

CIVICORPS ELEMENTARY SCHOOL



Academic Rigor + Creativity + Purpose

Charter Renewal

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CIVICORPS SCHOOLS

CIVICORPS ELEMENTARY SCHOOL CHARTER RENEWAL PERFORMANCE REPORT

**REVISED NOVEMBER 8, 2010
RESUBMITTED DECEMBER 14, 2010**

Introduction

Civicorps Elementary School is a vibrant and nurturing small school driven by a strong and unifying mission that has attracted a committed community of students, parents, teachers, school leadership, Civicorps Schools staff and the Civicorps Board of Directors. The mission of Civicorps Elementary School is to promote citizenship and build a civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, civic and artistic literacy. *Academic Literacy* is defined as the ability to read, write, calculate, reason and to communicate with precision and depth. *Civic Literacy* is the ability to “let one’s life speak” through participating thoughtfully, responsibly and passionately in the life of the community. This is done while fostering an overriding concern for the common good and an orientation toward service. *Artistic Literacy* is graceful personal expression, creative thinking and problem solving, the development of a discerning eye and a sensitive ear.

Our curriculum and instruction is innovative, research-based. Our young scholars engage in learning through dynamic experiences grounded in an atmosphere of mutual respect and trust. These shared values and practices have empowered the community even as it has faced some significant challenges over the last five years. The most significant of which is that school has had seven different principals from 2006-2010. This turnover has taken its toll on the teachers, parents, and on the community. It has made the delivery of a consistent educational program very difficult and has meant that the teachers have had to drive their own instruction with little support.

Civicorps Schools, the parent organization for the elementary school, has also undergone a significant change. Its founding executive director who led the agency for 27 years, resigned in 2010.

As its first response, the Board of Directors took action and in March 2010, put into place a strong transitional leader – Yolanda Peeks, a Board member and veteran public school administrator, who volunteered her time. This dedicated and experienced professional facilitated an inclusive and transparent process for selecting the principal for 2010-11. It is significant to note that teachers and parents were instrumental in the process for the selