the EBCC. The EBCC will immediately undertake an effective, thorough, and objective investigation of the harassment allegations.

If the EBCC determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any Corpsmember determined by the EBCC to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. The Human Resources Manager will advise all parties concerned of the results of the investigation. The EBCC will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, Corpsmembers or staff.

The EBCC encourages all Corpsmembers to report any incidents of harassment forbidden by this policy *immediately* so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

## **Employment/Education Policies and Practices**

---

### **All Positions**

As an individual in the Corpsmember program, you are a participant in a public high school. You are expected to attend on-site education classes that encompass education and employment training through a competency based diploma program.

### **Corpsmembers**

Everyone who begins in the EBCC Corpsmember Program starts out as a Corpsmember on a field crew. Corpsmembers work with a crew on outdoor projects that help improve the community, such as preventing floods, fires and mudslides, building trails, and improving park areas. The standard workweek is eight hours per day, four days per week.

### **Crew Leader**

The EBCC provides Crew Leader training to train Corpsmembers in leadership, advanced tool training, project management, safety, and first aid. Crew Leaders are assigned to a field crew to help the supervisor manage the crew and complete the work projects. Corpsmembers who successfully complete Crew Leader training are eligible to apply for Crew Leader positions when it becomes available.

### **Recycling Team Intern**

The Recycling Team Intern works at the EBCC recycling center. The job may include driving to different sites in the East Bay to pick up recyclable materials and sorting recyclable materials. Corpsmember who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school are eligible to apply for Recycling Team Intern positions when it becomes available.

### **Outside Recycling Intern**

Recycling Outside Interns work with public agencies and private companies that are involved in recycling and waste reduction. Sponsors are located throughout the East Bay and may include office or recycling plant positions. Work includes answering telephones, using a forklift, helping the public, sorting recyclables, completing general office duties, and marketing recycled products. Corpsmember who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school are eligible to apply for Recycling Outside Intern positions when it becomes available.

### **Operations Intern**

Operations Interns work with the EBCC Operations department staff. They help to maintain, monitor and repair vehicles, tools and supplies. Corpsmember who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school are eligible to apply for Operations Intern positions when it becomes available.

### **Learning Center Intern**

Learning Center Interns work with the Youth Development staff to help keep track of education materials, file information, monitor attendance, and check work that is turned in. Corpsmember who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school are eligible to apply for

Learning Center Intern positions when it becomes available.

## **Recruitment Intern**

Recruitment Interns assist the Corpsmember Recruitment office with handing out applications, monitoring applicants through the recruitment process, completing general office duties, and scheduling interviews. Corpsmembers who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school are eligible to apply for Recruitment Intern positions when it becomes available.

## **Job Site Duties**

Your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the EBCC. Your cooperation and assistance in performing such additional work is expected.

The EBCC reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

## **Work Schedules**

The EBCC is normally open for business between the hours of 7:30 a.m. and 6:15 p.m. Monday through Thursday and 8:00 a.m. through 4:00 p.m. on Friday. In certain circumstances, your supervisor will assign your individual work schedule. All Corpsmembers are expected to be at lineout, at their worksite or their intern location at the start of their scheduled shifts in uniform (see Dress Code and Other Personal Standards, page 15), ready to work.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

## **Education Schedule**

Classes are scheduled Monday through Thursday from 4:15 p.m. to 6:15 p.m. All Corpsmembers are required to attend class two nights per week. The crew you are on will determine your schedule. Corpsmembers will attend two classes per night each lasting one hour in length.

In addition, Corpsmembers are required to attend Friday educational sessions. Corpsmembers must attend one workshop per month, two Community Meetings per month and one Crew Meeting per month. Workshops and Community Meetings are held on the first and third Friday of each month. Crew Meetings are held on the second Friday of the month.

## **Meal and Rest Periods**

Corpsmembers are provided with a 30-minute to one-hour meal period, to be taken approximately in the middle of the workday. Corpsmembers are allowed a 10-minute rest period for every four hours of work or major portion thereof. Your supervisor will schedule your meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than 10 minutes for each rest period. Due to the nature of the work that we do, you may not always have the opportunity to leave the premises during your meal period. Store visits are not allowed when working on a crew.

## Timekeeping Requirements

All non-exempt Corpsmembers are required to use a crew roster to record time worked for payroll purposes. A supervisor must initial any handwritten marks or changes on the crew roster. Completing another Corpsmember's crew roster, allowing another Corpsmember to complete your crew roster, or altering a crew roster is not permissible and is subject to disciplinary action.

Any errors on your crew roster should be reported immediately to your supervisor.

## Payment of Wages

Paychecks are normally available by 4:00 p.m. and must be picked up from your supervisor. If you observe an error on your check, please report it immediately to your supervisor.

Paydays are scheduled on the 5<sup>th</sup> and 20<sup>th</sup> of the month, for the semi-monthly pay periods ending on the 15<sup>th</sup> day of the month and the last day of the month, respectively. If a regular payday falls on a Saturday, Corpsmembers will be paid on the previous Friday and if it falls on a Sunday, Corpsmembers will be paid on the following Monday. If a regular payday falls on a holiday, Corpsmembers will generally be paid on the previous business day and if not, the following business day.

The EBCC offers direct payroll deposit for all Corpsmembers. You may begin and stop direct payroll deposit at any time.

To begin direct payroll deposit, you must complete the Direct Deposit form (available from payroll) and return it to payroll no later than the final day of the pay period (15th or the last day of the month) that the service is to begin. Direct Deposit takes one pay period to activate.

To stop automatic payroll deposit, complete the Direct Deposit form (available from payroll) and return it to payroll no later than the final day of the pay period (15th or the last day of the month) that the service is to end. You will receive a regular payroll check on the first pay period after the receipt of the form, provided it is received no later than the final day of the pay period (15th or the last day of the month) that the service is to end.

## Pay Differentials

All Corpsmembers who are scheduled to work on Saturdays or Sundays shall receive a pay premium as outlined below.

**Field Corpsmembers:** Field Corpsmembers will be paid \$7.50 per hour for work completed on Saturdays and Sundays. Any hours that are over 8 in one day or 40 in one week will also be paid at the overtime weighted average (see below). Field Corpsmembers will record weekend work on the Attendance Report for Weekend/Special Event Work.

**Intern Corpsmembers:** Intern Corpsmembers will be paid their regular rate of pay for any straight time hours worked and time-and-one-half for any overtime hours worked on Saturdays and Sundays. Intern Corpsmembers will record weekend work on the Attendance Report for Weekend/Special Event Work.

**Ambassador Corpsmembers:** Ambassador Corpsmembers will be paid their regular rate of pay for any straight time hours worked and time-and-one-half for any overtime hours worked on Saturdays and Sundays. Ambassador Corpsmembers will record weekend work on the Attendance Report for Weekend/Special Event Work.

**Overtime Weighted Average:** Overtime weighted average must be used whenever a Corpsmember is paid multiple rates during a workweek. An example is provided below.

Corpsmember works 40 hours at regular rate of \$6.75/hour. In addition, Corpsmember works 10 hours at special rate of \$7.50/hour. The total hours worked for the week are 50. The total gross pay is \$345.00. To calculate the

weighted average, the total gross is divided by the total hours, which will provide the weighted average for the entire week ( $\$345.00 / 50 = \$6.90$ ). The weighted average is then divided by two, which will provide the .5 of the 1.5 for overtime rate ( $\$6.90 / 2 = \$3.45$ ). The Corpsmember would thus be paid as follows:

- 40 hours at  $\$6.75 = \$270.00$
- 10 hours at  $\$7.50 = \$75.00$
- 10 hours at  $\$3.45 = \$34.50$
- Gross pay for the workweek is  $\$379.50$

### **Call-in Pay for Non-Exempt Corpsmembers**

The EBCC will pay a minimum of two hours of pay to Corpsmembers who are required to report to work on a day other than their normally scheduled workday.

The EBCC will pay Corpsmembers for half of the regularly scheduled workday if Corpsmembers report to work as scheduled but no work is available.

The EBCC will not pay Corpsmembers for reporting under the following circumstances:

- Interruption of work because of the failure of any or all public utilities; or
- Interruption of work because of natural causes or other circumstances beyond the EBCC's power to control.

### **Overtime for Non-exempt Corpsmembers**

Corpsmembers may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The EBCC will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must previously authorize all overtime work. The EBCC provides compensation for all overtime hours worked by non-exempt Corpsmembers in accordance with state and federal law as follows:

- All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Monday at 12:01 a.m.;
- Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one and one-half times the Corpsmember's regular rate of pay; and
- Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

### **Advances**

The EBCC does permit advances against paychecks but it is limited to advances against amounts already earned, can be no more than two times per calendar year and is for emergency situations only. Corpsmembers must get authorization from their supervisor. Finance will track the number of advances authorized for each Corpsmember.

### **Loans**

The EBCC permits Corpsmembers to take a loan from the EBCC but is limited to a \$50.00 maximum per loan, is subject to availability of funds from the Corpsmember Council account, can be no more than one time per calendar year, and is for emergency situations only. Authorization must be obtained from the Staff Advisor to the Corpsmember Council and Finance will track the amount of the loan and the number of loans taken. If a loan is

granted, Corpsmembers will pay back the loan through payroll deduction. The deductions will be taken from the two paychecks following the issuing of the loan.

## **Corpsmember Records**

You have a right to inspect certain documents in your Corpsmember file, as provided by law, in the presence of the Youth Development Data Specialist. Corpsmembers wishing to review their personnel file must complete and submit to the Data Specialist the "Request to Review Personnel Records" form.

The personnel file must be inspected at the Data Specialist's office. Corpsmembers are not allowed to remove any document from their file nor may they make any changes in their file. A Corpsmembers may take notes during the review of their file. No copies of documents in a Corpsmember's file may be made, with the exception of documents that the Corpsmember has previously signed. The Corpsmember will be required to sign a receipt for any copies of documents. If a Corpsmember disagrees with or challenges any information in their file, they can submit a written request explaining why such a change must be made. This procedure does not apply to documents concerning disciplinary matters, pay and promotion, or performance appraisals. Disagreements concerning these matters are provided for in applicable procedures.

The EBCC will attempt to restrict disclosure of your personnel file to authorized individuals within the EBCC. Any request for information from personnel files must be directed to the Data Specialist.

Disclosure of personnel information to outside sources will be limited. Only Payroll or Human Resources are authorized to release information about current or former Corpsmembers. However, the EBCC will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

## **Corpsmember Records Names and Addresses**

The EBCC is required by law to keep current all Corpsmembers' names and addresses. Corpsmembers are responsible for notifying the EBCC in the event of a name or address change.

## **Corpsmember Verifications**

All requests for employment verifications must be directed to Payroll or Human Resources. No other manager, supervisor, Corpsmember, or employee is authorized to release verifications for current or former Corpsmembers. By policy, the EBCC discloses only the dates of employment and the title of the last position held of former Corpsmembers. If the Corpsmember authorizes the disclosure in writing, the EBCC will also inform prospective employers of the amount of salary or wage last earned.

## **Corpsmember References**

It is up to the discretion of each supervisor whether they will provide professional references for former Corpsmembers. A written release from the former Corpsmember must be provided prior to giving either a verbal or written reference. References will consist of factual information only that is consistent with information contained in the personnel file. Copies of the release and the reference letter or documentation of the verbal reference will be placed in the personnel file.

## **Performance Evaluations**

Each Corpsmember will receive periodic performance reviews conducted by his or her supervisor as follows:

Corpsmembers: Your first performance evaluation will take place after completion of one complete calendar month of employment with subsequent performance evaluations conducted monthly thereafter. Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your attainment of goals, your educational performance, your work attitude,



and your attitude toward others. In addition, you will be evaluated on your work and education attendance in that you may not have more than three excused absences (combined) per month. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance.

The performance evaluations are based on a point and goal system. In order to be eligible for a 10-cent raise each calendar month, you must obtain 46 points on the evaluation. Raises cannot be made retroactive. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

Crew Leaders & Interns: Your first performance evaluation will take place after completion of two complete calendar months of employment with subsequent performance evaluations conducted every other month thereafter. Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your attainment of goals, your educational performance, your work attitude, and your attitude toward others. In addition, you will be evaluated on your work and education attendance in that you may not have more than three absences (combined) per month. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance.

The performance evaluations are based on a point and goal system. In order to be eligible for a 20-cent raise every other calendar month, you must obtain 45 points on the evaluation. Raises cannot be made retroactive. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

### **Open-door Policy (Conflict Resolution)**

Suggestions for improving the EBCC are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. Your good-faith complaints, questions, and suggestions also are of concern to the EBCC. We ask you to first discuss your concerns with your supervisor, following these steps:

1. Within a week of the occurrence, bring the situation to the attention of your immediate supervisor, who will then investigate and provide a solution or explanation.
2. If the problem persists, you may describe it in writing and present it to your supervisor's supervisor, i.e., the Field Operations Coordinator, the Field Operations Manager or the Recycling Manager, who will investigate and provide a solution or explanation. We encourage you to bring the matter to the Field Operations Coordinator, Field Operations Manager or Recycling Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
3. If the problem is not resolved, you may present the problem in writing to the Senior Manager of Field Programs, who will attempt to reach a final resolution.
4. If the Senior Manager of Field Programs is unable to resolve the matter to your satisfaction, you may present the problem in writing to the Director of Corpsmember Programs. The decision of the Director of Corpsmember Programs will be final.

When necessary, the Human Resources Manager will be consulted to ensure the EBCC is in compliance with all polices and state and federal laws. This procedure, which we believe is important for both you and the EBCC, cannot guarantee that every problem will be resolved to your satisfaction. However, the EBCC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

### **Employment of Relatives**

Relatives of Corpsmembers may be eligible for employment with the EBCC only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise such as working on the same crew. The EBCC defines "relatives" as spouses, children, siblings, parents, in-laws, and step-relatives. Present Corpsmembers who marry will be permitted to continue working in the job position held

only if they do not work in a direct supervisory relationship with one another or in job positions involving conflict of interest such as working on the same crew.

## **Conflicts of Interest**

All Corpsmembers must avoid situations involving actual or potential conflict of interest. Personal or romantic involvement with another Corpsmember of the EBCC, which impairs a Corpsmember's ability to exercise good judgment on behalf of the EBCC, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems. In addition, all Corpsmembers must avoid fraternizing with sponsors or staff.

A Corpsmember involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the EBCC may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **Involuntary Termination and Discipline**

Violation of EBCC policies and rules may warrant disciplinary action. The EBCC has established a system of discipline that may include verbal warnings, written warnings, and suspension. The system is not formal, except regarding attendance (see below), and the EBCC may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment. The EBCC's policy of discipline in no way limits or alters the at-will employment relationship.

In addition, Corpsmembers need to be aware that any staff person at the EBCC may initiate disciplinary action. This is especially true in the classroom. Youth Development staff may initiate disciplinary action if policies and procedures are not followed in the classroom.

Attendance: The following outlines the progressive disciplinary process for attendance and punctuality for work, school, workshops, Community Meetings, and Crew Meetings on a monthly cycle.

Excused Absences: Absences from work and school are combined. In order for an absence to be considered excused, Corpsmembers must provide verifiable documentation for the need to be absent or Field Corpsmembers must call their supervisor by 7:30 a.m. and Intern Corpsmembers must call by the start of their work day of the day they will be absent. If a Corpsmember knows in advance that they will be absent, notice should be provided to your supervisor two days in advance and Corpsmembers will be required to provide verifiable documentation for the need to be absent.

Two excused absence = Verbal warning

Three excused absences = Written warning

Four excused absences = Contract, final warning and job holding workshop. Corpsmember will be on contract for 30 days and cannot be absent from work, school, workshops, Community Meetings, Crew Meetings or job holding workshops unless it is an emergency and the Corpsmember can provide verifiable documentation. Corpsmembers will also be required to attend job-holding workshops with the Case Counselor and will be placed on long term suspension if any of the required three classes are missed. Corpsmember are only eligible for job holding once every 12 months.

Four excused absences (if ineligible for job holding workshops) = Contract & suspension. The suspension will last for a minimum of three days without pay. Corpsmembers are expected to continue to attend class while on suspension.

Five excused absences = Long Term Suspension

Unexcused Absences: Absences from work and school are combined. Absences will be considered unexcused if Corpsmembers do not provide verifiable documentation for the need to be absent, Field Corpsmembers do not call their supervisor by 7:30 a.m., Intern Corpsmembers do not call by the start of their work day of the day they will be absent, and two days notice is not provided to the supervisor when a Corpsmember knows in advance that they will be absent.

Two unexcused absence = Contract, final warning and job holding workshop. Corpsmember will be on contract for 30 days and cannot be absent from work, school, workshops, Community Meetings, Crew Meetings, or job-holding workshops unless it is an emergency and the Corpsmember can provide verifiable documentation. Will also be required to attend job holding workshop with the Case Counselor and will be terminated if miss any of the required three classes. Corpsmember are only eligible for job holding once every 12 months.

Two unexcused absence (if ineligible for job holding workshops) = Contract and suspension. The suspension will last for a minimum of three days without pay. Corpsmembers are expected to continue to attend class while on suspension.

Three unexcused absences = Long Term Suspension

**Punctuality:** Tardies from work and school are combined. Corpsmembers will be considered tardy if they are not at lineout, at their worksite or their intern location at the start of their scheduled shifts in uniform (see Dress Code and Other Personal Standards, page 15), ready to work or if they are not in class, ready to work by 4:15 pm.

One tardy = Verbal warning

Two tardies = Written warning

Three tardies = Contract and final warning. Corpsmember will be on contract for 30 days and cannot be late for work, school, workshops, Community Meetings, or Crew Meetings unless it is an emergency and the Corpsmember can provide verifiable documentation.

Four tardies = Contract & suspension. The suspension will last for a minimum of three days without pay. Corpsmembers are expected to continue to attend class while on suspension.

Five tardies = Long Term Suspension

## **Voluntary Termination**

Voluntary termination results when a Corpsmember voluntarily resigns his or her employment. All EBCC-owned property, including hard hats, must be returned immediately upon termination of employment.

## **Disciplinary and Termination Appeal Process**

Corpsmembers may appeal any type of disciplinary or termination action. We ask you to first put the appeal request in writing, following these steps:

1. Within five business days after the receipt of notice of a disciplinary action or termination, submit the written appeal request to the supervisor of the individual who took the disciplinary or termination action, i.e., if your supervisor took the action, then go to the Field Operations Coordinator or Manager or Recycling Manager; if the Field Operations Coordinator or Manager or the Recycling Manager took the action, then go to the Senior Manger of Field Programs; or if a teacher took the action, then go to one of the Youth Development Managers. The management staff shall conduct an investigation. At the conclusion of the investigation, she/he will notify the Corpsmember of the decision on the appeal.
2. If the matter is not satisfactorily resolved, the employee may file a second written appeal request with the Director of Programs within five business days after the employee is notified of the decision from the management staff noted above. The Director of Programs shall conduct an investigation. At the conclusion of the investigation, she/he will notify the employee of the decision on the appeal. The decision of the Director of Programs will be final.

## **Exiting the Program**

The EBCC Corpsmember program is a training program and therefore, is not an on-going job. Corpsmembers will be evaluated every six months to ensure that gains are being made both in school and at work. If it is found that gains are not being made, an Exiting panel will review the individual Corpsmember's situation and recommend the steps the Corpsmember must take in order to remain in the program. If the goals established by the Exiting panel are not met, the Corpsmember will be exited from the program.

When a Corpsmember receives his/her diploma, a meeting will be scheduled with the Career Counselor to begin the exit process.

### **Rehire Policy**

The EBCC allows former Corpsmembers to be rehired. To re-apply to the program, Corpsmembers must meet with the Recruitment Manager. The Recruitment Manager will schedule a meeting with the Rehire Panel who will make a determination on whether the Corpsmember will be eligible for rehire. The Recruitment Manager will inform the Corpsmember whether they are eligible for rehire.

## Standards of Conduct

---

### Prohibited Conduct

The following conduct is prohibited and will not be tolerated by the EBCC. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, Corpsmember welfare and the EBCC's operations also may be prohibited.

- Falsifying employment records, employment information, or other EBCC records;
- Recording the work time of another Corpsmember or allowing any other Corpsmember to record your work time, or falsifying any time sheet, either your own or another Corpsmember's;
- Theft and deliberate or careless damage or destruction of any EBCC property, or the property of any Corpsmember, staff or sponsoring agency;
- Removing or borrowing EBCC property without prior authorization;
- Unauthorized use of EBCC equipment, time, materials, or facilities;
- Provoking a fight, fighting or threatening violence during working hours or on EBCC property;
- Participating in horseplay or practical jokes on EBCC time or on EBCC premises;
- Carrying firearms or any other dangerous weapons on EBCC premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on EBCC property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive language at any time on EBCC premises;
- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Unauthorized use of telephones, cell phones, e-mail, faxes, mail system or other employer owned equipment;
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Wearing drug or gang related styles of dress;
- Violating any safety, health, security or EBCC policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing of or involvement in any act of unlawful harassment of another individual.
- Possession, distribution, sale, transfer or use of alcohol, illegal drugs or controlled substances in the workplace, while on duty, when acting as a representative of the EBCC, or while operating employer owned vehicles or equipment;

- Use of pagers, cell phones, radios, walkmans or televisions are prohibited while involved in any EBCC work or education activity;
- Gambling of any kind during work or education activities and on or around the work site at any time;
- Requesting your supervisor to drive you to the store (supervisor are not allowed to make such trips);
- Violation of any Corpsmember policies.

This statement of prohibited conduct does not alter the EBCC's policy of at-will employment. Either you or the EBCC remain free to terminate the employment relationship at any time, with or without reason or advance notice.

## **Off-duty Conduct**

While the EBCC does not seek to interfere with the off-duty and personal conduct of its Corpsmembers, certain types of off-duty conduct may interfere with the EBCC's legitimate business interests. For this reason, Corpsmembers are expected to conduct their personal affairs in a manner that does not adversely affect the EBCC's or their own integrity, reputation or credibility. Please be aware that while in uniform whether it is on- or off-duty, Corpsmembers are expected to act as a representative of the EBCC and conduct should be reflective of this, i.e., shirts must be tucked in, pants must not be sagging, i.e., no undergarments showing, and the uniform must be kept clean. Illegal or immoral off-duty conduct by a Corpsmember that adversely affects the EBCC's legitimate business interests or the Corpsmember's ability to perform his or her job will not be tolerated.

## **Drug and Alcohol Abuse**

The EBCC is concerned about the use of alcohol, illegal drugs, or controlled substances as it affects the workplace. Use of these substances, whether on or off the job can detract from a Corpsmember's work performance, efficiency, safety, and health, and therefore seriously impair the Corpsmember's value to the EBCC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other Corpsmembers and employees and exposes the EBCC to the risks of property loss or damage, or injury to other persons.

Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect a Corpsmember's job performance and may seriously impair the Corpsmember's value to the EBCC.

The following rules and standards of conduct apply to all Corpsmembers either on EBCC property or during the workday (including meals and rest periods). Behavior that violates EBCC policy includes:

- Possession or use of an illegal or controlled substance or alcohol, or being under the influence of an illegal or controlled substance or alcohol while on the job;
- Driving an EBCC vehicle while under the influence of an illegal or controlled substance or alcohol; and
- Distribution, sale, or purchase of an illegal or controlled substance or alcohol while on the job.

Violation of these rules and standards of conduct will not be tolerated. The EBCC also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, the EBCC reserves the right to conduct searches of EBCC property or Corpsmember's personal property, and to implement other measures necessary to deter and detect abuse of this policy.

A Corpsmember's conviction on a charge of illegal sale or possession of any controlled substance while off EBCC property will not be tolerated because such conduct, even though off duty, reflects adversely on the EBCC. In addition, the EBCC must keep people who sell or possess controlled substances off the EBCC's premises in order to keep the controlled substances themselves off the premises.

Any Corpsmember who is using prescription or over-the-counter drugs that may impair the Corpsmember's ability to safely perform the job, or affect the safety or well being of others, must notify a supervisor of such use immediately before starting or resuming work.

The EBCC will encourage and reasonably accommodate Corpsmembers with alcohol or drug dependencies to seek treatment and/or rehabilitation. Corpsmembers desiring such assistance should request a treatment or rehabilitation leave. The EBCC is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, the EBCC is not obligated to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is the EBCC obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, Corpsmembers who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect the EBCC's treatment of Corpsmembers who violate the regulations described previously. Rather, rehabilitation is an option for a Corpsmember who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

In addition, Corpsmembers must notify their own or any other agency supervisor, the Executive Director or the Human Resources Manager of any criminal drug statute conviction for any violation occurring in the workplace no later than five (5) days after such a conviction. The EBCC shall in turn notify any federal or state agency funding the activities of said Corpsmember within ten (10) calendar days after receiving notice from a Corpsmember or otherwise receiving such notice of a Corpsmember's conviction. Any activity leading to such conviction will be subject to disciplinary action and rehabilitation treatment as detailed in this policy.

### **Punctuality and Attendance**

As a Corpsmember of the EBCC, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow Corpsmembers and your supervisor. When you are absent, others must perform your assigned work.

Corpsmembers are expected to report to work as scheduled, on time, in uniform, and prepared to start work. Corpsmembers also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized EBCC business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, Field Corpsmembers must under all but the most extenuating circumstances call their supervisor by 7:30 a.m. and Intern Corpsmembers must call by the start of their work day of the day you will absent. In all cases of absence or tardiness, Corpsmembers must provide their supervisor with an honest reason or explanation. Corpsmembers also must inform their supervisor of the expected duration of any absence. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated. EBCC's definition of excessive absenteeism and tardiness is outlined under "Involuntary Termination and Progressive Discipline" on page 10.

### **Dress Code and Other Personal Standards**

Because each Corpsmember is a representative of the EBCC in the eyes of the public, each Corpsmember must report to work properly groomed and wearing appropriate clothing. Corpsmembers are expected to dress neatly and in a manner consistent with the nature of the work performed. Corpsmembers who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

All Corpsmembers are required to wear the uniforms provided by the EBCC and must take care of their uniforms and report any wear or damage to their supervisors. Supervisors will inform you of additional requirements regarding acceptable attire. Certain Corpsmembers may be required to wear safety equipment or clothing. Your supervisor must approve any deviations from these guidelines.

The uniform consists of black issued pants, long or short-sleeved issued gray work shirts, gray EBCC t-shirt, steel toed work boots, and the EBCC work jacket. The EBCC sweatshirt may be worn with the gray work shirt as well as the EBCC baseball hat or beanie. EBCC t-shirts may only be worn in the field only when crews are working in remote areas out of the public eye and at the discretion of the supervisor as conditions dictate for health and safety reasons. Shirts must be tucked in, pants must not be sagging, i.e., no undergarments showing, and the uniform must be kept clean.

Corpsmember must purchase the basic uniform, which consists of one pair of pants, one shirt, one pair of steel-toed boots, and a jacket. All other items may be purchased but it is not required. In addition, Corpsmember may purchase used items at a significant reduction in price. In addition, safety equipment will be provided by the EBCC, which consists of a hard hat, gloves, earplugs, and safety glasses.

The EBCC observes a professional dress day every Friday. Some Corpsmembers who have customer or sponsor contact may not be permitted to participate in the Professional dress day.

Corpsmembers who do participate in a professional dress day still are expected to report to work properly groomed. Acceptable casual dress excludes ripped, torn or dirty clothing, see-through shirts, half shirts, mini-skirts, shorts, sagging pants, i.e., no undergarments showing, or clothing that does not sufficiently or appropriately cover the body.

Corpsmembers required to wear safety equipment or clothing still must do so on a professional dress day.

Department managers may issue more specific guidelines concerning any exceptions to this policy.

## **Work Relations**

Corpsmembers are expected to be polite, courteous, prompt, and attentive to all members of the public. When a Corpsmember encounters an uncomfortable situation that he or she does not feel capable of handling, your supervisor should be called immediately.

Sponsors are to be treated courteously and given proper attention at all times. Never regard a sponsor's question or concern as an interruption or an annoyance. You must respond to inquiries from sponsors, whether in person or by telephone, promptly and professionally.

Through your conduct, show your desire to assist the sponsor in obtaining the help he or she needs. If you are unable to help a sponsor, find someone who can.

Never argue with a sponsor. If a problem develops or if a sponsor remains dissatisfied, ask your supervisor to intervene.

## **Confidentiality**

Each Corpsmember is responsible for safeguarding the confidential information obtained during employment. In the course of your work, you may have access to confidential information regarding the EBCC, its suppliers, its sponsors, or perhaps even fellow Corpsmembers. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor. Any breach of this policy will not be tolerated and legal action may be taken by the EBCC.

## **Business Conduct and Ethics**

No Corpsmember may accept a gratuity or sizeable or excessive gift from any sponsor, vendor, supplier, or other person doing business with the EBCC because doing so may give the appearance of influencing business decisions, transactions or service.



# Operational Considerations

---

## Employer Property

Lockers, computers, desks, vehicles and other employer owned property are EBCC property and must be maintained according to EBCC rules and regulations. They must be kept clean and are to be used only for work-related purposes. The EBCC reserves the right to inspect all EBCC property to ensure compliance with its rules and regulations, without notice to the Corpsmember and at any time, not necessarily in the Corpsmember's presence.

EBCC voice mail and/or electronic mail (e-mail) are to be used for business purposes only. The EBCC reserves the right to monitor voice mail messages and e-mail messages to ensure compliance with this rule, without notice to the Corpsmember and at any time, not necessarily in the Corpsmember's presence.

The EBCC may periodically need to assign and/or change "passwords" and personal codes for voice mail, e-mail or computer access. These communication technologies, related storage media and databases are to be used only for EBCC business and they remain the property of the EBCC. The EBCC reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system.

Prior authorization must be obtained before any EBCC property may be removed from the premises.

For security reasons, Corpsmembers should not leave personal belongings of value in the workplace. Personal items are subject to inspection and search, with or without notice, and with or without the Corpsmember's prior consent.

Terminated Corpsmembers should remove any personal items at the time they leave the agency. Personal items left in the workplace are subject to disposal if not claimed at the time of a Corpsmember's termination.

## Use of Electronic Media

The EBCC uses various forms of electronic communication including, but not limited to computers, e-mail, telephones, faxes, radio and paging systems, voice mail, cell phones, and the Internet. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the EBCC and are to be used only for EBCC business and not for any personal use.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against EBCC policy or not in the best interest of the EBCC.

Corpsmembers who misuse electronic communications and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment, or related actions will be subject to discipline and/or immediate termination.

Corpsmembers may not install personal software on EBCC computer systems.

All electronic information created by any Corpsmember using any means of electronic communication is the property of the EBCC and remains the property of the EBCC. Personal passwords may be used for purposes of security, but the use of a personal password does not affect the EBCC's ownership of the electronic information.

The EBCC will override all personal passwords if necessary for any reason.

The EBCC reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of EBCC policy or any law occurs.

Corpsmembers are not permitted to access the electronic communications of other Corpsmembers, employees or third parties unless directed to do so by EBCC management.

Corpsmembers who use cell phones, cordless phones, portable computers, and fax communications should not use these methods for communicating confidential or sensitive information or any trade secrets.

Access to the Internet, websites, and other types of EBCC-paid computer access are to be used for EBCC-related business only. Any information about the EBCC, its products or services, or other types of information that will appear in the electronic media about the EBCC must be approved by the Executive Director or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the Human Resources Manager.

### **Off-duty Use of Facilities**

Corpsmembers are prohibited from remaining on EBCC premises or making use of EBCC facilities while not on duty or in school. Corpsmembers are expressly prohibited from using EBCC facilities, EBCC property, or EBCC equipment for personal use.

### **Corpsmember Property**

A Corpsmember's personal property, including but not limited to packages, purses and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of EBCC property.

### **Security/Workplace Violence**

The EBCC has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our Corpsmembers depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities, or when keys, security passes, or identification badges are missing.

The EBCC's workplace security and violence program is described in detail in the EBCC's Illness and Injury Prevention Program (IIPP).

### **Health and Safety**

All Corpsmembers are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. Report all work-related injuries or illnesses immediately to your supervisor or to the human resources department. In compliance with California law, and to promote the concept of a safe workplace, the EBCC maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by Corpsmembers and/or Corpsmember representatives in the human resource's office.

In compliance with Proposition 65, the EBCC will inform Corpsmembers of any known exposure to a chemical known to cause cancer or reproductive toxicity.

All Corpsmembers are required to use of safety equipment when operating power or hand tools and when working in an area with poison oak. Safety equipment consists of a hard hat, eye and ear protection, chaps, gloves, tyvek suit, and Technu.

## **Ergonomics**

The EBCC is subject to Cal/OSHA ergonomics standards for minimizing workplace Repetitive Motion Injuries (RMIs). The EBCC will make necessary adjustments to reduce exposure to ergonomic hazards through modifications to equipment and processes and Corpsmember training. This EBCC encourages safe and proper work procedures and requires all Corpsmembers to follow safety instructions and guidelines.

The EBCC believes that reduction of ergonomic risk is instrumental in maintaining an environment of personal safety and well being, and is essential to our business. We intend to provide appropriate resources to create a risk-free environment.

If you have any questions about ergonomics, please contact the Human Resources Manager.

## **Smoking**

Smoking is not allowed in any enclosed area of the facilities, in any vehicles, while loading or unloading tools, or in any regional park area. Smoking breaks are allowed only in designated areas.

## **Housekeeping**

All Corpsmembers are expected to keep their work areas clean and organized. People using common areas such as lunchrooms, locker rooms, and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly.

## **Parking**

Corpsmembers may not park their vehicles in the EBCC parking lot. Corpsmembers must park in permissible public areas in the vicinity of the EBCC property. Corpsmembers may not use parking areas specifically designated for visitors, other companies, or EBCC vehicles. The EBCC is not responsible for any loss or damage to employee vehicles or contents while parked on EBCC property.

## **Solicitation and Distribution of Literature**

Corpsmembers are expected to avoid solicitations and distribution of literature that disrupt the efficient operation of the EBCC's business and/or their co-worker's productivity. No Corpsmember shall represent the EBCC in support of any cause or organization unless directed to do so by his or her supervisor. Any Corpsmember who is in doubt concerning the application of these guidelines should consult with his or her supervisor.

## **Conducting Personal Business**

Corpsmembers are to conduct only EBCC business while at work. Corpsmembers may not conduct personal business or business for another employer during their scheduled working hours.

## **Vehicle Safety Program for Corpsmembers who are Required to Drive**

Many Corpsmembers operate agency owned, rented or personal vehicles as part of their jobs. Corpsmembers are expected to operate vehicles safely to prevent accidents/damage, which may result in injuries and/or property loss. It is the policy of the EBCC to provide and maintain a safe working environment to protect our Corpsmembers and the citizens of the communities where we conduct business from injury and property loss. The EBCC considers the use of automobiles part of the environment. The EBCC is committed to promoting a high level of safety awareness and responsible driving behavior in its Corpsmembers. Our efforts and the commitment of Corpsmembers will prevent vehicle accidents and reduce personal injury and property loss claims.

The EBCC will obtain and review a Motor Vehicle Record (MVR) prior to employment for those individuals seeking positions that require driving an EBCC or rented vehicle. It is the responsibility of the applicant to provide the hiring manager with a current MVR (no older than 1 week).

Once employed, the Operations Department will receive from the DMV every 12 months an updated MVR for every Corpsmembers insured under our plan unless there is activity on the Corpsmember's MVR.

Each MVR will be evaluated using either an applicant or Corpsmember point system and will be retained in the Corpsmember's driver file. Applicants with a disqualifying score will make them ineligible to be hired. Corpsmembers with a disqualifying score will lead to immediate revocation of driving privileges. In most cases, revocation of driving privileges will lead to termination.

Applicants and Corpsmembers who will be driving their personal vehicles on behalf of EBCC business, are required as part of our general liability insurance, to submit proof of auto insurance and registration. This policy covers any individual who will submit mileage reimbursement for the use of a personal vehicle in the course of work or volunteering for EBCC. Each person is required to furnish proof of auto insurance and registration annually.

Corpsmembers who drive their own vehicles on EBCC business will be reimbursed at a rate per mile that may be adjusted from time to time.

Corpsmembers are required to immediately report to their supervisors any of the following:

- Any type of moving violation, speeding ticket, parking ticket or accident either while driving an EBCC or non-EBCC vehicle;
- Any type of violation that would effect the Corpsmember's driving status, i.e., court ordered drivers license suspension for child support violations; and
- Loss or denial of personal auto insurance or registration.

Failure to inform the EBCC of any of the above described incidents that would affect the Corpsmember's driving status may lead to revocation of driving privileges for EBCC business. In most cases, revocation of driving privileges will lead to termination.

In addition, Corpsmembers agree to the following:

- To complete daily vehicle inspections, and if there are any safety problems with the vehicle, the vehicle will not be driven and the Operations Supervisor will be notified immediately;
- To operate all vehicles in a safe manner; to wear seat belts whenever the vehicle is in motion and require other occupants to do so; to use a spotter at all times; to remove all tools and equipment from the vehicle daily with the exception of those items assigned to the vehicle; and to not use a cellular phone or similar device unless the vehicle is safely parked;
- To clean the interior of vans daily and wash the exterior weekly, before Friday afternoon;
- Only insured EBCC employees/participants operate agency vehicles;
- To maintain a valid California driver's license;
- Corpsmembers are responsible for the coverage of passengers while driving personal vehicles to conduct agency business.

For a complete description of this policy, please review the Vehicle Safety Program handbook.

## **Corpsmember Council**

The EBCC Corpsmember Council is a representative body of Corpsmembers who are voted in by the Corpsmembers at the beginning of every calendar year. The Council is made up of a President, Vice President, Treasurer, Secretary, and Mediator. In addition, two staff members oversee the Council. The Council meets two times per month to plan activities for Corpsmembers and to discuss issues or concerns that Corpsmembers may

have.

## Corpsmember Benefits

---

### Holidays

The EBCC observes the following paid holidays:

- January 1<sup>st</sup> - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4<sup>th</sup> - Independence Day
- Labor Day
- Thanksgiving Day and the Friday after
- December 25<sup>th</sup>
- Extra Holiday

The Extra Holiday will be announced at the beginning of each calendar year. The Extra Holiday will be treated as any other holiday in that employees will only be able to take the holiday on the date specified. It is not to be treated as a "Floating Holiday" that may be taken at any time. The Extra Holiday will not necessarily be designated on the same day each year.

When a holiday falls on a Saturday, it will be observed on the preceding Friday and when it falls on a Sunday, it will be observed on the following Monday.

To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor. If you are required to work on a paid scheduled holiday, you will receive holiday pay plus payment for the time worked in accordance with state and federal laws. Employees on leave without pay status on the day before and the day after the legal holiday will not receive holiday pay.

### Insurance Benefits

**Disability Insurance:** As participants in a work training program, Corpsmembers do not contribute to the State of California to provide disability insurance mandated by the California Unemployment Insurance Code. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at the EBCC or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Corpsmembers may not be eligible to receive State Disability Insurance while in the Corpsmember program. Specific rules and regulations governing disability are available from the Employment Development Department.

**Unemployment Compensation:** The EBCC does not contribute to the California Unemployment Insurance Fund on behalf of its Corpsmembers as the Corpsmember program is considered a work training program. Therefore, Corpsmembers may not be eligible to receive unemployment compensation while in the Corpsmember program. Specific rules and regulations governing unemployment insurance are available from the Employment Development Department.

**Social Security:** Social Security is an important part of every Corpsmember's retirement benefit. The EBCC pays a matching contribution to each Corpsmember's Social Security taxes.

**Workers' Compensation:** You are protected by the EBCC's workers' compensation insurance policy while employed by the EBCC, at no cost to you. The policy covers you in case of occupational injury or illness.

## **Counseling Services**

A small issue can sometimes become a big problem. There may be times when you will need to talk to someone about your situation. The Case Counselor can help you deal with issues involving personal or family relationships, health issues, housing, childcare, transportation, or other needs. You can make an appointment with the Case Counselor who will put you in contact with agencies and resources in the community that may be able to help.

## **Career Services**

The EBCC has a Career Counselor who can help you prepare for a job outside of the EBCC. The Career Counselor receives information about job openings and is available to assist you if you are interested in exploring a particular job or career. In addition, the Career Counselor can assist you with resume and interview preparation.

## **Leaves of Absence**

The EBCC may grant leaves of absence to Corpsmembers in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or the Human Resources Manager during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or the Human Resources office, the EBCC will assume that you do not plan to return and that you have terminated your employment.

If returning from a leave of absence, you will be offered the same position you held at the time your leave began, if available. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. The EBCC makes no guarantees of reinstatement, and your return will depend on your qualifications for existing openings.

Any leave taken under this provision qualifying as leave under the state and/or federal family/medical leave acts will be counted as family/medical leave and charged to your entitlement of 12 workweeks of family/medical leave in a 12-month period. California workers' compensation laws govern work-related injuries and illnesses leaves. California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions. Personal leaves of absence are addressed under "Personal Leaves of Absence" on page ???.

## **Family/Medical Leave Eligibility**

Corpsmembers who have more than 12 months of service, who have worked at least 1,250 hours during the previous 12-month period before the date the leave is to begin, and who are employed at a work site where the EBCC maintains on the payroll (as of the date of the leave request) at least 50 part- or full-time Corpsmember and/or employees within 75 miles (measured in road miles) of the work site where the Corpsmember requesting the leave works, are eligible under federal (FMLA) and state (CFRA) family leave laws to take up to a maximum of 12 workweeks of unpaid family/medical leave within a 12-month period. Family/medical leave time is

permitted for the birth of the Corpsmember's child or placement of a child with the Corpsmember for adoption or foster care, to care for the Corpsmember's spouse, child or parent who has a serious health condition, or for a serious health condition that makes the Corpsmember unable to perform his or her job.

## **Requests for Leave**

The following procedures shall apply when a Corpsmember requests family/medical leave:

Please contact the Human Resources Manager as soon as you realize the need for family/medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the Corpsmember or a family member, the Corpsmember must notify the EBCC at least 30 days before leave is to begin. The Corpsmember must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the EBCC. Any such scheduling is subject to the approval of the health care provider of the Corpsmember or the health care provider of the Corpsmember's child, parent, or spouse.

If the Corpsmember cannot provide 30 days' notice, the EBCC must be informed as soon as practical.

If the FMLA/CFRA request is made because of the Corpsmember's own serious health condition, the EBCC may require, at its expense, a second opinion from a health care provider that the EBCC chooses. The health care provider designated to provide a second opinion will not be one who is employed on a regular basis by the EBCC.

If the second opinion differs from the first opinion, the EBCC may require, at its expense, the Corpsmember to obtain the opinion of a third health care provider designated or approved jointly by the employer and the Corpsmember. The opinion of the third health care provider shall be considered final and binding on the EBCC and the Corpsmember.

When both parents are employed by the EBCC and request simultaneous leave for the birth, adoption or foster care of a child, the EBCC will not grant more than 12 workweeks total of family/medical leave for each Corpsmember.

Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12-workweek entitlement in a 12-month period. The 12-month period is measured forward from the date any Corpsmember's first FMLA leave begins. Successive 12-month periods commence on the date of a Corpsmember's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Corpsmembers may take FMLA/CFRA leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the Corpsmember's child, parent or spouse, or of the Corpsmember, and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is 1 hour.

## **Certification by Health Care Providers**

The EBCC requires Corpsmembers to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. The EBCC may require recertification from the health care provider if additional leave is required.

- If the leave is needed to care for a sick child, spouse, or parent, the Corpsmember must provide a certification from the health care provider stating:
  - Date of commencement of the serious health condition;
  - Probable duration of the condition;
  - Estimated amount of time for care by the health care provider; and
  - Confirmation that the serious health condition warrants the participation of the Corpsmember.
  
- If a Corpsmember cites his or her own serious health condition as a reason for a leave, the Corpsmember must provide a certification from the health care provider stating:
  - Date of commencement of the serious health condition;
  - Probable duration of the condition; and
  - Inability of the Corpsmember to work at all or to perform any one or more of the essential functions of his or her position because of the serious health condition.

The EBCC will require certification by the Corpsmember's health care provider that the Corpsmember is fit to return to his or her job.

Failure to provide certification by the health care provider of the Corpsmember's fitness to return to work will result in denial of reinstatement for the Corpsmember until the certificate is obtained.

### **Coordination with Health Insurance**

A Corpsmember taking family/medical leave will be allowed to continue participating in any health and welfare benefit plans in which he or she was enrolled before the first day of the leave at the level and under the conditions of coverage as if the Corpsmember had continued in employment for the duration of such leave (Please note that health insurance is not offered to Corpsmembers). The EBCC will continue to make the same premium contribution as if the Corpsmember had continued working. The continued participation in health benefits begins on the date leave first begins under FMLA (e.g., for pregnancy disability leaves) or under FMLA/CFRA (e.g., for all other family care and medical leaves). In some instances, the EBCC may recover from a Corpsmember premiums paid to maintain health coverage if the Corpsmember fails to return to work following family/medical leave.

Corpsmembers on family/medical leave who are not eligible for continued paid coverage may continue their group health insurance coverage through the EBCC in conjunction with federal COBRA guidelines by making monthly payments to the EBCC for the amount of the applicable premium. Corpsmembers should contact the Human Resources Manager for further information.

### **Discretionary Use of Accrued Paid Leave Time**

Paid leave may be substituted for unpaid leave in the following circumstances (Please note that Corpsmembers do not accrue vacation or sick time):

- Vacation may be used for any family/medical leave qualifying event.
- Accrued sick leave may be used by the Corpsmember for the Corpsmember's own serious health condition.
- Accrued sick leave may be used for the care of a family member if mutually agreed upon by the EBCC and the Corpsmember.
- Accrued sick leave may be used for the birth, adoption, or foster care of a child if mutually agreed upon by the EBCC and the Corpsmember.

### **Return from Family/Medical Leave**

Under most circumstances, upon return from family/medical leave, a Corpsmember will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, a Corpsmember has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if a Corpsmember on family/medical leave would have been laid off had he or



she not gone on leave, or if the Corpsmember's job is eliminated during the leave and no equivalent or comparable job is available, then the Corpsmember would not be entitled to reinstatement. In addition, a Corpsmember's use of family/medical leave will not result in the loss of any employment benefit that the Corpsmember earned before using family/medical leave.

Reinstatement after family/medical leave may be denied to certain salaried "key" Corpsmembers under the following conditions:

- A Corpsmember requesting reinstatement was among the highest-paid 10 percent of salaried employees or Corpsmembers employed within 75 miles of the work site at which the Corpsmember worked at the time of the leave request;
- The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the EBCC's operations;
- The Corpsmember is notified of the EBCC's intent to refuse reinstatement at the time the EBCC determines the refusal is necessary; and
- If leave has already begun, the EBCC gives the Corpsmember a reasonable opportunity to return to work following the notice described previously.

For additional information about eligibility for family/medical leave, contact the Human Resources Manager.

### **Family Leave and Pregnancy**

Time off from work because of the Corpsmember's disability due to pregnancy, childbirth or related medical condition is not counted as time used for CFRA leave, but is counted as time used for FMLA leave. Pregnant Corpsmembers may have the right to take a pregnancy disability leave in addition to family or medical leave. Such Corpsmembers should contact the Human Resources Manager regarding their individual situation. Any leave taken for the birth, adoption or foster care placement of a child does not have to be taken in one continuous period of time. CFRA leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the EBCC will grant a request for a CFRA leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the Corpsmember.

### **Request for Pregnancy Leave**

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and a Corpsmember on leave will be eligible for temporary disability benefits in the same amount and degree as any other Corpsmember on leave.

Any female Corpsmember planning to take pregnancy disability leave should advise the Human Resources department as early as possible. The individual should make an appointment with the Human Resources Manager to discuss the following conditions:

- Corpsmembers who need to take pregnancy disability must inform the EBCC when a leave is expected to begin and how long it will likely last. If the need for a leave or transfer is foreseeable, Corpsmembers must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. Corpsmembers must consult with their supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the EBCC. Any such scheduling is subject to the approval of the Corpsmember's health care provider.
- If 30 days' advance notice is not possible, notice must be given as soon as practical.
- Upon the request of a Corpsmember and recommendation of the Corpsmember's physician, the Corpsmember's work assignment may be changed if necessary to protect the health and safety of the Corpsmember and her child.
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached.
- Temporary transfers due to health considerations will be granted when possible. However, the transferred

Corpsmember will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons.

- Pregnancy leave usually begins when ordered by the Corpsmember's physician. The Corpsmember must provide the EBCC with a certification from a health care provider. The certification indicating disability should contain:
  - The date on which the Corpsmember became disabled due to pregnancy;
  - The probable duration of the period or periods of disability; and
  - A statement that, due to the disability, the Corpsmember is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.
- Leave returns will be allowed only when the Corpsmember's physician sends a release.
- Duration of the leave will be determined by the advice of the Corpsmember's physician, but Corpsmembers disabled by pregnancy may take up to four months. Part-time Corpsmembers are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the Corpsmember's pregnancy, childbirth or related medical condition. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of 1 hour.

### **Return from Pregnancy Leave**

Under most circumstances, upon submission of a medical certification that a Corpsmember is able to return to work from a pregnancy disability leave, a Corpsmember will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. A Corpsmember returning from a pregnancy disability leave has no greater right to reinstatement than if the Corpsmember had been continuously employed. Return to the Corpsmember's previously held job or in some circumstances to a comparable position shall be guaranteed for four months provided that the Corpsmember complies with the terms of the leave.

### **Coordination with Family Leave**

If you take pregnancy disability leave and are eligible under the federal or state family and medical leave laws, the EBCC will maintain group health insurance as outlined in the section "Coordination with Health Insurance" (Please note that health insurance is not offered to Corpsmembers). Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not family and medical leave under California Law. If you are ineligible under the federal and state family and medical leave laws, while on pregnancy disability you will receive continued paid coverage on the same basis as other medical leaves that the EBCC may provide and for which you are eligible. In some instances, the EBCC may recover premiums it paid to maintain health coverage for you if you fail to return to work following pregnancy disability leave.

If you are on pregnancy disability leave and are not eligible for continued paid coverage, you may continue your group health insurance coverage through the EBCC in conjunction with federal COBRA guidelines by making monthly payments to the EBCC for the amount of the relevant premium. Contact the Human Resources Manager for further information.

### **Personal Leave of Absence**

A personal leave of absence without pay may be granted at the discretion of the EBCC. Requests for personal leave should be limited to unusual circumstances requiring an absence of longer than two days and no more than two weeks. If the leave request is for more than two weeks, Corpsmembers will need to be placed on long term suspension and will have the opportunity to reapply for their position. See "Rehire Policy" on page ???. If a Corpsmember does not return from a personal leave of absence as agreed upon, the EBCC will assume that the Corpsmember has resigned their position.

Any leave taken under this provision that qualifies as leave under the state and/or federal Family and Medical Leave Acts will be counted as family/medical leave and charged to your entitlement of 12 workweeks of family/medical leave in a 12-month period.

### **Military Leave**

Corpsmembers who wish to serve in the military and take military leave should contact the Human Resources Manager for information about their rights before and after such leave. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law.

### **Jury Duty and Witness Leave**

The EBCC encourages Corpsmembers to serve on jury duty when called. You should notify your supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. You will be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule.

### **Time Off for Voting**

If a Corpsmember does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the Corpsmember may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, a Corpsmember will be allowed a maximum of two hours of time off during an election day without loss of pay. When possible, a Corpsmember requesting time off to vote shall give his or her supervisor at least two days notice.

### **Volunteer Firefighters**

No Corpsmember shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please alert your supervisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your supervisor before doing so when possible.

### **Domestic Violence Leave**

Corpsmembers who are victims of domestic violence are eligible for unpaid leave. You may request leave if you are involved in a judicial action, such as obtaining restraining orders, or appearing in court to obtain relief to ensure your health, safety, or welfare, or that of your child.

You should provide notice and certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the Corpsmember was a victim of domestic violence;
- A court order protecting or separating the Corpsmember from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the Corpsmember appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the Corpsmember was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The EBCC will, to the extent allowed by law, maintain the confidentiality of a Corpsmember requesting leave under this provision.

The length of unpaid leave a Corpsmember may take is limited to 12 weeks provided for in the federal Family and Medical Leave Act of 1993.

### **School Activities**

Corpsmembers are encouraged to participate in the school activities of their child(ren). The absence is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades one to 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year;
- Corpsmembers planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If both parents are employed by the EBCC, the first Corpsmember to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Corpsmembers who do not have paid time off available will take the time off without pay, and
- Corpsmembers must provide their supervisor with documentation from the school verifying that the Corpsmember participated in a school activity on the day of the absence for that purpose.

If a Corpsmember who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the Corpsmember should alert his or her supervisor as soon as possible before leaving work. In agreement with California Labor Code Section 230.7, no discriminatory action will be taken against a Corpsmember who takes time off for this purpose.

### **External Corpsmember Education**

Some Corpsmembers may need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities for the benefit of the EBCC or the individual Corpsmember. Attendance at such activities, whether required by the EBCC or requested by individual Corpsmembers, requires the written approval of the supervisor. To obtain approval, any Corpsmember wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses, and the nature, purpose, and justification for attendance. Attendance at any such event is subject to the following policies on reimbursement and compensation.

For attendance at events required or authorized by the EBCC, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation, and parking. Reimbursement policies regarding these expenses should be discussed with the supervisor in advance.

Corpsmember attendance at authorized outside activities will be considered hours worked for non-exempt Corpsmembers and will be compensated in accordance with normal payroll practices.

This policy does not apply to a Corpsmember's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While the EBCC generally encourages all Corpsmembers to improve their knowledge, job skills, and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

### **Recreational Activities and Programs**

The EBCC or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of a Corpsmember's voluntary participation in any off-duty recreational, social, or athletic activity that is not an EBCC sponsored event.

## Workers' Compensation

The EBCC, in accordance with state law, provides insurance coverage for Corpsmembers in case of work-related injury. The workers' compensation benefits provided to injured Corpsmembers may include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured Corpsmembers return to suitable employment.

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to your supervisor; and
- Provide the EBCC with a certification from your health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Upon submission of a medical certification that a Corpsmember is able to return to work after a workers' compensation leave, the Corpsmember under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. A Corpsmember returning from a workers' compensation leave has no greater right to reinstatement than if the Corpsmember had been continuously employed rather than on leave. For example, if the Corpsmember on workers' compensation leave would have been laid off had he or she not gone on leave, or if the Corpsmember's position has been eliminated or filled in order to avoid undermining the EBCC's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the Corpsmember would not be entitled to reinstatement.

A Corpsmember's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, a Corpsmember is unable to perform the essential functions of his or her job because of a physical or mental disability, the EBCC's obligations to the Corpsmember may include reasonable accommodation, as governed by the Americans with Disabilities Act.

The EBCC provides medical treatment for work-related injuries through Concentra Medical Services to provide medical care to injured Corpsmembers because of their experience in treating work-related injuries.

Corpsmembers who are injured in a work-related incident will be referred to Concentra Medical Services for medical treatment for up to 30 days, unless prior to a work-related injury, the EBCC has received from the Corpsmember a written notice that the Corpsmember wishes to be treated by his or her own physician. In all cases, Corpsmembers may seek treatment from their own physician after 30 days, should they so desire.

The law requires the EBCC to notify the workers' compensation insurance company of any concerns of false or fraudulent claims.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. A violation of this law is punishable by imprisonment for one to five years, or by a fine not exceeding \$50,000 or double the value of the fraud, whichever is greater, or both. Additional civil penalties may also apply.

Appendix G

**East Bay Conservation Corps  
K-5 Charter School**

**2004 - 2005**

**Parent/Guardian/Family/Caring Adult Guide  
Part I**



1086 Alcatraz Avenue  
Oakland, CA 94608  
Phone: 510-420-3701  
Fax: 510-420-3703  
[www.ebcc-school.org](http://www.ebcc-school.org)

August 26, 2004

It is with great honor that I welcome all students, families, and staff to the 2004 – 2005 academic year of the EBCC K-5 Charter School. As an educator and the new Head of School, I am deeply inspired by the long history and powerful mission of the East Bay Conservation Corps to “Promote youth development through environmental stewardship and community service and to further education reform and social change.” Our school plays a vital role in carrying out this mission by endeavoring to instill in all of our students “academic, artistic, and civic literacy.”

At our recent school staff retreat, we had the great opportunity to share with one another our common beliefs, values, and passions as educators and to reflect upon how these related to the EBCC’s powerful organizational mission. The resulting “work in progress” that came out of our retreat is the following belief and value statement about this school and our work:

As a school community we value and believe that:

- The best education for children takes a holistic approach that creates a human connection among all stake holders and provides social and emotional support and development to all learners.
- Academic achievement within a school setting is a critical component of supporting life-long learners.
- The ultimate goal of education is to facilitate the development of people who are “alive with purpose” and “agents of change” for the common good of society and the world.
- Healthy interpersonal communication is vital in order for the growth and on-going development of a community.
- Skills and knowledge related to environmental stewardship and care for the earth must be maintained and passed on from generation to generation.
- Artistic exploration and expression are fundamental parts of education and life.

As we move throughout this year, we want to invite and provide opportunities for our entire school community to reflect on their own personal beliefs and visions for our children and their futures and then to engage with these belief and value statements in order to clearly articulate the best thinking and vision of our school community. Together, we will create a powerful, true, and guiding mission that will carry our school into its next phase as model of hope and reform within our community and education.

In addition to creating meaningful opportunities for powerful dialogue within our school community, we will focus on three priority areas in the school this year. These include:

1. The continued development and implementation of a Balanced Literacy Program with an emphasis on reading assessments, instruction, and materials.
2. The continued evolution and implementation of the EBCC K-5 Charter School Service-Learning Framework.
3. The development and implementation of the EBCC K-5 Charter School – School Partnerships Initiative.

**By focusing our energy and efforts in these priority areas we hope to (1) continue to provide high quality academic programs and support for all students, (2) develop new and expanded skills for working effectively together as a community, and (3) explore exciting avenues for realizing our mission throughout our entire community.**

**Of course, refining a missions and effectively implementing these ambitious priorities will not be possible without the power, effort, thought, and passion of our entire community. Now, more than ever, we need the active effort of our school community to make the vibrant mission of this school a living and breathing reality. In short – we need all of you and the best of all that you can bring to our school!**

**This first installment of the parent/guardian/family/caring adult handbook is designed to assist you in getting started as an active member of our school community here at the EBCC K-5 Charter School. Please use it as a reference guide in helping you to navigate the policies, procedures, and personnel associate with the school or greater EBCC agency. When we meet again at Back to School Night, we will provide you with the second installment of this handbook which will include additional information about our educational program, academic policies, and other pertinent information for assisting your student in making the most of his/her educational experience with us. Of course, if you have a burning question that can't find the answer to, we are always here to help you and your student to growth and thrive. So please do not hesitate to call us at 420-3701.**

**It is with great anticipation that I look forward to our year together. Remember, with all of our best vision, thought, enthusiasm, optimism, spirit, and voice we can move mountains and ensure all children and families who come to us the quality, equitable, and excellent education that they deserve and need to lead us and our world in the future!**

**With love and respect!**

**Carolyn Gramstorff  
"Ms. G"  
Head of School  
East Bay Conservation K-5 Corps Charter School**





## General Operational Information

### Address, Telephone & FAX

---

1086 Alcatraz Avenue  
Oakland, CA  
94608-1265

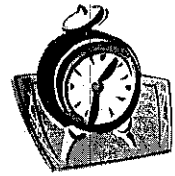
(510) 420 - 3701 - Phone  
(510) 420 - 3703 - FAX



### School Hours

---

Staff Hours:	8:00 AM - 4:00 PM
Student Hours (1 - 5):	8:00 AM - 2:45 PM
Student Hours (K):	8:00 AM - 2:30 PM
Wednesday (K- 5):	8:00 AM - 1:30 PM
Noon Release Days:	8:00 AM - 12:00 PM (see schedule for noon release days)



### Extended Day Hours

---

Early Care	7:30 AM - 8:00 AM	Begins Monday, September 9, 2004
After School Tutorial	3:00 PM - 4:00 PM	Start date & eligibility requirements to be announced
After School Enrichment	4:00 PM - 5:00 PM	Start date & eligibility requirements to be announced
Beehive After Care	2:45 PM - 6:00 PM	This is a fee-for service program see flyer for details Kindergarten students will begin at 2:30 PM

General School Day Schedule:

Grades 2 - 5



Time	Subject Matter Blocks
8:15 - 8:30	• Morning Circle, Opening Rituals
8:30 - 10:00	• Literacy Block
10:00 - 10:30	• Morning Recess
10:30 - 12:00	• Math/Science Block
12:00 - 12:30	• Lunch
12:30 - 12:45	• PM Recess
12:45 - 2:45 (12:45 - 1:30 - Wednesdays)	• Afternoon Block • Friday - School Wide Buddy Reading: 1:00 - 2:00

Kindergarten & 1<sup>st</sup> Grade

Time	Subject Matter Blocks
8:15 - 8:30	• Morning Circle, Opening Rituals
8:30 - 9:30	• Literacy Block
9:30 - 10:00	• Morning Recess
10:00 - 11:30	• Literacy Block Part 2 • Math/Science Block
11:30 - 12:00	• Lunch
12:00 - 12:15	• PM Recess
12:15 - 12:45	• Rest Period (Kindergarten Only)
12:45 - 2:30 (K) 12:45 - 2:45 (1 <sup>st</sup> Grade) (12:45 - 1:30 Wednesdays)	• Afternoon Block • Friday - School Wide Buddy Reading: 1:00 - 2:00

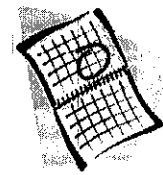
Art Schedule

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:30	Grade 1	K	Grade 1	K	DK
10:00 - 10:45	DK				
10:30 - 11:15			Grade 2		Grade 2
11:15 - 12:00	Grade 3	Grade 2/3	Grade 3	Grade 2/3	
12:45 - 1:45		Grade 5		Grade 5	
12:45 - 1:30		Grade 4	Grade 4		

Music Schedule

Times	Monday	Tuesday
8:15 - 8:30	ALL SCHOOL AM Circle	Push-In / Consultancy/ Prep
8:15 - 8:45	Push-In / Consultancy/ Prep	Grade 1 - Choir
8:45 - 9:15	K - Choir	DK - Choir
9:20 - 10:00	2 - Choir	2/3 - Choir
10:30 - 11:10	3 - Choir	Push-In / Consultancy/ Prep
11:15 - 12:00	2/3 (3 <sup>rd</sup> Graders only) - Guitar	3 - Guitar
12:45 - 1:20	Grade 5 - Choir	Grade 4 - Choir
1:45 - 2:30	Grade 4 - Guitar	Grade 5 - Guitar

## Important Dates



Day(s)	Date	Event
Thursday	August 26, 2004	Student/Family Potluck & Orientation 6:00 - 8:00 PM (Mandatory for all Families)
Wednesday	September 1, 2004	1 <sup>st</sup> Day of School - Minimum Day 1:30 PM Dismissal
Monday	September 6, 2004	Holiday - Labor Day
Thursday	September 23, 2004	Noon Dismissal - Family Conferences
Friday	September 24, 2004	Noon Dismissal - Family Conferences
Thursday	September 30, 2004	Back to School Night: 6:30 - 8:00 PM
Wednesday	October 20, 2004	School Picture Day
Friday	November 12, 2004	Holiday - Observance of Veteran's Day
Monday - Wednesday	November 22 - 24, 2003	Teacher Professional Development Days No Classes for Student
Thursday - Friday	November 25 - 26, 2004	Thanksgiving Holiday
Monday	November 29, 2004	Classes resume following Thanksgiving Holiday
Thursday	December 9, 2004	Noon Dismissal - Family Conferences
Friday	December 10, 2004	Noon Dismissal - Family Conferences
Thursday	December 16, 2004	Winter Celebration: 6:30 - 8:00 PM
Friday	December 17, 2004	Noon Dismissal - Start of Winter Recess
Monday - Friday	December 20 - 31, 2004	Winter Recess
Monday	January 3, 2005	Classes resume following Winter Recess
Monday	January 17, 2005	Holiday - Honoring Martin Luther King, Jr.
Monday	February 21, 2005	Holiday - President's Day
Wednesday	February 23, 2005	Spring Picture Day
Thursday - Friday	March 17 - 18, 2005	Teacher Professional Development Days
Monday	March 28, 2005	Holiday - Honoring Cesar Chavez
Thursday	April 7, 2005	Noon Dismissal - Family Conferences
Friday	April 8, 2005	Noon Dismissal - Family Conferences
Monday - Friday	April 11 - 15, 2005	Spring Recess
Monday	April 18, 2005	Classes resume following Spring Recess
Monday - Friday	April 25 - May 13, 2005	State Testing Window (tentative)
Thursday	May 26, 2005	Spring Concert 6:30 - 8:00 PM
Friday	May 27, 2005	Noon Dismissal
Monday	May 30, 2005	Holiday - Memorial Day
Thursday	June 9, 2005	Showcase of Learning 6:30 - 8:00 PM
Monday - Thursday	June 13 - 16, 2005	Step-Up Days
Thursday	June 16, 2005	Noon Dismissal
Friday	June 17, 2005	Step Up Ceremony 10:00 AM - Noon Noon Dismissal - Last Day of Classes
Monday - Friday	June 20 - 24, 2005	Teacher Professional Development Days

## **Staff**

### **Kindergarten – First Grade Team**

Kim Kita (Teacher) & Isabelle McDaniel (Teacher Intern) - Kindergarten

Jessica Hewitt (Teacher) & Michael Gonzalez (Teacher Intern) - Kindergarten

Melinda Stahr (Teacher) & Michelle Moon (Teacher Intern) – 1<sup>st</sup> Grade

### **Second – Third Grade Team**

Abdul-Haqq Kalifah (Teacher) & Jodi Epstein (Teacher Intern) – 2<sup>nd</sup> Grade

Erica Stroud (Teacher) & Morgan Tobor (Teacher Intern) – 2<sup>nd</sup>/3<sup>rd</sup> Grade

Tara Kintz (Teacher) & Valene Kuan (Teacher Intern) – 3<sup>rd</sup> Grade

### **Fourth – Fifth Grade Team**

Yve Heit (Teacher) & Rachel Morgan (Teacher Intern) – 4<sup>th</sup> Grade

Laura Allen (Teacher) & Donna Montgomery (Teacher Intern) – 5<sup>th</sup> Grade

### **School Partnerships Team**

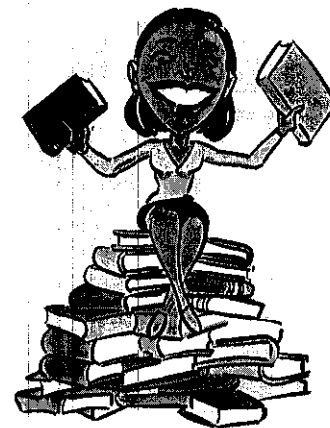
Gentle Blythe (School Partnership Manager)

Kathleen Hanlon (School Partnerships Assistant)

### **Administrative Team**

Virginia Shepley (Administrative Assistant/Office Manager)

Carolyn Gramstorff (Head of School)





## **Mission**

The mission of the East Bay Conservation Corps is to promote youth development through environmental stewardship and community service and to further education reform and social change. As a department within the EBCC, the K-5 Charter School works to fulfill this mission by instilling in students two kinds of literacy:

**Academic & Artistic Literacy:** The ability to read, write, speak, calculate, reason with clarity and precision, and creatively express oneself through the arts.

**Civic Literacy:** The ability to “let your life speak” by participating thoughtfully, responsibly, and passionately in the life of the community with a concern for the common good.

## **Guiding Principles**

Related to this organization mission and goals for the school are the EBCC Charter School’s Guiding Principles that include:

**Academic and Artistic Excellence:** The school is committed to teaching the academic skills of reading, writing, speaking, calculating, and reasoning in a full range of subject areas including the core academic subject matter areas of language arts, mathematics, social studies, and science. The EBCC K-5 Charter School is also committed to exploration and expression through the arts both as an integrated entity in the core curriculum as well as the teaching of visual and performing arts as an academic discipline.

**Values, Ethics and Spiritual Development Necessary to Thoughtful Citizenship in a Pluralistic, Democratic Society:** The EBCC believes in the fundamental importance of moral education and spiritual development. The goal is to foster the capacity for informed ethical judgment, the development of a moral compass sufficient to guide one’s behavior as an individual and citizen, and the spiritual center that can be carried over to lifelong practices in a culturally diverse world.

**Service as a Way of Learning:** Through service-learning, students are engaged in a process of planning, action, and reflection to meet real community needs. The EBCC K-5 Charter School is committed to using service-learning as a key instructional strategy for meeting its goals of academic & artistic and civic literacy for all students.

**Participation in the Life of the School and the Community through Stewardship of the Environment:** The EBCC K-5 Charter School recognizes that students learn in multiple social settings including the classroom, school, and greater community and the physical environment provides a rich opportunity for growth, service, and exploration as citizens. In learning to act as stewards of the environments in which they live and learn, students develop a deeper understanding of the consequences of their actions and gain direct experiences in making an impact of the safety and well-being of others and the environment at large.

**Creative Partnerships in Sustaining Public Education:** The K-5 Charter School of the EBCC is committed to providing students with resources that match those offered by the best public and independent schools in the nation. To sustain this commitment, the school must forge innovative partnerships with the public, non-profit, K-12, and higher education sectors to bring additional funding and resources to our community.

## **Student Outcomes**

Based on the mission of the East Bay Conservation Corps and goals and Guiding Principles of the Charter School, we have identified ten outcomes that we expect all students, who attend and successfully complete their K-5 academic career at our school, to be able to understand and demonstrate at developmentally appropriate levels.

Upon successful completion of their K-5 academic career, all EBCC K-5 Charter School Students will understand and demonstrate:

1. The ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
2. The ability to communicate effectively and creatively through writing, speaking, listening, and the use of visual forms.
3. The use and real-world applications of mathematical concepts and processes.
4. Scientific concepts, thinking skills, and processes.
5. Historical concepts, thinking skills, and processes.
6. Appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.
7. Appreciation and skillful use of technology as to enhance learning, expression, and communication.
8. Positive health habits and behaviors for maintaining mental and physical wellness.
9. An appreciation of community as well as skills for responsible participation and leadership within a variety of community contexts.
10. An appreciation of the diversity of “ways of being” in the world as well as skills and tools for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.

*NOTE: At the time of this printing, these outcomes are in DRAFT form.*

## **Life Practices**

To assist students – and the entire school community – in growing to become active learners, thinkers, and agents of change who live full and healthy lives, the EBCC K-5 Charter School has defined Seven Life Practices to guide our actions and interactions at the school. The practices are:

1. Be alive with purpose and practice thanks.
2. Be open to challenges and opportunities to grow.
3. Be respectful of the differences we share.
4. Be honest with yourself and to others.
5. Find your part and work together.
6. Be a thoughtful listener and speak from the heart.
7. Speak from your heart.



## **Guidelines for Student Behavior & Discipline and Parent / Guardian / Family / Caring Adult Involvement**

The EBCC K-5 Charter School has outlined thirteen major policies and procedures to clearly communicate our values and reasoning for our rules as well as our expectations for all students and families. In addition, we have defined clear consequences for violations of these policies and procedures. All parents/guardians/families/caring adults and students enrolled at the EBCC K-5 Charter School are expected to know, understand, and follow these policies and procedures at all times. The policies are in force (a) while on school grounds, (b) while coming from and going to school, and (c) while going to, at, or coming from an off-campus school event. The major policies and procedures include:

1. General Respect and Decorum Policies and Procedures
2. Physical and Emotional Violence Policy and Procedures
3. Classroom Behavior Management Policy and Procedures
4. Attendance and Tardy Policy and Procedures
5. Uniform Dress Code Policy and Procedures
6. Arrival and Dismissal Policy and Procedures
7. Hallway and Lines Policy and Procedures
8. Restroom Facility Policy and Procedures
9. Play Yard Policy & Procedures
10. Lunchtime & Snack Policies & Procedures
11. Healthy Eating Policy and Procedures
12. California Education Code Policies & Procedures
  - a. Weapons
  - b. Intoxicants, Paraphernalia &/or Tobacco
  - c. Sexual Harassment, Assault, Battery
  - d. Hate Violence
  - e. Harassment, Threats, or Intimidation
  - f. Terroristic Threats
13. Parent/Guardian/Family/Caring Adult Involvement Policy and Procedures



Each policy and procedure is extensively described on the following pages.

## General Respect and Decorum Policies and Procedures

We believe that all members of our community need and deserve to be treated with respect and dignity at all times. In return, we believe that all members of our community need to, at all times, show respect to one another, the school, and learning environment for the entire school. The EBCC staff believes that children must have clear guidelines, procedures, and consequences in order to learn and practice respectful and safe behavior towards their peers, elders, and environment.

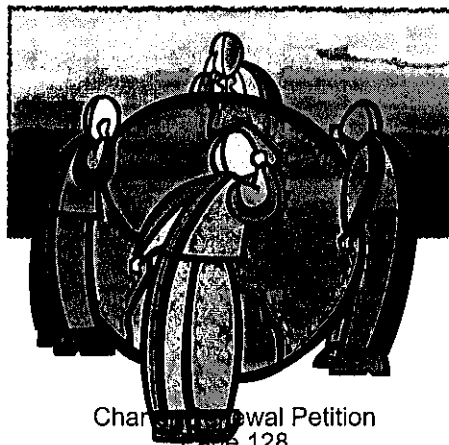
### Because of these beliefs:

- All community members will treat others and our environment with respect.
- Students will immediately follow directions, given by teachers, parents, or staff members, which encourage/remind/insist that students maintain a safe and respectful environment.
- Students will follow all school-wide guidelines and procedures at all times.

### CONSEQUENCES

1 <sup>st</sup> Intervention	Brief conference with teacher (classroom teacher should always be notified of the intervention).
2 <sup>nd</sup> Intervention	Time Out and/or logical consequence.
3 <sup>rd</sup> Intervention	Parent Contact and logical consequence.
4 <sup>th</sup> Intervention	Parents and students will be required to attend a SST meeting where logical consequences for the student behavior will be administered and a behavior contract/plan to help student get on track will be devised.
5 <sup>th</sup> Intervention	Student will be suspended for up to 3 days. Prior to returning to class the parent/guardian, student, and Head of School (or Designee) will meet to review/revise the student's behavior contract/plan.
6 <sup>th</sup> Intervention	Student will be suspended for up to 5 days. Prior to returning to class the parent/guardian, student, and Head of School will meet to review/revise of contract/plan. At this meeting, the Head of School will discuss the possibility of expulsion with the family.
7 <sup>th</sup> Intervention	Student will be referred for expulsion from the school. While the student is awaiting his/her expulsion hearing s/he will be placed on extended suspension.

In order to offer students a fresh start, all violations will be cleared at the start of each marking period.





## Physical and Emotional Disrespect and Violence Policy and Procedures

We believe the physical and emotional well-being of all students is central to our sense of community and each student's ability to learn. As a community, we will not compromise any person's safety and/or well being under any circumstances.

**Because of these beliefs and values:**

- **Fighting, physical violence, and/or physical violations (such as hitting, kicking, slapping, pushing, pinching, etc) is NEVER allowed or tolerated at the EBCC K-5 Charter School.**
- **Emotional disrespect/bullying (such as persistent name calling, capping, taunting, put-downs, exclusion tactics, etc) is NEVER allowed or tolerated at the EBCC K-5 Charter School.\***

*\* While physical violations are easier to notice and address, emotional disrespect and bullying can be just as harmful, and as a result, are included in this guideline.*

### CONSEQUENCES

	<b><i>Physical Violations</i></b>	<b><i>Emotional Disrespect/Bullying</i></b>
<b><i>1<sup>st</sup> Intervention</i></b>	Teacher conference, apology of action, and student is sent home for the remainder of the day.  If the violation occurs at the end of the day and/or the child is unable to be sent home, they will be required to stay at home the following day.	Teacher conference, apology of action, and parent contact.
<b><i>2<sup>nd</sup> Intervention</i></b>	2-3 day suspension and mandatory meeting with the student, parent/guardian, and the Head of School (or designee) to create and sign a behavior contract prior to returning to school.	2-3 day suspension and mandatory meeting with the student, parent/guardian, and the Head of School (or designee) to create and sign a behavior contract prior to returning to school.
<b><i>3<sup>rd</sup> Intervention</i></b>	5-day suspension and mandatory SST with the student, parent/guardian, teacher, School Partnerships Manager, and Head of School to develop/update a behavior plan before returning to school.	5-day suspension and mandatory SST with the student, parent/guardian, teacher, School Partnerships Manager, and Head of School to develop/update a behavior plan before returning to school.
<b><i>4<sup>th</sup> Intervention</i></b>	Referral for expulsion. While the student is awaiting the expulsion hearing s/he will be placed on extended suspension from the school.	Referral for expulsion. While the student is awaiting the expulsion hearing s/he will be placed on extended suspension from the school.

The progression of consequences will remain intact over a period of one school year for grades 2-5 students and until the end of marking periods (Dec. and June) for K-1 students.

## Classroom Behavior Management Policy and Procedures

We believe that all students are capable and able to self-regulate behavior that facilitates their best learning. We also believe that the classroom must be a safe and productive environment for all students. As educators we recognize that clear and consistent consequences support students.

**Because of these beliefs:**

**Each classroom will have a color behavior chart serving as a kinesthetic and visual reminder to encourage student's best self-management. The chart is divided into five sections.**

<b>BLUE</b> Above and Beyond
<b>GREEN</b> Self-manager
<b>YELLOW</b> Warning
<b>ORANGE</b> Time out Logical consequence
<b>RED</b> Parent Contact

- **Blue – Above and Beyond Zone** The only time a student's name can be moved up is when he/she is in the self-manager zone and he/she does something that benefits our classroom community.
- **Green – Self Manager Zone** Each day the student starts with their name here. It indicates: cooperation, responsibility, civic engagement, respect, effort and focus. Students in this zone follow the class and school agreements.
- **Yellow – The Warning Zone** The student's name is moved to this zone if they violate an agreement.
- **Orange – Time Out** The student's name is moved to this zone for repeated violations or for a more severe violation. Consequences may include loss of a privilege, (i.e. recess, free choice time) or time away from the group. A time out can take place immediately or during a recess break. As much as possible, we want to provide the students with logical consequences to be able to learn from their choices. Students will often be asked to complete a reflection letter.
- **Red – Parent Contact** The student's name is moved to this zone for repeated violations or for a more severe violation. Parent contact will be made through a phone call. The student will be issued a slip and will complete a reflection letter. If the student's behavior is interfering with the learning process he/she will be removed to another classroom. Refer to the School-wide Behavior Policy regarding the consequences for multiple incident slips.

Teachers will determine their individual classroom policies regarding whether or not students names will be returned to the self-manager zone after the morning and lunch recess break.

## Attendance, Tardy, and Truancy Policy and Procedures

We believe that attendance is a critical factor in both student achievement and our building of an engaged school community. In addition, promptness is a virtue needed for success in the workplace and in life. Being on time to school demonstrates a respect for learning and our community of learners.

### Because of beliefs:

- **Students are required to attend school every day, except in the case of illness or family emergency/circumstance.**
- **Students are expected to arrive at school no later than 8:10 AM each day.**

### Absences

Parents/Guardians are responsible for contacting the school when their child is absent:

- If the absence is **unplanned**, parents/guardians are expected to contact the school (420-3701) on the day of the child's absence by no later than 8:45 AM. Parents/guardians may leave a message with the following information:
  - a. Parent/Guardian's name
  - b. Child's name
  - c. Child's Teacher and Grade
  - d. Reason for absence

*\* If the parent/guardian fails to contact the school by 8:45 AM, they will receive a phone call to (a) inquire about the child's absence and (b) make arrangements for pick-up of the child's homework.*

*\*\* If the parent/guardian is unreachable, (a) a note should be sent by the parent/guardian upon the child's return to school and (b) the child will be responsible for attaining and completing all make up work upon return to school.*

- If the absence is **planned**, parents/guardians are expected to contact the school, in writing, a minimum of 24 hours prior to the child's absence. Upon receiving this note, the teacher will make sure that the student is given the appropriate homework assignments to ensure that the student is able to remain up to date with his/her learning assignments. Parents/guardians should include the following information in their note:
  - a. Parent/Guardian's name
  - b. Child's name
  - c. Child's Teacher and Grade
  - d. Reason for absence
- The following are the only **acceptable** reasons for excused absence from school. All other reasons will be deemed an unexcused absence unless previously arranged with the Head of School.
  1. Health Appointments (with a note from the doctor's office).
  2. Illness
  3. Funeral
  4. Participation in religious instruction

### Tardies

Parents/Guardians are responsible for contacting the school when their child is tardy.

- If a child is reporting to school after 8:15 AM, s/he is required to have a note explaining his/her tardiness. The note should include:
  - a. Parent/Guardian's name
  - b. Child's name
  - c. Child's Teacher and Grade
  - d. Reason for tardiness

## Attendance, Tardy, and Truancy Policy and Procedures (continued)

### Truancy

- If a child accumulates three unexcused absences or five tardies, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the child is in danger of being considered truant.
- If a child accumulates four unexcused absences or six tardies, the parent/guardian will be required to attend a SST (Student Success Team) meeting and complete a contract aimed at supporting the improvement the child's attendance.
- If the child accumulates six unexcused absences or eight tardies, the parent/guardian will be required to attend an administrative meeting and complete a contract aimed at supporting the improvement of the child's attendance.
- If the child accumulates eight unexcused absences or ten tardies, the student will be referred for expulsion from the school.



## Uniform Dress Code Policy and Procedures

We believe that uniforms contribute to a number of factors associated with student success including increasing a sense of safety, positive identity, belonging, and community. Uniforms have also been shown to decrease distractions and a sense of competition among students that lead to lower academic achievement. **Because of these findings and beliefs, students are required to wear the EBCC Student Uniform to school every day.**

To support a diversity of weather conditions, styles, and choices, the EBCC Student Uniform consists of the following elements and options:

### Shirts

Students must wear one of the following each day:

1. Button-up Oxford Shirts with or without the EBCC Logo
2. Polo Shirts with or without the EBCC Logo
3. T-Shirts with the EBCC Logo

Shirt colors include:

1. White
2. Tan
3. Forest Green
4. Navy Blue
5. Light Blue



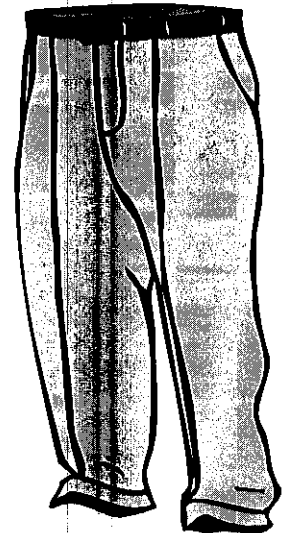
### Sweaters and Sweatshirts

Students may also wear (OVER an approved shirt):

1. Crew or V-Neck Sweaters with or without the EBCC Logo
2. Sweatshirts with the EBCC Logo

Sweater and Sweatshirt colors include:

1. White
2. Tan
3. Forest Green
4. Navy Blue
5. Light Blue



### Bottom Apparel

Students must wear one of the following each day:

1. Pants Walking Shorts (Hitting just above the knee)
2. Skirts (Hitting just above the knee)
3. Jumpers (Hitting just above the knee)

Note – tan, khaki, olive, dark blue or black denim material is acceptable as long as the pants do not include any logos etc.)

Bottom apparel colors may include:

1. Tan/Khaki/Olive
2. Blue
3. Black



### Footwear

Students are to wear safe, well-soled footwear at all times. No open-toed shoes, sandals, flip-flops, or slippers are to worn to school.

## Uniform Dress Code Policy and Procedures (continued)

### Hats & Head Coverings

Hats and other head coverings (hoods, scarves, bandanas, etc.) may not be worn inside of the building. Exceptions can be made with the permission of a teacher or the Head of School. Hats and head coverings may be worn outside on the yard.

### Accountability Procedures to Support the Uniform Policy

1. Teachers will take attendance every day. Attendance will include a notation if the student is not in uniform.
2. Attendance will be emailed to Kathleen Hanlon and Virginia Shepley by no later than 8:45 each morning.
3. Students who are out of uniform will be given a "loaner" shirt for the day. Each teacher will have a set of loaners that they will keep in their classroom.
4. The teacher will work with their "room parent" to identify a parent who will do a "weekly wash" of the loaner shirts. The loaners will be picked up on Friday and brought back to school on Monday.
5. Students who are out of uniform more than once in a week and/or more than three times in a month will receive a parent phone call and a warning letter.
6. Students who demonstrate a continued pattern of non-compliance with the uniform policy after receiving a phone call from the school will be considered in defiance of the EBCC's **General Respect and Decorum Policies and Procedures**. Consequences for continued non-compliance with the uniform policy will then begin with the 4<sup>th</sup> intervention (SST Meeting and Contract) and progress forward from there.



## Arrival and Dismissal Policy and Procedures

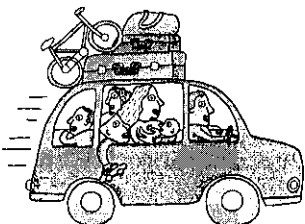
We believe that a student's transition between home and school can influence a child's school day as well as their outlook toward learning. We firmly believe that every child should be and feel safe during these daily transitions and therefore, we ask that all members of our school community follow these guidelines.

### Arrival (8:00 – 8:15 AM)

- To ensure our students safety, **DRIVERS MAY NOT PARK (OR DOUBLE PARK) IN FRONT OF THE SCHOOL ALCATRAZ AVE.** Drivers should pull along or park on one of the side streets (Herzog or Salem) to let children out of the car.
- Students will arrive in front of the school and enter through the playground gate, not the main school entrance.
- Sara Stillman, Kathleen Hanlon, and the Project Yes Teacher Interns will welcome and supervise students on the playground. When the playground becomes crowded, some students will be moved to the blacktop yard with two adults supervising
- There will be two balls designated for use during the morning arrival time.
- Students may only enter the building during this time to use the bathroom.

### Dismissal K (2:30 – 2:45 PM); 1<sup>st</sup> – 5<sup>th</sup> (2:45 – 3:00 PM)

- Students staying for after school activities will remain in the classroom with one classroom staff member until picked up by after the school program.
- Students leaving immediately after school will come to the "blacktop" yard for dismissal with one classroom staff member.
- No play equipment will be brought out during dismissal and no running games are allowed.
- Students may only enter the building during this time to use the bathroom.
- Designated dismissal staff member will stop by office to pick up walkie-talkie and clipboard with each child's pick up information on it.\*
- Designated dismissal staff member will stand at the gate, checking pick up information as children leave. If there is any question or it is near the end of the dismissal time and there are still children remaining, they will check in with the office via walkie-talkie for further information. Pick up information will be organized on this clipboard by class for each day of the week, any changes will be made by the office and must be in writing or phone communication from a child's parent/guardian.
- To ensure our students safety, **DRIVERS MAY NOT PARK (OR DOUBLE PARK) IN FRONT OF THE SCHOOL ALCATRAZ AVE.** Drivers should pull along or park on one of the side streets (Herzog or Salem) to load children into their cars.



## Arrival and Dismissal Policy and Procedures (continued)

### Accountability Procedures to Support the Arrival & Dismissal Policy

- Students who are not picked up by 3:00 PM will be brought to sit outside of the office where a parent/guardian must come inside to retrieve and sign-out their student.
- If a child accumulates five late pick ups the parents/guardians will receive a warning letter from the school. The letter will remind parents/guardians of their responsibility for picking their child up from school in a timely manner.
- If a child accumulates six late pick ups, the parent/guardian will be required to attend a SST (Student Success Team) meeting and complete a contract aimed at supporting the improvement the parent/guardian's pick-up performance.
- If the child accumulates eight late pick ups, the parent/guardian will be required to attend an administrative meeting and complete a contract aimed at supporting the improvement of the parent/guardian's pick up performance.
- If the child accumulates ten late pick ups, the student will be referred for expulsion from the school.





## Hallway and Line-Up Policy and Procedures

We believe that students need to take responsibility for displaying appropriate behavior in the entryways, hallways, and exits of the school. Such behavior is expected in order to ensure the safety of the school community and to respect the learning environment of all students. The following line-up and hallway policies are to be followed by all EBCC students while on the school grounds. This includes those students in morning and afternoon care.

### **Because of these beliefs:**

- 1) Students are expected to line up in an orderly manner. This will be accomplished by:
  - a. Walking, not running, to the line.
  - b. Forming a straight line facing forward.
  - c. Not pushing one's peers.
  - d. Keeping hands to oneself.
  - e. Maintaining one's place in line.
  
- 2) As a line, students are expected to walk through the hallways in a safe and respectful manner. This entails:
  - a. Walking, not running.
  - b. Maintaining a quiet zone –“zero noise tolerance.”
  - c. Facing forward and maintaining a single file line.
  - d. Having hands kept to oneself.
  - e. Not touching anything posted on the walls.
  - f. Staying on the right side of the hallway so that others may pass through on the left.
  - g. When on stairways, hands are to be used on the railing to balance oneself on the stairs; no sliding down the railings.
  - h. Following specific instructions of the teacher/adult (such as the role of a line leader or checkpoints where the class must stop).
  
- 3) When students are alone or accompanied by a buddy as they walk through the hallway, they are expected to:
  - a. Carry a hall pass.
  - b. Go directly from the classroom to the desired destination and back.
  - c. Refrain from disturbing classes in session.
  - d. Follow the hallway policy listed in section #2.

### Accountability Procedures to Support the Line-up and Hallway Policies

1. Classes or students who do not follow the guidelines listed above will be expected to practice correct line-up and hallway policies during recess.
2. A mandatory buddy system will be implemented for those students who cannot follow hallway policy of section #3.
3. Students who demonstrate a continued pattern of non-compliance with the line-up and hallway policies are in violation of the EBCC's **General Respect and Decorum Policies and Procedures** and will be accountable for the consequences listed within the policy.



## **Restroom Facility Policy and Procedures**

We believe that a clean and safe bathroom is important to our mission as a school and community. Good hygiene and appropriate behavior are important to maintain a healthy school culture.

### **In accordance with our beliefs:**

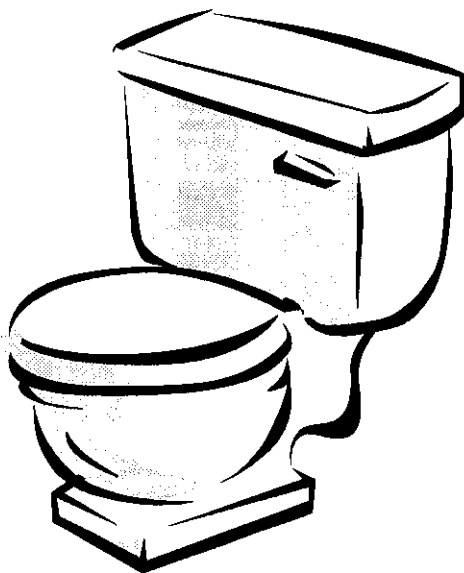
- Students are required to use the bathroom facilities in a timely manner
- Students are required to respect all bathroom facilities
- Bathrooms should be maintained as a safe and clean environment

### **Because of beliefs:**

1. No loitering in the bathroom (2-3 minutes for use)
2. Flush the toilet after use
3. Trash, paper towels, etc. go in appropriate receptacles
4. Wash hands before exiting bathroom
5. If problems arise, students should alert the office staff immediately

### **Accountability Procedures to Support Bathroom Policy**

1. César will check bathrooms to ensure cleanliness and update faculty when necessary.
2. Students not conforming to bathroom policy will be given warnings.
3. Students who do conform to policies more than once a week will receive a parent phone call and a warning letter.
4. Students who demonstrate a continued pattern of non-compliance will be considered in defiance of the EBCC's **General Respect and Decorum Policies and Procedures** and will be accountable for the consequences listed within the policy.



## **Play Yard Policy & Procedures**

We believe that the EBCC Charter School's play yards should be safe spaces where children are provided with a range of activities that provide opportunities for recreation, social time, and creative fun. We are committed to maintaining a climate of respect at all times on the play yards.

**To support this belief and goal, we have established the following rules:**

### **On Any Yard:**

1. Treat others with respect.
2. Anyone who wants to join in a game is welcome.
3. Listen and do what the adults on duty ask of you.
4. You need permission from a teacher and a hall pass to enter the school building.
5. No playfighting or rough play.
6. Students may only use the school's equipment – no toys from home.
7. No sitting on the bars above the stairwell or playing in the stairwell.
8. Teachers will blow a 5 minute warning whistle before the end of recess so that students will take care of their responsibilities and be ready to line up when the bell rings.

### **On the Structure:**

1. No jumping off of or standing without holding on to any surface taller than your head.
2. No freefalls off the bar.
3. Only nerf/foam balls allowed.

### **On the Blacktop:**

1. No play equipment or running in the shade structure.
2. Only adults may retrieve balls from the roof or outside of the yard.

### **Consequences for Not Following Procedures:**

1. For most minor incidents, students are given a warning to change behavior.
2. If the student's behavior is still not changed, consequences will include: time –out on bench, running laps, or picking up trash.
3. If the student's behavior remains unchanged, they will be considered in violation of General Respect and Decorum Policies and Procedures. Consequences will then begin with Intervention #3.
4. For more severe incidents, such as physical and emotional violence students will be written a referral slip and sent to office. Students who are sent to the office will be considered in violation of the Physical and Emotional Violence Policy and subject to consequences beginning with intervention #1.



## Lunch & Snack Policies & Procedures

We believe that students need to have twenty minutes dedicated to sitting and eating their lunch. All students are capable of being responsible for cleaning up after themselves and being leaders in helping keep the play yards clean.

To support these beliefs, we have established the following procedures:

### Lunch Procedures:

- a. Students will be assigned an area to sit with their class on the lunch yards.
- b. Teachers walk their class out to the yard and make sure that the teachers on duty are present.
- c. Students are to get their lunches, choose a seat and begin eating as soon as they come outside.
- d. Students are expected to pick one seat and stick to it – no moving from seat to seat. Students may only get up to get a pass for the bathroom/water or to throw their trash away.
- e. Students eat for 20 minutes and stay seated until the bell rings. When the bell rings, students are to clean up their lunch, put their trash away and pick up however many pieces of trash the teachers on duty assign before going to play.

### Indoor/Rainy Day Lunch:

On rainy days, an administrator or support staff will make the decision on whether it is necessary to eat indoors and whether or not the students will be able to play outdoors. They will go to all classes and inform the teachers of their decision before the lunch period begins.

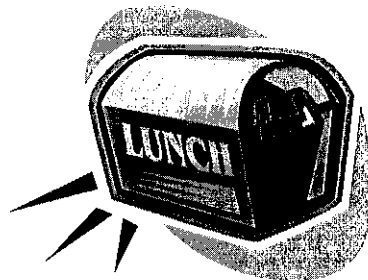
1. Teachers walk their classes downstairs to the Multi-Purpose room and make sure that the teachers on duty are present.
2. Students sit at the table assigned to their class. Pick a seat and stick to it.
3. Students are to use quiet indoor voices.
4. Students may only get up to get a pass for the bathroom/water or to throw their trash away.
5. Students eat for 20 minutes and stay seated until the teacher announces that it's time to clean up. Students are to clean up their lunch, put their trash away and pick up however many pieces of trash the teachers on duty assign.
- f. Teachers on duty will announce to the students whether they should return to their classrooms or go outside to play.

### Snack Time Procedures:

For younger grades, students should sit and eat for 10 minutes following similar procedures to lunch.

For older students, snack time is optional. These students are allowed to go straight into playing during recess time.

Teacher teams will decide what is developmentally appropriate for each class.



## Healthy Eating Policy & Procedures



We believe that active, happy children need healthy food to consume during morning recess. In keeping with our mission, the EBCC K-5 Charter School Community also believes that learning to take care of one's body is a critical aspect of growing and developing into a healthy, productive citizen capable of making a strong contribution to our world. We are concerned – from both a public health and an educational perspective – with the recent upward trends of childhood obesity and diabetes that are so rampant in our community. Initial current research about healthy eating habits for students indicates that students who eat fresh and nutritious meals and snacks experience fewer behavioral and learning challenges in their school day. Furthermore, as stewards of the environment and in an effort to “reduce, reuse, recycle, and rot”, we also believe that our community must make an effort to act in a conscious and responsible manner when making choices about how lunches and snacks are packed and packaged, and how we dispose of waste at the school.

Because of these beliefs and findings:

- Students are to bring simple, healthful snacks and lunches to school every day.
- Snacks and lunches may not include high-sugar items.
- Soda and candy are not allowed in student lunches or snacks. If a student is found with these items, they will be confiscated and disposed of by a staff member.
- Students may not bring items that require cooking, heating, or microwaving.
- Students are encouraged to bring their lunches in environmentally friendly and waste-reducing lunchboxes, containers, and thermoses.
- Students may not use or enter the EBCC K-5 Charter School Kitchen Facilities. Students found in this space without the direct supervision of a staff member or designated volunteer will be considered in violation of the EBCC's **General Respect and Decorum Policies and Procedures** and will be accountable for the consequences listed within the policy.
- Children with food allergies or special diets should:
  - a. Bring a note from home at the beginning of the year informing the teacher and staff of the child's needs.
  - b. Bring their own food to special events.

To support healthy nutritional habits among our entire community the school is planning the following initiatives:

- The Parent Association is planning to conduct a “Hot Lunch Fundraiser” each Wednesday. Start dates and procedures regarding this initiative will be sent home in the early Fall. In order to start and maintain this initiative, we must have parent/guardian/family/caring adult support and volunteer power.
- The School Partnership Manager and Assistant will work with the PA to develop a plan for the provision for healthy snacks, breakfasts, etc. as well as a possible nutrition component within the future parent education programming for the school.

## **California Education Code Policies & Procedures**

We believe that our school must be a safe and sacred place for learning. As a school community we believe that both the teaching and modeling of exemplary civic behavior by adults and common sense are probably adequate means for educating our school community about appropriate behavior at school. However, we also acknowledge that, as a California Public School, we are bound to uphold and enforce the California Education Code and thus feel it is important to make five of its guidelines for student behavior as explicit as possible.

### **Because of these beliefs:**

**The following items and actions are STRICTLY FORBIDDEN AND/OR BANNED at all times at the EBCC K-5 Charter School:**

- **Weapons (Real or Imitation)**
- **Intoxicants, Paraphernalia, &/or Tobacco**
- **Sexual Harassment, Assault, Battery**
- **Hate Violence**
- **Harassment, Threats, or Intimidation**
- **Terroristic Threats**



### Weapons

The California Education Code (§48900-b) strictly forbids students from possessing, selling, and/or furnishing of any firearm, explosive, or dangerous object on a school campus.

The California Education Code (§48900-m) bans students from possessing an imitation firearm (toy gun, knife, weapon, explosive, etc.).

### Intoxicants, Paraphernalia &/or Tobacco

The California Education Code (§48900-c) bans students from unlawfully possessing, using, selling, or otherwise furnishing, and/or being under the influence of, any controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.

The California Education Code (§48900-d) bans students from unlawfully offering, arranging, or negotiating to sell any 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, and then either selling, delivering, or otherwise furnishing to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

The California Education Code (§48900-j) bans students from unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

The California Education Code (§48900-h) bans students from possessing or using tobacco, or any products containing tobacco, or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets, and betel.

Students who need to take prescription drugs and medications must follow the EBCC K-5 Charter School's guidelines for storing and administering these products. Parents/Guardians are to bring these medications to the office, with the doctor's written directions/prescription for administration (there is a form for this that may be obtained in the office). All medications must be stored and administrated (by a

## **California Education Code Policies & Procedures (continued)**

qualified school staff member) in the office unless otherwise directed by DOCTOR'S ORDERS. Students with asthma must have an asthma action plan on file in the office. The asthma action plan will

direct the school as to storage and responsibility for administration of inhalants related to the student's asthmatic condition. EBCC K-5 School Staff may not administer over-the counter medications to a student unless parents/guardians provide written permission that is reviewed and cleared by the Head of School (or designee).

### **Sexual Harassment, Assault, and Battery**

The California Education Code (§48900.2) bans students from engaging in sexual harassment as defined in the Education Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

The California Education Code section 212.5 states that sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone 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 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 at or through the educational institution.

### **Hate Violence**

The California Education Code (§48900.3) bans students from causing, threatening to cause, or participating in an act of hate violence, as defined in the Education Code 233. Hate violence means the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation or the perception that the other person has one or more such characteristics. (Penal code sections 422.6, 422.7, and 422.75)

### **Harassment, Threats, or Intimidation**

The California Education Code (§48900.4) bans students from intentionally engaging in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual or reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group or pupils by creating an intimidating or hostile educational environment.

### **Terroristic Threats**

The California Education Code (§48900.7) bans students from making terroristic threats against school officials or school property, or both. For the purposes of Education Code section 48900.7, "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 (\$1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her won safety or for his or her immediate family's safety, or for the protection of school, or the personal property of the person threatened or his or her immediate family.

## **California Education Code Policies & Procedures (continued)**

### **Consequences for Violations of California Education Code Policies & Procedures**

Suspected violations of any of the California Education Code policies outlined above will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with these violations of this nature are as follows:

1. The Head of School (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).
2. While the Head of School (or designee) is conducting the investigation, the Head of School (or designee) may direct the student to stay away from school or may suspend the student for up to five days.
3. The Head of School will meet with the student and his/her parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Head of School may, however, elect to hold this meeting over the phone in certain situations.
4. Based on the findings of the investigation, the Head of School may administer consequences up to and including the following:
  - a. Return to school with a behavior contract
  - b. Suspension for up to five days and a mandatory behavior contract for the student.
  - c. Recommendation for expulsion from school.
5. If the student is recommended for expulsion from the school, the Head of School (or designee) will report the findings of the investigation and the recommended course of action/consequence to the Executive Director of the East Bay Conservation Corps (or designee).
6. The Executive Director of the East Bay Conservation Corps will make a decision to uphold and carry out or to overturn the recommendation of the Head of School. In making this decision, the Executive Director may elect to meet with the student and his/her parent/guardian(s).
7. The Executive Director will inform the parent/guardian(s) of this decision regarding the student's possible expulsion in writing. The Executive Director will include in this memorandum information about appealing this decision and other issues related to due process and next steps for the child and family.



## **EBCC Charter School Parent / Family / Guardian / Caring Adult Participation Policy**

We believe that parent/family/guardian/caring adult participation in the life of the school is critical to our mission as a school and a community. Parent/family/guardian/caring adult participation is related to higher student achievement and literacy rates. Our school needs all of the talents, skills, involvement, and love that our adult community provides to its students.

### **Because of these beliefs:**

- **Each family is expected to contribute a minimum of four hours per month to the school community.**
- **A family member is required to attend all parent/guardian/family conferences to discuss their child's academic, social, and emotional growth and achievement.**
- **A family member is required to attend all administrative conferences requested by the Head of School or other administrative designee.**
- **Each family is expected to stay in frequent contact with their child's teacher throughout the year.**

### **Volunteering**

Volunteerism is one way that a family may contribute its time to the school community. At the start of the year, all families complete a volunteer interest form. This information is entered into a database and will be used to match adult interests with school needs. Volunteering takes many forms and can include:

1. Helping in a classroom
2. Working as a classroom "room parent" to organize other families in assisting the teacher to meet the needs of the students
3. Chaperoning field trips
4. Supervising before school child care, recess duties, or after school activities

### **Attending Parent Meetings**

The Parent Association meets one day per month. Meetings generally last 2 hours. In addition, throughout the year the school sponsors a number of events and meetings such as parent-teacher conferences, family nights, parent workshops, and special events. Each time an adult family member attends one of these events, it will count as one hour of volunteer time to the school community.

### **"Work from Home" Opportunities**

The school understands that adult family members have many responsibilities to juggle in their lives. Therefore, volunteer work done outside of the school campus is counted towards volunteer hours for the school. Work at Home activities can include:

1. Cooking for a school event or fundraiser
2. Organizing school fundraisers/community connections
3. Working on projects for your classroom teacher (newsletters, websites, cutting materials, etc.)
4. Implementing phone-tree calling

### **Mandatory Parent/Guardian/Family Conferences**

Family conferences are held a minimum of two times per year. These meetings are structured so that the teaching staff and families can have in-depth dialogue about each child's academic, social, and emotional growth. These meetings are mandatory and are usually held during a noon release day. Prior to the conference date, the EBCC staff will contact each family (usually in writing) to schedule the family conference. Families are responsible for confirming a given meeting time or contacting the teacher to arrange an alternate appointment. Families who fail to attend rescheduled family conferences will be contacted by the Head of School or designee to arrange a meeting time. Families who continue to attend family conferences will be contacted by the Head of School or designee to

arrange a meeting time. In the event that a family consistently fails to send a representative to a family conference, the family may be referred for expulsion from the school.

### **Participation Accounting**

The Parent/Family/Guardian/Caring Adult Participation Log will be kept at the main office of the school. Each time an adult reports for volunteer time at the school, s/he will sign in and out using this log. Sign-in sheets from parent meetings and events will be kept. Work at home opportunities will be monitored by Room Parents and/or project coordinators. Family participation hours will be logged into the volunteer data-base twice a month (15<sup>th</sup> and 30<sup>th</sup> or the closest working day to these dates). At the end of the month, families who have not contributed the minimum hours will be contacted by the school in order to assist the family in identifying upcoming opportunities to meet their volunteer obligations. Families that consistently fail to meet this obligation will be required to meet with the Head of School to discuss a further course of action.



EBCC Charter School 2005-06 Revenue Assumptions

Enrollment		Count	ADA	Subtotals	Revenue Limit				
Kindergarten		40	38		K to 3				4,981
First		40	38		4 to 6				5,052
Second		20	19		9 to 12				6,023
Third		34	32	127	K to 3				
Fourth		30	29					State Aid Share	65%
Fifth		24	23	52	4 to 6			Local In-Lieu Share	35%
Twelfth		143	100	100	9 to 12				
<b>TOTAL ENROLLMENT</b>		<b>331</b>	<b>279</b>	<b>279</b>				Attendance	95% (Elementary) 70% (High)
								Free Red Lunch	60%
								(of students between ages 5 and 17)	
<b>UNRESTRICTED FUNDS</b>				<b>Operating General</b>		<b>RESTRICTED FUNDS</b>			
		<b>ADA</b>	<b>Amt/ADA</b>		<b>Lottery - Restricted</b>	<b>Title I</b>	<b>Title II</b>	<b>Title V</b>	<b>TOTAL</b>
<b>REVENUE LIMIT-STATE AID (Assume 65% share of General Purpose Funds)</b>									
K to 3		127	3,238	411,182					
4 to 6		62	3,284	170,758					
9 to 12		100	3,915	391,495					
<i>State Aid Subtotal</i>				<b>973,434</b>					<b>973,434</b>
<b>FEDERAL REVENUE</b>									
Title I						69,482			
Title II							576		
Title V								2,823	
<i>Federal Aid Subtotal</i>									<b>72,881</b>
<b>OTHER STATE REVENUES</b>									
Class Size Reduction (Full Day)		127	967	122,809					
<i>Class Size Reduction Subtotal</i>				<b>122,809</b>					<b>122,809</b>
<b>Categorical Block Grant</b>									
K to 3		127	287	36,449					
4 to 6		52	287	14,924					
9 to 12		100	287	28,700					
<i>Categorical Block Grant Subtotal</i>				<b>80,073</b>					<b>80,073</b>
<b>Lottery</b>									
Unrestricted		279	113	15,780					
Restricted (approximately \$22/ADA)		279	22			3,072			
<i>Lottery Subtotal</i>				<b>15,780</b>		<b>3,072</b>			<b>18,853</b>
<b>Economic Impact Aid</b>									
Elementary School		107	120	12,888					
High School		30	120	3,600					
<i>Economic Impact Aid Subtotal</i>				<b>16,488</b>					<b>16,488</b>
<i>Department of Conservation Subtotal</i>									
				<b>128,000</b>					<b>128,000</b>
<i>SB 740 Charter Facilities Rent Reimbursement</i>				<b>20,000</b>					<b>20,000</b>
<b>LOCAL REVENUE (Assume 35% share of General Purpose Funds)</b>									
<b>In Lieu</b>									
K to 3		127	1,743	221,405					
4 to 6		52	1,768	91,946					
9 to 12		100	2,108	210,805					
<i>In Lieu Subtotal</i>				<b>524,157</b>					<b>524,157</b>
<b>TOTAL GOVERNMENT</b>									<b>1,956,695</b>

EBCC Charter School 2005-06 Revenue Assumptions

<b>OTHER FUNDS (Corporate/Foundations/Miscellaneous)</b>							
Corporate							
K5	Wells Fargo Foundation		5,000				
K5	Dreyer's Grand Ice Cream Foundation		18,000				
HS	Chevron Corporation		150,000				
HS	S.D. Bechtel, d. Foundation		25,000				
HS	Clorox Corporation		10,000				
	<i>Total Corporate</i>		<i>208,000</i>				<i>208,000</i>
Foundation							
K5	Walton Foundation		50,000				
K5	Haas Foundation		50,000				
K5	Wharton Foundation		5,000				
K5	Y&S Soda Foundation		15,000				
K5	Oakland Cultural Funding Program		24,000				
K5	Oakland Fund for Children & Youth		150,000				
K5	Koret Foundation		25,000				
K5	East Bay Community Foundation		20,000				
K5	Oakland Fund for the Arts		5,000				
K5	NEA/California College of the Arts		1,000				
K5	Save-the-Redwoods		5,000				
HS	Save-the-Redwoods		5,000				
HS	Rogers Family Foundation		10,000				
HS	Baxter Family Foundation		40,000				
HS	San Francisco Foundation		20,000				
HS	William G. McGowan		20,000				
	<i>Total Foundation</i>		<i>445,000</i>				<i>445,000</i>
Miscellaneous							
K5	Parent Association		5,000				
K5	California Charter Schools Association/NLNS		55,000				
K5	Humbolt State University		10,080				
K5	North Coast Teacher Development Center		7,000				
K5	After school fees		45,000				
K5	Donations/Individual Contributions		20,000				
HS	Donations/Individual Contributions		20,000				
	<i>Total Miscellaneous</i>		<i>162,080</i>				<i>162,080</i>
	<b>TOTAL OTHER</b>						<b>815,080</b>
<b>TOTAL REVENUES (GOVERNMENT AND OTHER)</b>							<b>2,771,775</b>

REVENUES	TOTAL 05-06	Jul-05	Aug-05	Sep-05	Oct-05	Nov-05	Dec-05	Jan-06	Feb-06	Mar-06	Apr-06	May-06	Jun-06
Government													
State Aid	973,434	58,406	116,812	77,875	77,875	77,875	77,875	77,875	136,281	68,140	68,140	68,140	68,140
Federal Revenue	72,881				18,220						54,661		
State Block Grant	80,073	4,804	9,609	6,406	6,406	6,406	6,406	6,406	11,210	5,605	5,605	5,605	5,605
Other State Revenue	306,150	12,040	12,040	16,754	12,041	12,041	108,861	12,041	12,041	16,754	32,041	32,041	47,456
Local Revenue (In-Lieu Property)	487,466		31,449	62,898	41,933	41,933	41,933	41,933	41,933	73,381	36,681	36,681	36,681
Other Funds													
Corporate					5,000								
Wells Fargo Foundation	5,000												
Dreyer's Grand Ice Cream Foundation	18,000	18,000											
Chevron Corporation	150,000	150,000											
S.D. Bechtel, Jr. Foundation	25,000			25,000									
Chrox Corporation	10,000											10,000	
Foundations													
Walton Foundation	50,000			10,000	10,000	10,000	10,000	10,000	10,000				
Hess Foundation	50,000						50,000						
Wheaton Foundation	5,000	5,000											
Y&S Soda Foundation	15,000	15,000											
Oakland Cultural Funding Program	24,000					24,000							
Oakland Fund for Children & Youth	150,000					22,500	37,500	15,000	15,000	15,000	15,000	15,000	15,000
Koret Foundation	25,000			25,000									
East Bay Community Foundation	20,000			20,000									
Oakland Fund for the Arts	5,000				1,000					2,500			
NEA/California College of the Arts	1,000												
Save-the-Redwoods	5,000			5,000									
Save-the-Redwoods	5,000			5,000									
Rogers Family Foundation	10,000	10,000											
Baxter Family Foundation	40,000									40,000			
San Francisco Foundation	20,000											20,000	
William G. McGowan	20,000					20,000							
Miscellaneous													
Parent Association	5,000	500	500	500	500	500	500	500	500	500	500	500	500
California Charter Schools Association/NLNE	55,000		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Humbolt State University	10,080				5,040				5,040				
North Coast Teacher Development Center	7,000					1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
After School Fees	45,000			4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
Donations/Individual Contributions	40,000			4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
<b>TOTAL REVENUES</b>	<b>2,735,084</b>	<b>273,750</b>	<b>175,410</b>	<b>207,833</b>	<b>241,514</b>	<b>229,755</b>	<b>347,575</b>	<b>178,255</b>	<b>246,505</b>	<b>236,380</b>	<b>209,638</b>	<b>201,977</b>	<b>186,382</b>
<b>EXPENDITURES</b>													
<b>STAFF EXPENSES</b>													
<b>CERTIFICATED STAFF</b>													
Teacher Salaries													
Lead Teacher	55,000		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Experienced	44,000		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Experienced	44,000		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
New	38,000			3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800
Lead Teacher	61,201		5,564	5,564	5,564	5,564	5,564	5,564	5,564	5,564	5,564	5,564	5,564
Experienced	48,000		4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364
Experienced	46,000		4,182	4,182	4,182	4,182	4,182	4,182	4,182	4,182	4,182	4,182	4,182
Experienced	43,500		3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955
Experienced	44,000		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
New	38,500		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
New	38,500		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
New	37,583		3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417
New	37,583		3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417
New	37,583		3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417
<b>Total Teacher Salaries</b>	<b>613,450</b>		<b>52,314</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>	<b>56,114</b>
<b>Total Staff Buyout of Contract</b>	<b>15,501</b>	<b>15,501</b>											
<b>Total Substitutes</b>	<b>4,000</b>			<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>
Administrators													
Director of School	85,000	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083
Workforce Development Manager	62,424	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	
Director of School	85,000	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	
School Partnerships Manager	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
Administrative Intern	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	
<b>Total administrator salaries</b>	<b>347,424</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>	<b>28,952</b>
<b>TOTAL CERTIFICATED STAFF</b>	<b>980,375</b>	<b>44,453</b>	<b>81,266</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>	<b>85,466</b>

<b>CLASSIFIED STAFF</b>												
Clerical												
Program assistant	26,142	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345	2,345
Administrative assistant (50% FTE)	17,725	977	977	977	977	977	977	977	977	977	977	977
Office manager	38,063	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172	3,172
<b>Total clerical salaries</b>	<b>77,930</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>	<b>6,494</b>
Other Classified Staff												
Coordinator	39,168	3,264	3,264	3,264	3,264	3,264	3,264	3,264	3,264	3,264	3,264	3,264
Student services coordinator (50% FTE)	20,833	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736
Recruitment coordinator (50% FTE)	24,630	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053
Compensators stipends	40,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Teacher Intern stipends	165,600	15,055	15,055	15,055	15,055	15,055	15,055	15,055	15,055	15,055	15,055	15,055
Extended day coordinator	37,583	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417
<b>Total Other Classified Salaries</b>	<b>327,814</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>	<b>29,524</b>
<b>TOTAL CLASSIFIED STAFF</b>	<b>405,744</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>	<b>32,018</b>
<b>TOTAL SALARIES</b>	<b>1,386,119</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>	<b>113,284</b>
Employee taxes & benefits												
FICA	104,546	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666
State unemployment insurance	8,405	697	697	697	697	697	697	697	697	697	697	697
Workers compensation insurance	61,498	5,098	5,098	5,098	5,098	5,098	5,098	5,098	5,098	5,098	5,098	5,098
Health insurance	97,788	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041	3,041
<b>Total employee taxes &amp; benefits</b>	<b>272,237</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>	<b>8,466</b>
<b>OPERATING EXPENSES</b>												
<b>BOOKS AND SUPPLIES</b>												
Educational curriculum												
Materials and supplies	33,482	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091
Educational materials and supplies	22,000	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545
General Admin.	24,750	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063
Field safety and service project supplies	29,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
<b>Total books &amp; supplies</b>	<b>109,732</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>	<b>6,199</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>												
Travel & Conferences	9,654	805	805	805	805	805	805	805	805	805	805	805
Dues and subscriptions	5,000	417	417	417	417	417	417	417	417	417	417	417
Insurance	3,370	281	281	281	281	281	281	281	281	281	281	281
Utilities	25,549	2,129	2,129	2,129	2,129	2,129	2,129	2,129	2,129	2,129	2,129	2,129
Rent	120,846	10,071	10,071	10,071	10,071	10,071	10,071	10,071	10,071	10,071	10,071	10,071
Furniture and Equipment/Copier	11,100	925	925	925	925	925	925	925	925	925	925	925
Repairs/Maintenance/Security	72,394	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033
Educational consultants & other service	0											
Special education	74,692	6,224	6,224	6,224	6,224	6,224	6,224	6,224	6,224	6,224	6,224	6,224
Consultants	172,580	14,382	14,382	14,382	14,382	14,382	14,382	14,382	14,382	14,382	14,382	14,382
Professional development	48,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185	18,185
Printing and Reproduction	1,010	84	84	84	84	84	84	84	84	84	84	84
Photocopy	10,680	890	890	890	890	890	890	890	890	890	890	890
Postage and Delivery	7,531	628	628	628	628	628	628	628	628	628	628	628
<b>Total services &amp; other operating</b>	<b>562,591</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>	<b>61,052</b>
<b>CAPITAL OUTLAY</b>												
Computers	72,500	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273
Equipment	3,090											
Depreciation	19,407	1,617	1,617	1,617	1,617	1,617	1,617	1,617	1,617	1,617	1,617	1,617
<b>Total capital outlay</b>	<b>94,997</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>	<b>3,890</b>
<b>OTHER COSTS</b>												
Indirect cost	166,334	13,861	13,861	13,861	13,861	13,861	13,861	13,861	13,861	13,861	13,861	13,861
District Processing Fee (1% of in-leu)	5,242	437	437	437	437	437	437	437	437	437	437	437
<b>Total other costs</b>	<b>171,576</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>	<b>14,298</b>
<b>TOTAL EXPENDITURES</b>	<b>2,597,252</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>	<b>203,832</b>
<b>NET CASH POSITION</b>	<b>137,832</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>	<b>38,183</b>

EBCC Charter School 2006-07 Budget Projections

REVENUE ASSUMPTIONS								TOTAL	
Enrollment	Count	ADA	Subtotals	Grade Levels	Revenue Limit				
Kindergarten	40	38			K to 3		5,101		
First	40	38			4 to 6		5,173		
Second	40	38			9 to 12		6,168		
Third	20	19	133	K to 3	COLA		2.40%		
Fourth	40	38							
Fifth	35	33			State Aid Share		65%		
Sixth	50	48	119	4 to 6	Local In-Lieu Share		35%		
Twelfth	143	100	100	9 to 12					
<b>TOTAL ENROLLMENT</b>	<b>408</b>	<b>352</b>	<b>352</b>		Attendance		95% (Elementary)		
							70% (High)		
					Free Red Lunch		60%		
					(of students between ages 5 and 17)				
					<b>UNRESTRICTED FUNDS</b>		<b>RESTRICTED FUNDS</b>		
					ADA	Amt/ADA	Operating General	Lottery - Restricted	Title I Title II Title V
									TOTAL
<b>REVENUE LIMIT-STATE AID (Assume 65% share of General Purpose Funds)</b>									
K to 3	133	3,315	440,942						
4 to 6	119	3,363	399,310						
9 to 12	100	4,009	400,891						
<i>State Aid Subtotal</i>			<i>1,241,143</i>					<i>1,241,143</i>	
<b>FEDERAL REVENUE</b>									
Title I							71,150		
Title II							590		
Title V								2,891	
<i>Federal Aid Subtotal</i>								<i>74,630</i>	
<b>OTHER STATE REVENUES</b>									
Class Size Reduction (Full Day)	133	990	131,698						
<i>Class Size Reduction Subtotal</i>			<i>131,698</i>					<i>131,698</i>	
Categorical Block Grant									
K to 3	133	294	39,087						
4 to 6	119	294	34,899						
9 to 12	100	294	29,389						
<i>Categorical Block Grant Subtotal</i>			<i>103,375</i>					<i>103,375</i>	
Lottery									
Unrestricted	352	116	20,351						
Restricted (app. \$2/ADA)	352	23				3,962			
<i>Lottery Subtotal</i>			<i>20,351</i>			<i>3,962</i>		<i>24,313</i>	
Economic Impact Aid									
Elementary School	151	123	18,579						
High School	30	123	3,686						
<i>Economic Impact Aid Subtotal</i>			<i>22,266</i>					<i>22,266</i>	
<i>Department of Conservation Subtotal</i>			<i>131,072</i>					<i>131,072</i>	
<i>SB 740 Charter Facilities Rent Reimbursement</i>			<i>20,480</i>					<i>20,480</i>	
<b>LOCAL REVENUE (Assume 35% share of General Purpose Funds)</b>									
In Lieu									
K to 3	133	1,785	237,430						
4 to 6	119	1,811	215,013						
9 to 12	100	2,159	215,864						
<i>In Lieu Subtotal</i>			<i>668,308</i>					<i>668,308</i>	
<b>TOTAL GOVERNMENT</b>								<b>2,417,284</b>	

EBC Charter School 2006-07 Budget Projections

<b>OTHER FUNDS (Corporate/Foundations/Miscellaneous)</b>							
Corporate							
Total Corporate				200,000			200,000
Total Foundation				500,000			500,000
Miscellaneous							
K5	Parent Association			5,000			
K5	Humbolt State University			10,080			
K5	North Coast Teacher Development Center			7,000			
K5	After school fees			45,000			
K5	Donations/Individual Contributions			50,000			
HS	Donations/Individual Contributions			50,000			
Total Miscellaneous				167,080			167,080
<b>TOTAL OTHER</b>							<b>867,080</b>
<b>TOTAL REVENUES (GOVERNMENT AND OTHER)</b>							<b>3,284,364</b>
<b>EXPENDITURES</b>							
					<b>K8</b>	<b>HS</b>	<b>TOTAL</b>
<b>STAFF EXPENSES</b>							
<b>CERTIFICATED STAFF</b>							
	Teacher Salaries						
		Lead Teacher				56,320	56,320
		Experienced				45,056	45,056
		Experienced				45,056	45,056
		New				38,912	38,912
		Lead Teacher		62,670			62,670
		Lead Teacher		49,152			49,152
		Lead Teacher		48,000			48,000
		Experienced		47,104			47,104
		Experienced		44,544			44,544
		Experienced		45,056			45,056
		Experienced		44,000			44,000
		New		39,424			39,424
		New		39,424			39,424
		New		38,485			38,485
		New		38,485			38,485
		New		38,485			38,485
		Total Teacher Salaries		<b>534,829</b>		<b>185,344</b>	<b>720,173</b>
		Total Staff Buyout of Contract		15,873			15,873
		Total Substitutes		2,048	2,048		4,096
	Administrator Salaries						
		Director of School				87,040	87,040
		Workforce Development Manager				63,922	63,922
		Director of School		100,000			100,000
		School Partnerships Manager		49,152	12,288		61,440
		Administrative Intern		56,320			56,320
		Total administrator salaries		<b>205,472</b>	<b>163,250</b>		<b>368,722</b>
	<b>TOTAL CERTIFICATED STAFF</b>			<b>758,222</b>	<b>350,642</b>		<b>1,108,864</b>
	<b>CLASSIFIED STAFF</b>						
	Clerical						
		Program assistant				28,817	28,817
		Administrative assistant (50% FTE)				12,006	12,006
		Office manager		38,977			38,977
		Total clerical salaries		<b>38,977</b>	<b>40,824</b>		<b>79,800</b>
	Other Classified Staff						
		Coordinator				40,108	40,108
		Student services coordinator (50% FTE)				21,333	21,333
		Recruitment coordinator (50% FTE)				25,221	25,221
		Corpsmembers stipends				40,960	40,960
		Teacher Intern stipends		169,574			169,574
		Extended day coordinator		38,485			38,485
		Total Other Classified Salaries		<b>208,059</b>	<b>127,622</b>		<b>335,682</b>
	<b>TOTAL CLASSIFIED STAFF</b>			<b>247,036</b>	<b>168,446</b>		<b>415,482</b>
	<b>TOTAL SALARIES</b>			<b>1,005,257</b>	<b>519,088</b>		<b>1,524,346</b>



EBCC Charter School 2006-07 Budget Projections

<b>EMPLOYEE TAXES AND BENEFITS</b>						
		FICA				115,085
		State unemployment insurance				9,252
		Workers compensation insurance				67,697
		Health Insurance				100,135
<b>TOTAL EMPLOYEE TAXES AND BENEFITS</b>						<b>292,169</b>
<b>OPERATING EXPENSES</b>						
<b>BOOKS AND SUPPLIES</b>						
		Educational curriculum		24,257	15,000	39,257
		Materials and supplies				
		Educational materials and supplies		21,925	2,000	23,925
		General Admin		12,450	12,300	24,750
		Field safety and service project supplies		13,000	16,500	29,500
<i>Total books &amp; supplies</i>				<b>71,632</b>	<b>45,800</b>	<b>117,432</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>						
		Travel & Conferences			9,654	9,654
		Dues and subscriptions		2,500	2,500	5,000
		Insurance		1,685	1,685	3,370
		Utilities		17,000	8,549	25,549
		Rent		100,923	59,923	160,846
		Furniture and Equipment/Copier		12,175	4,700	16,875
		Repairs/Maintenance/Security		48,120	24,274	72,394
		Educational consultants & other services				0
		Special education		81,900	19,500	101,400
		Consultants		170,000	16,560	186,560
		Professional development		18,185	30,000	48,185
		Printing and Reproduction		510	500	1,010
		Phone/Fax		5,680	5,000	10,680
		Postage and Delivery		985	6,546	7,531
<i>Total services &amp; other operating</i>						<b>649,054</b>
<b>CAPITAL OUTLAY</b>						
		Computers		30,750	20,000	50,750
		Equipment		13,090	10,000	23,090
		Depreciation		14,000	5,407	19,407
<i>Total capital outlay</i>						<b>93,247</b>
<b>OTHER COSTS</b>						
		Indirect cost		120,631	62,291	182,921
		District Processing Fee (1% of in-lieu)				6,683
<i>Total other costs</i>						<b>189,605</b>
<b>Total expenditures</b>						<b>2,865,852</b>
<b>NET CASH POSITION</b>						<b>418,513</b>

EBCC Charter School 2007-08 Budget Projections

REVENUE ASSUMPTIONS									
Enrollment		Count	ADA	Subtotals	Grade Levels	Revenue Limit			
Kindergarten		40	38			K to 3			5,223
First		40	38			4 to 6			5,297
Second		40	38			7 to 8			5,448
Third		40	38	152	K to 3	9 to 12			6,316
Fourth		35	33			COLA			2.40%
Fifth		40	38						
Sixth		50	48	119	4 to 6	State Aid Share			65%
Seventh		50	48	48	7 to 8	Local In-Lieu Share			35%
Twelfth		143	100	100	9 to 12				
TOTAL ENROLLMENT		478	418	418		Attendance			95% (Elementary)
									70% (High)
						Free Red Lunch			60%
						(of students between ages 5 and 17)			
UNRESTRICTED FUNDS					RESTRICTED FUNDS				
		ADA	Amt/ADA	Operating General		Lottery - Restricted	Title I	Title II	Title V
TOTAL									
REVENUE LIMIT-STATE AID (Assume 65% share of General Purpose Funds)									
K to 3		152	3,395	516,028					
4 to 6		119	3,443	408,894					
7 to 8		48	3,541	168,219					
9 to 12		100	4,105	410,512					
State Aid Subtotal				1,503,653					1,503,653
FEDERAL REVENUE									
Title I							72,857		
Title II								604	
Title V									2,960
Federal Aid Subtotal									76,421
OTHER STATE REVENUES									
Class Size Reduction (Full Day)		152	1,014	154,124					
Class Size Reduction Subtotal				154,124					154,124
Categorical Block Grant									
K to 3		152	301	45,743					
4 to 6		119	301	35,737					
9 to 12		100	301	30,094					
Categorical Block Grant Subtotal				111,574					111,574
Lottery									
Unrestricted		418	118	24,779					
Restricted (app. \$2/ADA)		418	23			4,824			
Lottery Subtotal				24,779		4,824			29,603
Economic Impact Aid									
Elementary School		151	126	19,025					
High School		30	126	3,775					
Economic Impact Aid Subtotal				22,800					22,800
Department of Conservation Subtotal				134,218					134,218
SB 740 Charter Facilities Rent Reimbursement				20,972					20,972
LOCAL REVENUE (Assume 35% share of General Purpose Funds)									
In Lieu									
K to 3		152	1,828	277,861					
4 to 6		119	1,854	220,173					
7 to 8		48	1,907	90,580					
9 to 12		100	2,210	221,045					
In Lieu Subtotal				809,659					809,659
TOTAL GOVERNMENT									2,863,025

EBCC Charter School 2007-08 Budget Projections

OTHER FUNDS (Corporate/Foundations/Miscellaneous)								
Corporate								
Total Corporate				200,000				200,000
Total Foundation				500,000				500,000
Miscellaneous								
K5	Parent Association			5,000				
K5	Humbolt State University			10,080				
K5	North Coast Teacher Development Center			7,000				
K5	After school fees			45,000				
K5	Donations/Individual Contributions			75,000				
HS	Donations/Individual Contributions			75,000				
Total Miscellaneous				217,080				217,080
<b>TOTAL OTHER</b>								<b>917,080</b>
<b>TOTAL REVENUES (GOVERNMENT AND OTHER)</b>								<b>3,780,105</b>
<b>EXPENDITURES</b>								
<b>STAFF EXPENSES</b>								
CERTIFICATED STAFF								
Teacher Salaries								
		Lead Teacher					57,672	57,672
		Experienced					46,137	46,137
		Experienced					46,137	46,137
		New					39,846	39,846
		Lead Teacher		64,174				64,174
		Lead Teacher		50,332				50,332
		Lead Teacher		49,152				49,152
		Experienced		48,234				48,234
		Experienced		45,613				45,613
		Experienced		46,137				46,137
		Experienced		45,056				45,056
		Experienced		44,000				44,000
		Experienced		44,000				44,000
		New		40,370				40,370
		New		40,370				40,370
		New		39,409				39,409
		New		39,409				39,409
		New		39,409				39,409
		New		37,583				37,583
		<b>Total Teacher Salaries</b>		<b>673,248</b>		<b>189,792</b>		<b>863,040</b>
		<b>Total Staff Buyout of Contract</b>		<b>16,254</b>				<b>16,254</b>
		<b>Total Substitutes</b>		<b>2,097</b>		<b>2,097</b>		<b>4,194</b>
		Administrator Salaries						
		Director of School					89,129	89,129
		Workforce Development Manager					65,456	65,456
		Director of School		102,400				102,400
		School Partnerships Manager		50,332		12,583		62,915
		Administrative Intern		57,672				57,672
		<b>Total administrator salaries</b>		<b>210,403</b>		<b>167,168</b>		<b>377,572</b>
		<b>TOTAL CERTIFICATED STAFF</b>		<b>902,002</b>		<b>359,058</b>		<b>1,261,059</b>
		CLASSIFIED STAFF						
		Clerical						
		Program assistant					29,509	29,509
		Administrative assistant (50% FTE)					12,295	12,295
		Office manager		39,912				39,912
		<b>Total clerical salaries</b>		<b>39,912</b>		<b>41,804</b>		<b>81,716</b>
		Other Classified Staff						
		Coordinator					41,071	41,071
		Student services coordinator (50% FTE)					21,845	21,845
		Recruitment coordinator (50% FTE)					25,826	25,826
		Corpsmembers stipends					41,943	41,943
		Teacher Intern stipends		173,644				173,644
		Extended day coordinator		39,409				39,409
		<b>Total Other Classified Salaries</b>		<b>213,053</b>		<b>130,685</b>		<b>343,738</b>
		<b>TOTAL CLASSIFIED STAFF</b>		<b>252,965</b>		<b>172,489</b>		<b>425,453</b>

EBCC Charter School 2007-08 Budget Projections

<b>TOTAL SALARIES</b>				<b>1,154,967</b>	<b>531,546</b>	<b>1,686,513</b>
<b>EMPLOYEE TAXES AND BENEFITS</b>						
		FICA				127,454
		State unemployment insurance				10,246
		Workers compensation insurance				74,973
		Health insurance				102,538
<b>TOTAL EMPLOYEE TAXES AND BENEFITS</b>						<b>315,211</b>
<b>OPERATING EXPENSES</b>						
<b>BOOKS AND SUPPLIES</b>						
		Educational curriculum		29,507	15,000	44,507
		Materials and supplies				
		Educational materials and supplies		23,675	2,000	25,675
		General Admin		12,450	12,300	24,750
		Field safety and service project supplies		13,000	16,500	29,500
<i>Total books &amp; supplies</i>				<b>78,632</b>	<b>45,800</b>	<b>124,432</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>						
		Travel & Conferences			9,654	9,654
		Dues and subscriptions		2,500	2,500	5,000
		Insurance		1,685	1,685	3,370
		Utilities		17,000	8,549	25,549
		Rent		100,923	59,923	160,846
		Furniture and Equipment/Copier		6,400	4,700	11,100
		Repairs/Maintenance/Security		48,120	24,274	72,394
		Educational consultants & other services				0
		Special education		108,875	19,500	128,375
		Consultants		170,000	16,560	186,560
		Professional development		18,185	30,000	48,185
		Printing and Reproduction		510	500	1,010
		Phone/Fax		5,680	5,000	10,680
		Postage and Delivery		985	8,546	7,531
<i>Total services &amp; other operating</i>						<b>670,254</b>
<b>CAPITAL OUTLAY</b>						
		Computers		30,000	20,000	50,000
		Equipment		24,115	10,000	34,115
		Depreciation		14,000	5,407	19,407
<i>Total capital outlay</i>						<b>103,522</b>
<b>OTHER COSTS</b>						
		Indirect cost		138,596	63,786	202,382
		District Processing Fee (1% of in-lieu)				8,097
<i>Total other costs</i>						<b>210,478</b>
<b>Total expenditures</b>						<b>3,110,410</b>
<b>NET CASH POSITION</b>						<b>669,694</b>

EBCC Charter School 2008-09 Budget Projections

Enrollment	Count	ADA	Subtotals	Grade Levels	Revenue Limit					
					K to 3	4 to 6	7 to 8	9 to 12	COLA	State Aid Share
Kindergarten	40	38			K to 3					5,348
First	40	38				4 to 6				5,425
Second	40	38					7 to 8			5,579
Third	40	38	152	K to 3			9 to 12			6,467
Fourth	40	38						COLA		2.40%
Fifth	35	33								
Sixth	50	48	119	4 to 6				State Aid Share		65%
Seventh	50	48						Local In-Lieu Share		35%
Eighth	50	48	95	7 to 8						
Twelfth	143	100	100	9 to 12						
<b>TOTAL ENROLLMENT</b>	<b>528</b>	<b>466</b>	<b>466</b>					Attendance		95% (Elementary) 70% (High)
								Free Red Lunch (of students between ages 5 and 17)		60%
<b>UNRESTRICTED FUNDS</b>					<b>RESTRICTED FUNDS</b>					
			<b>Operating</b>		<b>Lottery -</b>					
		<b>ADA</b>	<b>Amt/ADA</b>	<b>General</b>	<b>Restricted</b>	<b>Title I</b>	<b>Title II</b>	<b>Title V</b>		<b>TOTAL</b>
<b>REVENUE LIMIT-STATE AID (Assume 65% share of General Purpose Funds)</b>										
K to 3	152	3,476	528,413							
4 to 6	119	3,526	418,707							
7 to 8	95	3,626	344,513							
9 to 12	100	4,204	420,365							
<i>State Aid Subtotal</i>			<i>1,711,998</i>							<i>1,711,998</i>
<b>FEDERAL REVENUE</b>										
Title I						74,606				
Title II							618			
Title V								3,031		
<i>Federal Aid Subtotal</i>										<i>78,255</i>
<b>OTHER STATE REVENUES</b>										
Class Size Reduction (Full Day)	152	1,038	157,823							
<i>Class Size Reduction Subtotal</i>			<i>157,823</i>							<i>157,823</i>
<b>Categorical Block Grant</b>										
K to 3	152	308	46,841							
4 to 6	119	308	36,594							
9 to 12	100	308	30,816							
<i>Categorical Block Grant Subtotal</i>			<i>114,252</i>							<i>114,252</i>
<b>Lottery</b>										
Unrestricted	466	121	28,255							
Restricted (app. \$22/ADA)	466	24			5,501					
<i>Lottery Subtotal</i>			<i>28,255</i>		<i>5,501</i>					<i>33,756</i>
<b>Economic Impact Aid</b>										
Elementary School	220	129	28,295							
High School	30	129	3,865							
<i>Economic Impact Aid Subtotal</i>			<i>32,161</i>							<i>32,161</i>
<i>Department of Conservation Subtotal</i>			<i>137,439</i>							<i>137,439</i>
<i>SB 740 Charter Facilities Rent Reimbursement</i>			<i>21,475</i>							<i>21,475</i>
<b>LOCAL REVENUE (Assume 35% share of General Purpose Funds)</b>										
In Lieu										
K to 3	152	1,872	284,530							
4 to 6	119	1,899	225,458							
7 to 8	95	1,953	185,507							
9 to 12	100	2,264	226,350							
<i>In Lieu Subtotal</i>			<i>921,845</i>							<i>921,845</i>
<b>TOTAL GOVERNMENT</b>										<b>3,209,003</b>

EBCC Charter School 2008-09 Budget Projections

OTHER FUNDS (Corporate/Foundations/Miscellaneous)								
Corporate								
Total Corporate				200,000				200,000
Total Foundation				500,000				500,000
Miscellaneous								
K5	Parent Association		5,000					
K5	Humbolt State University		10,080					
K5	North Coast Teacher Development Center		7,000					
K5	After school fees		45,000					
K5	Donations/Individual Contributions		75,000					
HS	Donations/Individual Contributions		75,000					
Total Miscellaneous				217,080				217,080
<b>TOTAL OTHER</b>								<b>917,080</b>
<b>TOTAL REVENUES (GOVERNMENT AND OTHER)</b>								<b>4,126,083</b>
<b>EXPENDITURES</b>								
<b>STAFF EXPENSES</b>								
<b>CERTIFICATED STAFF</b>								
Teacher Salaries								
	Lead Teacher							
	Experienced					59,056		59,056
	Experienced					47,245		47,245
	Experienced					47,245		47,245
	New					40,802		40,802
	Lead Teacher			65,714				65,714
	Lead Teacher			51,540				51,540
	Lead Teacher			50,332				50,332
	Experienced			49,392				49,392
	Experienced			46,708				46,708
	Experienced			47,245				47,245
	Experienced			46,137				46,137
	Experienced			45,056				45,056
	Experienced			45,056				45,056
	Experienced			44,000				44,000
	New			41,339				41,339
	New			41,339				41,339
	New			40,354				40,354
	New			40,354				40,354
	New			40,354				40,354
	New			38,485				38,485
	New			37,583				37,583
Total Teacher Salaries						770,969	194,347	965,336
Total Staff Buyout of Contract						16,644		16,644
Total Substitutes						2,147	2,147	4,295
Administrator Salaries								
	Director of School					91,268		91,268
	Workforce Development Manager					67,027		67,027
	Director of School			104,858				104,858
	School Partnerships Manager			51,540		12,885		64,425
	Administrative Intern			59,056				59,056
Total administrator salaries						215,453	171,180	386,633
<b>TOTAL CERTIFICATED STAFF</b>						<b>1,005,233</b>	<b>367,675</b>	<b>1,372,908</b>
<b>CLASSIFIED STAFF</b>								
Clerical								
	Program assistant					30,217		30,217
	Administrative assistant (50% FTE)					12,590		12,590
	Office manager			40,870				40,870
Total clerical salaries						40,870	42,807	83,677
Other Classified Staff								
	Coordinator					42,056		42,056
	Student services coordinator (50% FTE)					22,369		22,369
	Recruitment coordinator (50% FTE)					26,446		26,446
	Corpsmembers stipends					42,950		42,950
	Teacher Intern stipends			177,812				177,812
	Extended day coordinator			40,354				40,354
Total Other Classified Salaries						218,166	133,822	351,988
<b>TOTAL CLASSIFIED STAFF</b>						<b>259,036</b>	<b>176,628</b>	<b>435,664</b>
<b>TOTAL SALARIES</b>						<b>1,264,269</b>	<b>544,303</b>	<b>1,808,572</b>

EBCC Charter School 2008-09 Budget Projections

<b>EMPLOYEE TAXES AND BENEFITS</b>						
		FICA				136,754
		State unemployment insurance				10,994
		Workers compensation insurance				80,444
		Health insurance				104,999
		<b>TOTAL EMPLOYEE TAXES AND BENEFITS</b>				<b>333,190</b>
<b>OPERATING EXPENSES</b>						
<b>BOOKS AND SUPPLIES</b>						
		Educational curriculum	33,257	15,000		48,257
		Materials and supplies				
		Educational materials and supplies	24,925	2,000		26,925
		General Admin	12,460	12,300		24,750
		Field safety and service project supplies	19,000	16,500		35,500
		<i>Total books &amp; supplies</i>	<i>89,632</i>	<i>45,800</i>		<i>135,432</i>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>						
		Travel & Conferences	5,000	9,654		14,654
		Dues and subscriptions	2,500	2,500		5,000
		Insurance	1,685	1,685		3,370
		Utilities	17,000	8,549		25,549
		Rent	125,923	59,923		185,846
		Furniture and Equipment/Copier	6,400	4,700		11,100
		Repairs/Maintenance/Security	48,120	24,274		72,394
		Educational consultants & other services				0
		Special education	125,125	19,500		144,625
		Consultants	170,000	16,560		186,560
		Professional development	18,185	30,000		48,185
		Printing and Reproduction	510	500		1,010
		Phone/Fax	5,680	5,000		10,680
		Postage and Delivery	985	6,546		7,531
		<i>Total services &amp; other operating</i>				<i>716,504</i>
<b>CAPITAL OUTLAY</b>						
		Computers	23,250	20,000		43,250
		Equipment	16,840	10,000		26,840
		Depreciation	14,000	5,407		19,407
		<i>Total capital outlay</i>				<i>89,497</i>
<b>OTHER COSTS</b>						
		Indirect cost	151,712	65,316		217,029
		District Processing Fee (1% of in-lieu)				9,218
		<i>Total other costs</i>				<i>226,247</i>
		<b>Total expenditures</b>				<b>3,309,443</b>
						<b>816,641</b>

**East Bay Conservation Corps Charter School  
School Performance Report  
September 2005**

The East Bay Conservation Corps (EBCC) is a multi-program nonprofit educational organization located in Oakland, California. The EBCC engages and prepares young people as capable and caring citizens in creating healthy communities. Since opening its doors over 20 years ago, the EBCC has been an innovative leader in serving youth and communities through education reform, youth development, environmental stewardship and service. The EBCC's comprehensive program model enhances participants' academic, leadership, employment and life skills, self-esteem, civic responsibility and environmental awareness. Through service-learning—the practice of linking academic learning with service that meets real community needs—students apply and advance their academic learning through serving their communities. This arrives at the heart of the civic mission of public education: educating and preparing individuals to be self-aware and reflective contributing members of our democracy.

The EBCC serves youth ages 5-24 through a variety of program models, all of which focus on youth development and education through service-learning and civic engagement. The EBCC's flagship Corpsmember Charter High School offers youth ages 17 to 24 a meaningful education through service-learning projects that focus on environmental stewardship and community service. The Project YES (Youth Engaged in Service) National Service AmeriCorps Program is the EBCC's school-based service-learning program, offering opportunities for students to engage with their communities and providing technical assistance to teachers. The EBCC's newest initiatives are the Institute for Citizenship Education and Teacher Preparation (Institute) and the EBCC K-5 Charter School, which together aim to develop successful, replicable models for service-learning and citizenship education from kindergarten through high school graduation.

To prepare students for their lifelong roles as citizens, the East Bay Conservation Corps Charter School's mission is to promote three types of literacy:

- Academic Literacy: The ability to read, write, speak, calculate, and reason with clarity and precision
- Artistic Literacy: The ability to creatively express oneself through the arts; and
- Civic Literacy: The ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.



Since the establishment of the EBCC Charter School in 2001, the school has continued to serve as a model for schools nationally and internationally to reinvest in the civic mission of public education. Our overall goal continues to be to inform larger efforts beyond the establishment of a few schools in Oakland, California. For example, many EBCC Charter School documents are used as exemplars promoted by the California Network of Educational Charters, the Charter School Development Center and the National Charter School Friends Network. In 2001, the EBCC's Institute for Citizenship Education & Teacher Preparation launched a partnership with the Walter & Elise Haas Fund for a project entitled, "Teaching the Fundamentals: Citizenship Education at the Elementary Level," with the overall goal of producing a replicable service-learning model for citizenship education in the primary grades. In addition, EBCC staff were invited to speak on several panels sponsored by both the World Bank and USAID for educators from developing democracies about how to build civil society in countries post-conflict. The EBCC Charter School was the only program recognized, and EBCC staff have continued to provide training and technical assistance on how to build democracy from the ground up.

In 2003, staff from the EBCC were invited as part of a select group of practitioners and researchers to craft a landmark paper, "The Civic Mission of Schools," produced by the Carnegie Corporation of New York and The Center for Information & Research on Civic Learning & Engagement (CIRCLE). Then in 2004, the EBCC was awarded one of only a handful of grants by CIRCLE to support the "Developing Indicators and Measures of Civic Outcomes for Elementary School Students" project at the elementary level of the EBCC Charter School. These frameworks and assessments for civic development at the elementary level will contribute to the research and practice in civic education. Finally, we have been very honored to be invited to present at the Third Congressional Conference for Civic Education in Washington, D.C. this fall. In sum, the EBCC Charter School has earned national recognition for being at the forefront of developing innovative, highly effective educational reform models which intend to reinvigorate and re-ignite the discussion on the civic mission of American public education.

We appreciate this opportunity to make our case for what the Oakland Unified School District can learn from our school's experiences and for why we believe the District should renew our charter. This performance report addresses the following overarching questions for the two school sites that are currently in operation as part of the EBCC Charter School – the K-5 school and the Corpsmember high school:

- Did the charter school fulfill the intent of California's Charter School Act and perform all things it promised to do in the contract, including compliance with all applicable federal and state laws?

- What can OUSD learn from the EBCC Charter School's experiences, and why should the District want to renew its contract?

In addressing these questions, the report also provides evidence of the EBCC Charter School's performance regarding enhanced educational outcomes, sound governance and fiscal stability.

### **Fulfilling the Intent of the California Charter School Act and Meeting the Commitments in Our Charter**

In the last ten years, we have not only succeeded in educating our corpsmember high school students who were unable to succeed in any other local school but we have built on that experience to create schools that serve a greater public purpose. We have created and successfully implemented a public school model that explicitly focuses on broader academic and civic goals that are largely ignored by current educational policies. Yet our students are doing well on standardized tests while spending significant amounts of time engaging in science, social studies, the arts and community service. In short, we represent exactly the type of public school innovation that was intended by the charter school movement, and our success demonstrates that the EBCC Charter School should continue to exist and to expand.

According to Education Code section 47601, it was the intent of the Legislature "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools...to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems."

--California Education Code Section 47601(a)-(g)

By accomplishing what it set out to do in its charter petition which was renewed in 2000, the EBCC Charter School has successfully achieved each of these goals of the California Charter School Law and fulfilled its charter commitments.

### **(1) Improved pupil learning**

In this era of accountability measured solely by standardized tests, the challenging curriculum of the EBCC Charter School diverges from that of many public elementary schools today. The EBCC Charter School's faculty strongly believe that student learning along a variety of dimensions is best nurtured through an integrated curriculum with a variety of instructional strategies that holds high standards for all students, is relevant to students' needs and experiences, and views their education as a means to a greater end—educating active, responsible citizens who engage in broader positive change in their communities. As a result, in addition to language arts and mathematics, students spend significant amounts of time learning science, social studies, and visual and performing arts. Additionally, every student participates in service-learning projects that link academic learning with service that meets real community needs. Our integrated, challenging curriculum not only fulfills our mission to prepare active citizens but also demonstrates our belief that the best “test preparation” is a rich, engaging curriculum. That is what makes our students' performance on standardized tests even more striking given that our teachers and students spend much less time focused on direct instruction to prepare for standardized tests and much more time engaged in powerful and engaging teaching and learning experiences.

#### *California Content Standards Test.*

In 2004-05, the EBCC K-5 Charter School served 160 students. Families from nearly every neighborhood, ethnicity, religious belief and income level of the Bay Area's diverse communities sought out the school for their children. The EBCC Charter School students identify as 54% African-American, 21% Multiple Ethnicities, 14% Caucasian, 8% Hispanic, and 3% Asian/Pacific Islander. Sixty-one percent of students qualify for the free- and reduced-price lunch programs. Since we first opened our doors, our student population has consistently reflected this diversity. Our number of enrolled English Language Learners has been small while the proportion of students eligible for free and reduced lunch continues to be almost twice that of the District average (35.7% for 2003-04 per Ed-Data website). To us, this diversity of students learning with and from each other is crucial to the success of our mission to prepare them to participate in a pluralistic democracy.

When averaging the percentage of students scoring proficient or advanced on the California Content Standard Tests over the last four years since the elementary school has been open, the EBCC Charter School students consistently score much better than their counterparts in our neighborhood

school, Golden Gate Elementary. In addition, our students score as well or better than the OUSD average. In addition, our students score significantly better in Science when compared to Golden Gate or OUSD scores.

<b>AVERAGE PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED ON CONTENT STANDARDS TEST 2001-05</b>									
<b>Grades</b>	<b>English Language Arts</b>			<b>Math</b>			<b>Science</b>		
	<b>EBCC</b>	<b>Golden Gate</b>	<b>OUSD</b>	<b>EBCC</b>	<b>Golden Gate</b>	<b>OUSD</b>	<b>EBCC</b>	<b>Golden Gate</b>	<b>OUSD</b>
Second	27.75	17.75	27.25	34.75	18	38.75			
Third	32	8.75	21.25	35.75	13	34.25			
Fourth	43.5	16.5	25.75	34.25	7.25	30.25			
Fifth	46	11.5	24.5	31.33	4.75	27.25	25	1.5	14.5
Sixth*	45	13	16	39	3	14			

\*Note: In 2004, the EBCC Charter School enrolled a sixth grade class and then decided to limit the enrollment at the current school site for grades K-5. As a result, for the sixth grade comparison, test scores for Carter Middle School as our closest district middle school are included in place of Golden Gate Elementary which does not enroll sixth grade students.

It is noteworthy that not only do the EBCC Charter School students score as well or better than their counterparts at Golden Gate Elementary or the overall Oakland Unified School District, but our scores in English Language Arts improve as students "grow" through the school from second to fifth grade, in contrast to the trends at Golden Gate Elementary School and within the larger District. We expect to see improvement in students' achievement in Language Arts as teachers continue to implement the Balanced Literacy approach that was initiated last year. Although our students outperform their counterparts at local schools and the overall District average in mathematics, we have made improvements in mathematics curriculum and instruction a major school-wide goal for this coming school year. Funded by an \$18,000 grant from the Dreyer's Grand Ice Cream Charitable Foundation to support our Balanced Mathematics Initiative, we are actively addressing this issue through school-wide summer intensive professional development, ongoing monthly whole staff math-focused professional development, and bi-monthly grade-level team meetings focused on mathematics curriculum and instruction. The school staff is also working with an experienced math coach to implement a school-wide scope and sequence for math including the development of tri-annual mathematics assessments based on the key standards for that teaching period. In addition, the after school program will provide one-on-one and small group tutoring to those students scoring Far Below Basic and Below Basic on the California Standards Test with the goal of accelerating their academic growth.

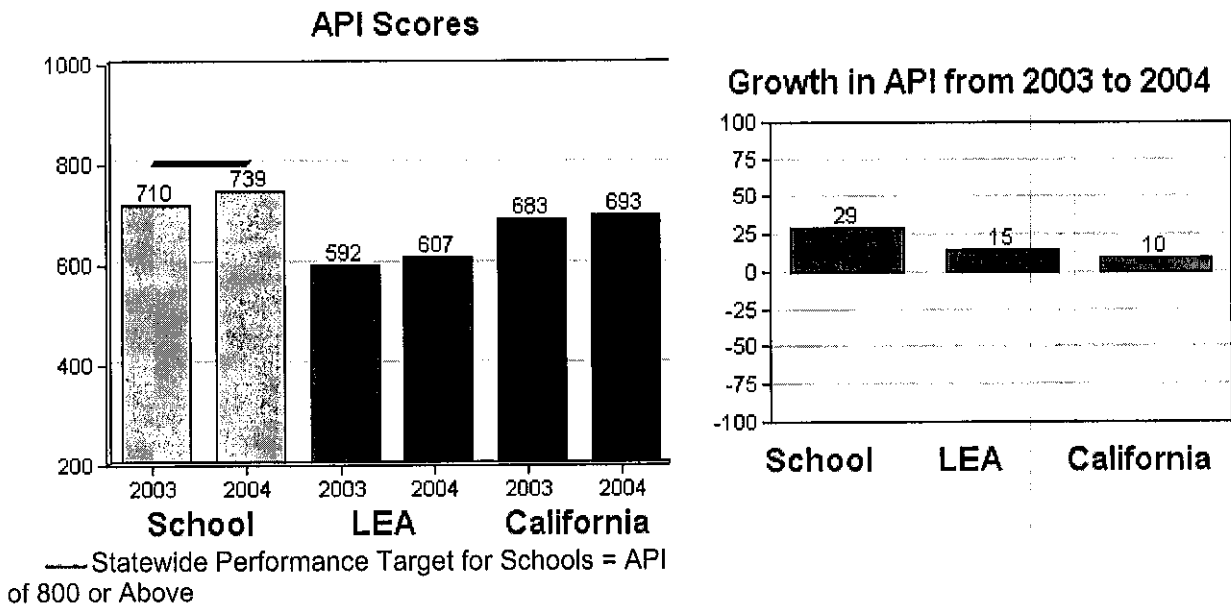
*Academic Performance Index.*

In two of the past three years, the EBCC K-5 Charter School has outperformed the average performance levels of the Oakland Unified School District and the

state of California. In 2003, our API base was 710, which was 118 points higher than the OUSD average and 27 points higher than the state average. In 2004, we continued to outpace both the OUSD and state API averages with our API base of 739 (132 points higher than OUSD's average and 100 points higher than the state average). In 2005, our API dropped, from 730 to 701, due to a variety of factors related to a whole new school administration, introduction of a new balanced literacy curriculum as well as inexperienced, first year teachers at several grade levels. However, with supplemental curriculum, significant summer and year-round professional development opportunities, and coaching of new staff, we expect to regain our pattern of improving our API scores with a goal of exceeding 800 by 2007.

Until this year, the EBCC K-5 Charter School also demonstrated faster growth rate in its performance level compared to both OUSD and the state of California over the past year. In 2004 our API base grew 29 points to 739. This growth rate was 14 points higher than OUSD and 19 points higher than the average growth for the State of California.

The graphs below, taken from the California Department of Education API website<sup>1</sup>, highlight these comparisons.



**School:** East Bay Conservation Corps Charter  
**LEA:** Oakland Unified

<sup>1</sup>  
[http://ayp.cde.ca.gov/apr2004/API/2004API\\_Progress\\_sch.asp?SchCode=0130518&DistCode=61259&AllCds=01612590130518](http://ayp.cde.ca.gov/apr2004/API/2004API_Progress_sch.asp?SchCode=0130518&DistCode=61259&AllCds=01612590130518)

**Our students' standardized test scores showed overall improvement each year by grade and by class, especially in English Language Arts.** In general, the elementary school shows steady growth towards the Statewide Performance Target for Schools of reaching an API of 800 or above.

**Last year, our 2004 base API was 730, ranking "5" in the statewide comparison and "6" in a similar schools comparison.** In addition, in 2004 students from the EBCC Charter School outperformed 50 of the 63 elementary schools in the Oakland Unified School District and scored better than the OUSD schools in the similar schools sample. In 2005, although our API dropped, we still outperformed the majority of OUSD elementary schools. These results suggest that the EBCC Charter School successfully prepares students to do well on standardized tests by providing a rich and engaging curriculum through service-learning and the arts and without explicit focus on test preparation. However, as described earlier, we will continue to identify strategies including supplementing the core curriculum, intensive and on-going professional development, coaching and additional support services for our students to ensure that all of our students feel confident in demonstrating their knowledge and understanding on the STAR tests. Again, our goal is to exceed the state goal of 800 by 2007.

*Adequate Yearly Progress (AYP).*

In 2005, according to the California Department of Education website, we appear to have met all of the federal AYP indicators. In 2004, our school met all but one of the AYP indicators -- our high school graduation rate. Because we became direct funded in 2004, our graduation rate for that year was compared to OUSD's posted graduation rate of 100%. Since we serve a very challenging population of students who were unsuccessful in Oakland and other public high schools, our graduation rate was 12.1% which was an increase over the previous year but was still considered a decrease from OUSD's graduation rate of 100%. As a result, we were reported as not meeting Adequate Yearly Progress although we believe it was for a bureaucratic reason. We expect to continue to meet our indicators at the elementary level and to improve our high school graduation rates with increased student support services staff, staff professional development on how to use PLATO as a diagnostic assessment to prepare students for the California High School Exit Exam, and continued improvement of the curriculum development and instruction for all of our students. For example, for the 2004-05 school year, we graduated nine more students than the previous year and expect our graduation rate to exceed the previous year's.

**(2) Increased learning opportunities for all pupils, especially those designated as “academically low achieving”**

We have been successful with a population of students that no other public schools have served well. The EBCC has been a leader locally and nationally over the last 20 years and has helped many other communities create similar work and education programs to serve academically low achieving youth. In fact, the EBCC served as the model for the Urban Corps Expansion Project housed at Public/Private Ventures in Philadelphia, funded by the Ford, Rockefeller, and Charles Stewart Mott Foundations. The EBCC Corpsmember Program serves youth ages 17-24 who have left the traditional education system without graduating and who are residents of Alameda and Contra Costa counties. Most of our high school students live in low-income communities along the Richmond to Hayward corridor in Alameda County. In 2004-05, the high school student population was 73% male, 65% African-American, 27% Latino, 3% Asian/Pacific Islander, and 3% White. Eight percent were Spanish monolingual; another 10% were Spanish/English bilingual; and 2% were bilingual in Asian Pacific Islander languages and English. As students in our charter school, 98% are eligible for the free and reduced price lunch program in the public schools. Almost universally, corpsmembers come to us having done poorly in the public schools. Levels of student literacy for native English speakers range from 2<sup>nd</sup> grade equivalency through 12<sup>th</sup> grade equivalency with the average grade equivalency between the 4th and 5th grades.

Students who come to the EBCC to complete their high school requirements face serious challenges to employability and productivity due to criminal records, early parenthood, learning disabilities, and homelessness. On average, one-third to one-half are parents and must take care of their own children. Up to 30% of our corpsmembers have unstable or no housing. Approximately 40% have had involvement in the criminal justice system, and 30% are currently on probation. In most cases, the EBCC provides their first highly disciplined work experience and a chance to resurrect their education and employability. The program provides the opportunity for students to attend school while earning minimum wage working part-time on conservation projects in the community.

We serve a challenging population yet we strive to ensure that our students overcome social barriers and build assets for their continued success as lifelong learners and active citizens by providing multiple pathways to postsecondary education and career opportunities. Our philosophy of teaching and learning is founded on high academic performance outcomes for all students, including those with low literacy skills, and a learning culture that motivates students. The rules, organizational structure, learning activities and curriculum of the school support this philosophy. The increased numbers of students who have graduated since 2001 demonstrate our success.

<b>Number of Students Graduating from the EBCC Corpsmember High School 2001-2005</b>					
	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Enrollment (per CBEDS)</b>	135	190	138	168	148
<b>Total Annual Enrollment</b>	293	322	207	336	321
<b>HS Diploma</b>	6	11	13	26	35
<b>GED</b>	4	7	6	8	3
<b>Graduation Rate</b>	4.4%	5.7%	9.4%	12.1%	23.6%

As indicated in this chart, the stark reality is that our students have a high risk of dropping out as many are unable to fully overcome the challenges they face in staying in school. Some drop out soon after enrolling. As a result, our annual enrollment rates are much higher than our CBEDS numbers that are reported once a year in October as other students enroll throughout the school year per our open entry-open exit school model. Our graduation rate is low because, as described earlier, most of our students' academic levels are far below high school when they enroll. The successful results are gained from the perseverance of our students and the opportunity provided by a school like ours. We are very proud, however, of the increased graduation rates each year and even more proud of the other measures of student development that our high school students demonstrate.

For example, the EBCC has a solid track record of advancing our high school students into internships and permanent employment. In 2003, eight corpsmembers were placed in permanent jobs. In 2004, 11 students were placed in occupations such as tile work, customer service, wood working, warehousing, recycling, trail maintenance worker, grounds keeping and machine operator. In 2005, eight students have been placed in permanent employment in various occupations including masonry worker, farm stand assistant, recycling center, landscape services, hardware supply, carpenter's assistant, and retail clerk. In addition, the EBCC also supports corpsmembers in pursuing higher education. For example, several past graduates have earned scholarships and have completed semesters in college coursework at Laney College or have earned certificates such as medical assistant. One 2003 graduate has already completed two semesters toward medical assisting certificate, and one received a scholarship and completed 4 courses at Laney College.

While the numbers of high school diplomas awarded have increased, we consider the personal stories of our students to be the most compelling indicator



of our success. Sheila Campos, a 2005 graduate, is a prime example of someone who overcame staggering odds in order to achieve great success through the program. Having entered the foster care system at the age of two, Sheila was described by her group home supervisors as an "artistic AWOL-er" when as a teen she left home without permission on several occasions in a desperate search for her natural brother, from whom she had been separated at the age of 13. She did not find him until they were both in their early 20's. By that time, her brother was serving 13 years in prison for armed robbery, and Sheila found herself unable to help him due to her own drug problems. Sheila first came to the EBCC in 1996 but, lacking the motivation and desire to study and work, quickly fell away from the program. By then an unwed mother of two children who had lost custody of both children due to her drug abuse, she returned to the EBCC in October 2003 after receiving encouragement from a caring teacher, counselor and friend. This time she was strongly motivated to succeed, simultaneously attending classes and working until graduating in June 2005.

Free from drugs and "other negative things," Sheila credits her successes in large part to the caring and persistent EBCC staff. She recalls that each time her motivation flagged, one or more staff actively worked with her to rekindle it. She reflects that "they were really there for me. You could feel it." Continuing to work in the EBCC Field Operations department after graduation, Sheila has been promoted to crew leader and is working hard to clear her driving record to become eligible for a field supervisor position. She also helps out in the office and is planning to enroll in Merritt College in the near future. Having personally encouraged at least five youth to apply to EBCC, she urges, "if they want to change their life, this would be a good place to come." After all, as Sheila points out, "life's about moving on. It's not about staying in one spot."

To better prepare its students for careers and/or continued post-secondary education, the EBCC is currently engaged in a redesign process of its Corpsmember High School (CMHS) Program. Through this redesign, the organization endeavors to (1) increase the attendance and graduation rates of the youth who enter the program, (2) provide all students with a rich and rigorous curriculum that incorporates the best practices of academic acceleration models as well as expeditionary, project-based, and service-learning, and (3) engage students in real-life work and/or internship experiences to begin to build their resumes and careers.

More specifically, we will hire a case counselor who holds a Masters of Social Work and will provide support services to students by drawing on community resources to meet their needs including health, housing and child care; act as a liaison between field staff and teachers; and increase the program's capacity to serve students by supervising counseling interns from local universities. In addition, students will attend core courses in the morning, while afternoons will

be spent engaged in project-based/service learning activities. This schedule provides opportunities to reinforce classroom-based skills in real world applications. We are also very excited about receiving one of six nationally awarded grants from Chevron to develop an employability model for national replication. This partnership will provide students with internship and career development opportunities that will create additional incentives to complete their high school diploma.

At the elementary school, students who are considered "academically low achieving" are identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Any student, including English Language Learners, requiring additional assistance is recommended for small group work in class and after-school tutoring. For students who need additional support, the faculty implements a student study team (SST) comprised of teachers, family members, the student (when appropriate) and other support providers to identify strategies to better support the student's success.

To identify students who may be in need of special education services, the EBCC Charter School staff asks its parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff also forwards its enrollment lists to the OUSD SELPA to check to see if any of its students have an open IEP. Should students appear to require additional assistance, the EBCC Charter School faculty will create a student study team (SST) to identify strategies to better support the student's success. In coordination with the local SELPA, professional development in supporting and identifying students with disabilities and utilizing resources for students is offered to EBCC Charter School teachers annually. In addition, the student study team collaborates with special education professionals provided through our SELPA to ensure that appropriate individualized goals are set for all students with disabilities. The team ensures that action plans with clearly delineated objectives, due dates, and assignments of responsibility for implementation are carried forth.

### **(3) Use of different and innovative teaching methods**

The EBCC Charter School has been recognized by national educational and civic education organizations for using active teaching and learning strategies such as service-learning to enhance students' academic and civic development. Service-learning – the application of students' academic knowledge to improve their neighborhood and community – is viewed as a promising, research-based practice necessary to prepare students for college, work and citizenship by such prominent education groups as the Education Commission of the States National Center for Learning and Citizenship; the National Service-Learning Partnership/Academy for Educational Development (AED); the Center for Information and Research on Civic Learning and

Engagement (CIRCLE) funded by the Carnegie Corporation of New York; and the California Department of Education.

For example, staff from the EBCC Charter School have been invited to present at a variety of national and international conferences, including the International Conference on Civic Education Research, the 2005 National Service-Learning Conference in coordination with the National Service-Learning Partnership/AED, and a Wingspread Conference on service-learning practice excellence. Most significantly, we have been very honored to be asked to present at the Third Congressional Conference on Civic Education in Washington, D.C. in September 2005 as an exemplary model of an elementary school that is incorporating civic education throughout its curriculum.

All of our students, from kindergartners to young adults at the Corpsmember High School, participate in service-learning projects that benefit our communities. At the elementary school, school staff produced and implemented a school-wide service-learning framework incorporating cross-aged literacy, environmental stewardship, and thematic school-wide projects.

For example, staff at the elementary school developed a weekly, school-wide cross-aged literacy program offering reading level-specific training for both upper- and lower-grade students and professional development and coaching for all staff around effective development and implementation of buddy reading programs. Teachers' schedules were modified to include weekly planning and collaboration time to support effective lesson planning and development as well as the development of a buddy reading rubric to guide and nurture all students (K-5) as reading buddies throughout their careers at EBCC.

In addition, school staff have developed an environmental stewardship service-learning program. Kindergartners and first graders studied basic gardening (including the water cycle, elements needed for plants to grow, etc) and grew a variety of plants and herbs. Second and third grade students studied gardening for nutrition and planted organic vegetable plots in new garden beds built by a new school partner, the Lion's Club. Students also experienced cross-aged nutrition and gardening workshops with students from Rock La Fleche High School's Seed to Table program – another new school partnership developed through parent involvement.

Finally, staff developed two school-wide thematic service-learning projects this year. The fall semester project, celebrating the theme of "Family," involved the creation of a family movie and books (Kindergarten/first graders), a family artifacts museum with docent-led tours (second/third graders), and writing/performance of Family Poetry (fourth/fifth graders). The spring semester project, focusing on the theme of "Community Action," used the lenses of biography, portraiture, and mural-making to help students make connections to

people in their community and throughout history who have changed the world for the better. Staff benefited from extensive professional development and collaborative planning time for the development and implementation of school-wide thematic projects – including five full days for planning.

At the Corpsmember High School, students are involved in many projects that challenge their math, science, and social science knowledge. For example, corpsmembers have planted trees along the Bay Trail in West Oakland, gaining knowledge of various tree species and their survival requirements in an urban area. Another crew designed steps for a trail at Garber Park in the City of Oakland. The trail led up a slope that was eroding because of heavy use by the community, and the project involved calculating the number of steps based on the rise and slope of the trail. The crew measured, cut and installed the steps according to their calculations.

#### **(4) New professional development opportunities for teachers**

Over the past two years, the EBCC Charter School has met its targets to hire “highly qualified” teachers and paraprofessionals according to criteria set out by the federal No Child Left Behind legislation. We also expect to exceed our target of 75% for 2005-06. In fact, all of our new teacher hires for 2005-06 are deemed “highly qualified” and the two experienced teachers “not new to the profession” currently on staff who are not currently designated “highly qualified” are expected to fulfill the NCLB requirements this year, thus making us fully in compliance with NCLB.

In addition, the EBCC Charter School provides new professional development opportunities for teachers in at least two other significant ways: first, the EBCC Charter School is highly committed to sustained professional development and continuous improvement, especially to prepare teachers to play key leadership roles in policy making, curriculum development and assessment that are tied directly to the academic, civic and artistic development of all students. All staff members participate in an average of 675 hours of professional development and collaborative planning time per year. These activities including (1) four weeks of intensive summer training focused on data-driven identified priorities for student achievement, team- and vision-building, and the ongoing development of effective school policies and procedures; (2) weekly professional development sessions focused on improving teaching practice and the on-going improvement of the school community; and (3) daily horizontal and vertical collaboration meetings to plan, reflect on, and improve curriculum and instruction. Teachers at the EBCC Charter School are encouraged to improve their practice through individualized professional development as well. Recent individualized professional development opportunities for our teachers have included participating in Harvard University’s Project Zero’s on-line Teaching for Understanding course, attending the Marilyn Burns mathematics institute,

Responsive Classrooms training, CLAD certification and training, and Enid Lee's Workshop on Teaching the African American Child.

Second, the EBCC has been involved for many years in teacher training. Through Project YES, the EBCC partnered for eight years with California State University – Hayward to graduate teacher candidates with two-year multiple-subject special education credentials. The EBCC then partnered with the University of San Francisco for five years to create a two-year multiple-subject credential and masters program. Our work in teacher preparation has been recognized by invitations to participate in two new initiatives for pre-service education.

Humboldt State University (HSU) and EBCC Charter School staff were invited to participate in the University of California, Berkeley's Arts Education Initiative, a two-year Ford Foundation-funded regional initiative which had convened educators from universities and colleges in the San Francisco Bay Area and northern California to consider and develop models for the infusion of the arts and art education into teacher preparation programs. Beginning in August of 2005, HSU and EBCC will pilot this model with nine HSU-enrolled teaching credential candidates serving vital roles in the daily work of the EBCC K-5 Charter School. This partnership will support and enrich the learning opportunities of elementary school students while improving the professional skills of future educators. Through full-time internship placements with an emphasis in the arts and service-learning, the program will prepare new teachers to successfully meet and navigate the challenges of the teaching profession. Specifically, the program seeks to develop new teachers equipped with the skills and ability to foster in students habits of thinking, expressing and engaging through the arts and service that will prepare them for their lifelong roles as citizens. Upon successful completion of this year long program, interns will earn a multiple-subject teaching credential with an emphasis in Arts and Service Learning.

In addition, the National Endowment for the Arts and the California College of Arts has invited teachers from EBCC Charter School and one other school to participate in monthly workshops exploring public art. In conjunction with credentialed classroom teachers, teacher interns will receive training and on-going coaching from Dr. Lois Hetland of Harvard University's Project Zero in order to learn the Teaching for Understanding Framework and Studio Habits of Mind which will enable the staff to better construct arts-infused interdisciplinary projects for students. All staff and interns will attend the school's two-week summer institute and participate in intensive arts, technology and service learning training and preparation throughout the school year. In addition, EBCC staff will be giving several lectures at Harvard about our school.

## **(5) Expanded choices for families**

The EBCC Charter School is committed to providing an option to parents in Oakland who are interested in an educational philosophy and program that goes beyond simply preparing students to read, write and calculate. Our school's mission to foster students' academic, artistic and civic literacy for the purpose of preparing students to be responsible, self-aware and reflective citizens has drawn parents from as far away as Hercules and Vallejo.

Our recruitment strategies for both the elementary school and the corpsmember high school focus on reaching a diverse student population. The elementary school student population reflects the rich ethnic, educational and socioeconomic diversity of Oakland and the larger San Francisco Bay Area. The high school student body reflects a population that is clearly seeking an alternative to the traditional, comprehensive public high school. As a result, we will continue our recruitment and outreach efforts that involve outreach to and networking with community-based organizations such as churches, neighborhood groups and public and private agencies that serve the various racial, ethnic, and interest groups of the Oakland community; distribution of promotional materials and announcements in a variety of media including print, TV and/or radio targeted toward diverse populations and in a variety of languages, if needed; and inclusion in the district's annual open enrollment process for Oakland parents.

Given that as a charter school, parents "vote with their feet", assessing parent satisfaction and eliciting parent feedback is important to our school. According to parent surveys administered since 2002, parent satisfaction with the school continues to be strong. Each year, at least 90% of parents who responded to the parent survey each year would recommend the school to friends and family for a variety of reasons that are illustrated by their comments on the end-of-year school survey:

- *EBCC is a very good school with a sound mission with standards equal to and/or better than some private schools in the area.*
- *I am highly satisfied with EBCC. My child's learning at a steady pace. Her test scores show that she above average in certain areas. She has been here since kindergarten and I don't have a complaint yet. OUTSTANDING JOB!*
- *I love the school. It's a wonderful community. I love the service-learning, art and music, small classes, caring teachers, great aftercare. My child is nurtured at the EBCC Charter School.*

In addition to assessing parent satisfaction, the EBCC Charter School focuses on increasing parent participation as another avenue to enhance our students' academic, artistic and civic development. This is especially the case at the elementary school since many of our high school students are of adult age. We believe that parent/guardian participation in the life of the school is critical to our mission and our community and also fosters higher student achievement and literacy rates. Therefore, we expect each family to contribute a minimum of four hours per month to the school community in a variety of ways such as serving as room parent, chaperoning field trips, supervising before or after school activities or organizing school projects or activities from home. A family member is required to attend all parent/guardian/family conferences to discuss their child's academic, social, and emotional growth and achievement. A family member is required to attend all administrative conferences requested by the Head of School or other administrative designee, and each family is expected to stay in frequent contact with their child's teacher throughout the year.

#### **(6) Performance-Based Accountability: Student Achievement on Multiple Measures**

Our charter school relies on performance-based accountability on at least two levels: whole school accountability and individual student performance-based accountability. In other words, this report and the charter renewal process embodies performance-based accountability in that we must perform according to elements in our previous charter petition and to the standard accountability measures expected of all schools in order to continue to exist. In addition, as we describe in this section, we have created or use assessments that focus on students demonstrating knowledge or skills or behaviors that relate to their academic, artistic and civic development. Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at the EBCC Charter School and also as an educational practice that motivates learning and drives instruction.

##### *Progress Reports and Grade Level Rubrics*

The EBCC Charter School progress reports were developed to help parents understand what was taught at the school and to help teachers reflect on how students were performing relative to the school's mission and state content standards in all subject areas. Teachers report their assessments of students in four ways:

- (1) Student progress in academic literacy, especially language arts and mathematics, is documented using a grade level rubric;
- (2) Student progress in Science and Social Studies is assessed below, at or above expectations;
- (3) Student progress in civic literacy is documented with student surveys and observation checklists described in more detail below.

(4) Student progress in artistic literacy is documented according to the visual and performing arts standards by narrative assessments.

#### *Portfolios of Work*

Students, with the aid of their teachers, will compile portfolios each year. Portfolios may hold a variety of materials such as journals, content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will be used by teachers, students, and parents to reflect on a student's academic growth over time.

#### *Content Assessments*

Teachers will measure student progress toward content and performance standards through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, journals, tests, reports, projects) will be graded on a pre-determined scale and all scores will be averaged to attain an overall content assessment score.

#### *Performance Tasks*

In order to measure students' academic growth, the school aims to conduct several performance tasks each year. At the elementary level, performance tasks will be evaluated by faculty using pre-determined rubrics aligned to the grade level benchmarks. All performance task scores will be averaged to attain an overall performance task score. At the Corpsmember High School, performance tasks relate to the five core areas of competency required for graduation: academics, employability, life skills, communication and citizenship. These include evidence of learning based on projects completed in class, in the community and/or in training opportunities through service on a crew of the EBCC. Evidence will be presented using a variety of formats including written, oral, computer generated, audiovisual and performance.

#### *Student Civic Attitudes Survey and Observation Checklists*

In addition to building on our successes to support student academic achievement, the EBCC Charter School was honored to receive a grant from CIRCLE (the Center for Information & Research on Civic Learning & Engagement) in 2004 to partner with Abt Associates and Brandeis University to identify, develop and pilot test measures of developmentally appropriate civic outcomes for elementary school students. The product from this project will be a set of tested valid and reliable measures of civic knowledge, skills, attitudes and/or behaviors that will be shared with researchers and elementary school educators across the country assessing the impact of service-learning and other civic education programs.

With the assistance of civic education, service-learning and youth development experts, we have developed a student survey for fourth and fifth grades and student observation checklists for grades K through five. Teachers at the EBCC



Charter School piloted the initial versions of the instruments this spring, and we have revised them to be piloted nationally this fall in elementary schools and community-based organizations to test their reliability in at least 20 sites in over ten states. Items from the measures have already been requested to be included in a national database of assessments of civic knowledge, skills and dispositions.

**Compliance with State and Federal Laws.** As an organization, we have complied with all applicable federal and state laws as they relate to organizational governance, federal and state funding and educational requirements. In addition, we have submitted all required information to the OUSD when requested and in a timely manner. One area that we plan to improve upon is our reporting to the district as it relates to our progress in achieving the goals outlined in our charter. We look forward to working with the other Oakland charter schools and the district staff to clarify a consistent format and set of requirements for the annual reports to the district in the future. We are addressing this issue directly by completing our School Accountability Report Cards for 2004-05 (our first year as a direct-funded charter school) by the end of this calendar year, well ahead of the required deadline of June, 2006.

**Fiscal and Organizational Sustainability.** Over its 23 year history, the EBCC has managed to grow in organic and dynamic ways. Based on its IRS filings, the organization was one of 20 organizations recently invited to participate in national study by the Edna McConnell Clark Foundation and Bridgespan Group to examine ways that successful non-profits have been able to manage growth, and if given a large infusion of dollars, could replicate nationally. The 20 non-profits were chosen after Bridgespan went through five years of IRS records to choose non-profits that had been able to grow despite major issues working against growth. Because of its successful business model, the EBCC has never had to rely on foundation or other private funding. In fact, the Bridgespan study noted that the EBCC relied hardly at all on the types of funding sources which sustained the other 19 organizations studied. Recently, however, like many other nonprofits, the EBCC was deeply impacted by the state of California's fiscal crisis that reduced the funds that local municipalities and regional organizations, such as fire and water districts, have used to provide contracts for the corpsmember program. This situation, combined with reduced funding from the Corporation for National and Community Service for the AmeriCorps program, of which the EBCC had run one of the largest programs in the nation since the inception of National Service, made it far more challenging to secure governmental funding through heretofore successful means. In addition, the unusually heavy winter and spring rains this past year left our corpsmember program with a record low number of billable days to earn contract revenue that supports the high school and the larger organization. These factors colluded to create one of the most challenging years the organization has faced in the last 22 years.

A major reorganization, including staff and budget cuts, and the strategic work of our executive staff and board have charted a course out of this challenging time. We have negotiated and increased the number of contracts with city, county and state agencies for this fiscal year and are working with several local foundations and corporations to elicit increased funding. What we are most excited about is building our individual donor base as a strategy to diversify our funding streams. Last year, the EBCC received a \$100,000 challenge grant from a generous supporter. With this challenge grant, the EBCC was able to raise a total of \$201,172 in individual donations including \$95,616 in board member contributions. We expect to build on this success with the addition of an experienced development staff member to focus on increasing individual donors.

### **What OUSD Can Learn from the EBCC Charter School's experiences and Rationale for Renewal**

The East Bay Conservation Corps has provided services to the Oakland Unified School District through the corpsmember program, Project YES (Youth Engaged in Service) and AmeriCorps since 1983. These programs serve teachers, students and families through service-learning. This contribution has had a significant effect on the young people of Oakland. The EBCC has partnered with the Oakland Unified School District on service projects such as installing school gardens, providing recycling and environmental conservation education as well as professional development for OUSD teachers. We have administered regular school programs, after-school and summer enrichment programs that teach social responsibility to Oakland youth. Such experience informed the design of our K-12 charter school. Through our charter, we are able to provide those services directly to students and can contribute a unique and critical approach to learning for the families of Oakland. As leaders in the field of service-learning, we offer an academically rigorous curriculum that integrates social responsibility and service. The EBCC's Institute for Citizenship Education and Teacher Preparation disseminates our best service-learning practices to the field of education and provides an open door to educators interested in service-learning techniques and assessments. In short, we have become an important contributor to the spectrum of professional services offered by the Oakland Unified School District.

The last ten years for the Corpsmember High School and four years for the elementary school have yielded some hard-earned lessons from which the District and other charter and public schools can learn. These lessons include the following:

- (1) Serving students who have been unsuccessful in traditional public schools requires alternative educational approaches for students that are not only rigorous and consistent with state standards, but also relevant to students

and their lives beyond school. The EBCC Corpsmember High School requires teachers who are not only credentialed and qualified, but also passionate about reaching youth whose lives include many challenges and barriers to educational achievement. The EBCC provides professional development and administrative leadership that guides teachers to work "smarter" and not just "harder" to reach untraditional student populations. This type of effort is crucial to ensure full participation in our democracy of all individuals, especially those who face challenging barriers to their individual development and success. The EBCC is a valuable resource to the District for teachers who seek to use an array of instructional strategies, including: service-learning; project-based learning; balanced literacy; and balanced math instruction. We also provide examples of multiple types of assessments: standardized tests, teacher developed assessments, performance-based exhibitions of student learning, assessments for civic literacy.

- (2) In addition to demonstrating that schools can (and should) enable our most fragile youth to earn a high school diploma and gain work experience, the EBCC Charter School also exemplifies how it is possible to create and implement a rich integrated curriculum that fulfills the larger purpose of education to prepare thoughtful, productive citizens that also enables students to perform well on standardized tests. This effort to break down the "either/or" mindset in education is one that requires intentional collaborative, problem-solving approaches for teachers to work together to create or adapt curriculum and to develop additional instructional strategies. Again, intensive and consistent professional development and collaborative planning time for staff are crucial.
- (3) For many years, the creation of innovative, effective, and mutually beneficial partnerships has been one of the EBCC's guiding principles, as it has partnered with a myriad of organizations to help accomplish its goals. These include partnerships to support curriculum development, teacher training, and service-learning projects and community internships. In our view, the future success of public schools depends on the creation and sustainability of these partnerships.

### **Why OUSD Should Renew its contract with the EBCC Charter School**

- We are meeting the needs of a seriously at-risk student population who were unsuccessful in traditional public schools. As noted by Oakland Mayor Jerry Brown, "the EBCC program is a critical opportunity for a high school diploma and a positive future for many of these young people who have faced significant challenges in their lives."

- We are filling a need among the public school parent community who believe in a mission-driven public school that goes beyond preparation for standardized testing. These are parents who fully recognize their right to choose educational programs for their children. Those with sufficient resources could easily return to private school or home schooling. Still others who may not be able to afford private school will continue to be dissatisfied with public schools that their tax dollars support.
- We are demonstrating success as recognized by state and national educational reform, civic education and service-learning organizations.

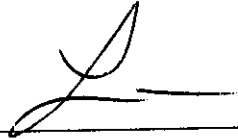
Overall, the EBCC Charter School's charter emphasizes the importance of renewing our habits for a healthy democracy. For example, youth often believe they have no control over their lives and are therefore powerless to shape their future. We as a nation seem to have lost the moral and ethical compass that has guided past generations. We are in danger of losing sight of the spiritual, family and community values upon which our democratic system was based and has flourished. To recover from the decades of neglect and ignorance that have created such seemingly insurmountable social and environmental crises, we need everyone's active support and commitment to a new way of doing things. Schools need to teach young people the knowledge, skills and dispositions of citizenship. We need to place individualism in the context of the community.

It is imperative that we instill in our children the notion that life is about giving rather than getting; that rights are tied to responsibilities; and that democracy is not just a philosophical construct but a way of living and getting things done – that the whole is indeed greater than the sum of the parts. As a result, our mission is to successfully create a teaching and learning community that reinvests in the civic mission of public education, providing a rich and meaningful curriculum that prepares students to be successful students and citizens. For us, a strong sense of citizenship and community involvement is the best measure of an effective public educational system.

## Teacher Signatures to Support the East Bay Conservation Corps Charter School Renewal Petition

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the school.

By the Petitioners:

Laura Allen  6/24/05  
Name (please print) Signature Date

935 Arlington Ave Oakland 94608 923-0676  
Address Phone Number

Rachel Morgan Rachel My 6/24/05  
Name (please print) Signature Date

71 Wildwood Ave Oakland, CA 94610 (510) 205.0749  
Address Phone Number

Christine Gaevez Censside Gaevez 6/30/05  
Name (please print) Signature Date

327 Arleta Ave (415) 468-3478  
Address Phone Number

Michele Hamilton Michele Hamilton 6/30/05  
Name (please print) Signature Date

8100 W. Atwood St. OAK 94605 510 655-4914  
Address Phone Number

Charles W Charles W 7/1/05  
Name (please print) Signature Date

2470 Hollydale Dr Danville 94506 310-890-2410  
Address Phone Number

CARLA HALL Carla Hall 7/5/05  
Name (please print) Signature Date

667 42nd St. Oakland, CA 94609 (510) 594-1978  
Address Phone Number

## Teacher Signatures to Support the East Bay Conservation Corps Charter School Renewal Petition

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the school.

**By the Petitioners:**

Jessica Hewit *Jessica Hewit* 6/23/05  
 Name (please print) Signature Date  
 1369 19th Ave., SF, CA 94122 415-948-9635  
 Address Phone Number

Yve Heit *Yve Heit* 6.23.05  
 Name (please print) Signature Date  
 458 Fair Oaks SF, CA 94110 415 637-6823  
 Address Phone Number

TARA KINTZ *Tara Kintz* 6/23/05  
 Name (please print) Signature Date  
 3719 WISCONSIN ST. OAKLAND CA 94619 (510) 482-8523  
 Address Phone Number

Isabelle McDaniel *Isabelle McDaniel* 6/24/05  
 Name (please print) Signature Date  
 548 Santa Barbara Rd. Berkeley CA 94707 (510) 712-1628  
 Address Phone Number

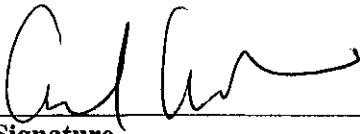

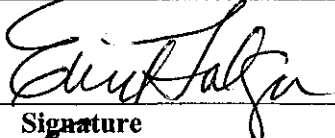
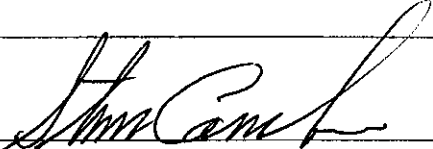
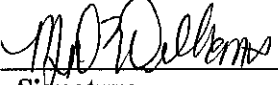
Abdul-Hagg Kha *Abdul-Hagg Kha* 6/24/05  
 Name (please print) Signature Date  
 2450 Truman Ave Apt. # B 94607 568 7606  
 Address Phone Number

Sara Stillman *Sara Stillman* 6/24/05  
 Name (please print) Signature Date  
 480 Perkins St #610 Oakland, CA 94610 510-836-7549  
 Address Phone Number

**Parent Signatures  
to Support the East Bay Conservation Corps Charter School Renewal  
Petition**

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

By the Petitioners:

Carol Crittenden		6/9/05
Name (please print)	Signature	Date
3712 Nevil St. Oakland CA	532-9957	
Address	Phone Number	
Napaporn Limopasmanee		6/9/05
Name (please print)	Signature	Date
848 E. 15 THST # C	Oakland	510-835-9452
Address		Phone Number
Erin Folger		510653-3687
Name (please print)	Signature	Date
Captain Drive, 403	Emeryville	6/9/05
Address		Phone Number
LaShawn Brumfield	LaShawn Brumfield	6/9/05
Name (please print)	Signature	Date
Steven Carrabino		6/9/05
Name (please print)	Signature	Date
5860 Beaudry ST #B	Emeryville CA	510-595-9941
Address		Phone Number
MELISSA WILLIAMS		6-9-05
Name (please print)	Signature	Date
1577 Wolsley St. Berkeley	848.5073	
Address	Phone Number	





**Parent Signatures  
to Support the East Bay Conservation Corps Charter School Renewal  
Petition**

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

By the Petitioners:

Frederick T. Coffee [Signature] 6/9/05  
 Name (please print) Signature Date  
6220 Baker St. Oakland 510-652-4569  
 Address Phone Number

LESLIE GRIFFITH [Signature] 6/9/05  
 Name (please print) Signature Date  
2331 22nd Street. San Pablo, Ca 510 235-5753  
 Address Phone Number

ALFREDA OXLEY [Signature] 6-9-05  
 Name (please print) Signature Date  
2701 E. C. REEMS CT #38 510 562-0413  
 Address Phone Number

Caemen Santisteban [Signature] 10/10/05  
 Name (please print) Signature Date  
1946 Franciscan Way Alameda 94501 4109-3400  
 Address Phone Number

Chrys Goodell [Signature] 6/9/05  
 Name (please print) Signature Date  
4100 Tompkins Ave Oakland 510-482-2732  
 Address Phone Number

Walpre Macha [Signature] 6-9-05  
 Name (please print) Signature Date  
1913 Myrtle st. Oakland. Ca. 94607 510-963 7791  
 Address Phone Number

**Parent Signatures  
to Support the East Bay Conservation Corps Charter School Renewal  
Petition**

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

**By the Petitioners:**

*Petrona Salazar*      *P. Salazar*      6-9-05  
 Name (please print)      Signature      Date

1913 Myrtle St Oakland. (510) 763-7741  
 Address      Phone Number

*Brian S. Drayton*      *B. Drayton*      6/11/05  
 Name (please print)      Signature      Date

6308 Herzog St ORAC CA 94608 653-7494  
 Address      Phone Number

*Sara de la Riva*      *S. de la Riva*      6/9/05  
 Name (please print)      Signature      Date

2974 E. 23rd St. Oakland CA 94601 201.5944  
 Address      Phone Number

*E Malke Singer*      *E Malke Singer*      832-0797  
 Name (please print)      Signature      Date

*Shefli Goodrich*      *S. Goodrich*      6/9/05  
 Address      Phone Number  
 Name (please print)      Signature      Date

250 Grand ave #19 Oakland, CA 510.4441933  
 Address      Phone Number

*Jamie Winning*      *J. Winning*      050607  
 Name (please print)      Signature      Date

POBox 99203 Emeryville, CA 94662-9203 595-1632  
 Address      Phone Number

**Parent Signatures  
to Support the East Bay Conservation Corps Charter School Renewal  
Petition**

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

By the Petitioners:

<i>Miri Malmquist</i>	<i>[Signature]</i>	<i>June 16 05</i>
Name (please print)	Signature	Date
<i>2639 Wakefield</i>	<i>Ave Oakland</i>	<i>434-1774</i>
Address		Phone Number

<i>Stacy Frauwirth</i>	<i>[Signature]</i>	<i>6/16/05</i>
Name (please print)	Signature	Date
<i>3648 San Lisa Ct</i>	<i>Concord, CA</i>	<i>94520</i>
Address		Phone Number

<i>Peter SAM</i>	<i>Peter Sam</i>	<i>6 17 05</i>
Name (please print)	Signature	Date
<i>2100 TIFRW</i>	<i>OAKLAND 94601</i>	<i>763 6179</i>
Address		Phone Number

<i>Addie Mae Mitchell</i>	<i>Addie M. Mitchell</i>	<i>6/17/05</i>
Name (please print)	Signature	Date
<i>1037-62<sup>nd</sup> Street # 2</i>	<i>1510</i>	<i>658-8452</i>
Address		Phone Number

<i>Aurelia DeBouse</i>	<i>Aurelia DeBouse</i>	<i>6-17-05</i>
Name (please print)	Signature	Date
<i>9519- Cherry st</i>		<i>510 9782797</i>
Address		Phone Number

**Parent Signatures  
to Support the East Bay Conservation Corps Charter School Renewal  
Petition**

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

**By the Petitioners:**

Candice Shaw [Signature] 6-15-05  
 Name (please print) Signature Date (510) 706 9676  
112 Orange St. Vallejo CA 94590 (707) 6424059  
 Address Phone Number

Nancy Hall [Signature] 06-15-05  
 Name (please print) Signature Date (510) 684-4245  
2124 East 24th St, Oakland, Ca. 94606 (510) 436-4718  
 Address Phone Number

Iris Bashiri [Signature] (510) 525-3333  
 Name (please print) Signature Date  
3932 Harrison St Oakland CA 94611 6/15/05  
 Address Phone Number

Laymi Browne [Signature] 510 529 4643  
 Name (please print) Signature Date  
547 North St Oak CA 94609 6/16/05  
 Address 5547 Fremont # Phone Number

Marcelina Rosillos [Signature] 6-16-05  
 Name (please print) Signature Date  
5547 Fremont St #13 Oak. 94608 653-3381  
 Address Phone Number

Monica Goyak [Signature] [Date]  
 Name (please print) Signature Date  
5519 VALLEJO ST, Apt. A EMERYVILLE  
 Address Phone Number (510) 654-5861

## Parent Signatures to Support the East Bay Conservation Corps Charter School Renewal Petition

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

By the Petitioners:

Alison Ross                      Alison Ross                      6/9/05  
 Name (please print)                      Signature                      Date

6220 Baker Street, Oakland                      510-652-4889  
 Address                      Phone Number

Danal Martinez                      Danal Martinez                      6/9/05  
 Name (please print)                      Signature                      Date

Sam Shirley                      Sam Shirley                      6/9/05  
 Name (please print)                      Signature                      Date

1515 Alice St #12 Oakland, CA 94612                      510-472-3750  
 Address                      Phone Number

Chris Benguat                      Chris Benguat                      6-9-05 434-9791  
 Name (please print)                      Signature                      Date

2245 Ransom Ave, Oakland                      510-434-9791  
 Address                      Phone Number

VANCE BENGUAT                      Vance Benguat                      6-9-05  
 Name (please print)                      Signature                      Date

2245 Ransom Ave, Oakland                      510-434-9791  
 Address                      Phone Number

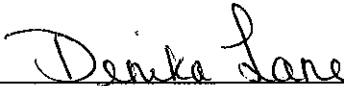
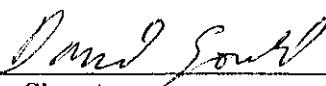

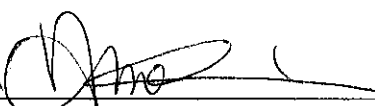

Willette Williams                      Willette Williams                      6/15/05  
 Name (please print)                      Signature                      Date

1503 34th St Oakland CA                      (510) 547-0133  
 Address                      Phone Number

## Parent Signatures to Support the East Bay Conservation Corps Charter School Renewal Petition

We the undersigned believe that the East Bay Conservation Corps (EBCC) Charter School renewal petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the EBCC Charter School. The EBCC Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents or guardians of students who are meaningfully interested in having their children attend the schools.

By the Petitioners:

Denika Lane		6-17-05
Name (please print)	Signature	Date
2111 Curtis St. Apt B Oakland C.A. 94607		(510) 444-1244
Address		Phone Number
DAVID FOULA		510 536 1243
Name (please print)	Signature	Date
2736 RAWSON ST OAKLAND CA 94619		5/17/05
Address		Phone Number
Chaka Smith		6/17/05
Name (please print)	Signature	Date
2201 10th Ave #1 Oak. 94606		510-684-3656
Address		Phone Number
Amela El-Amin		6-17-05
Name (please print)	Signature	Date
9940 MacArthur Oak		510 684 3396
Address		Phone Number
Kelly Robinson		10/17/05
Name (please print)	Signature	Date
118 S Kelly Avenue Hercules, 94547		(510) 964-9511
Address		Phone Number
Name (please print)	Signature	Date
Address		Phone Number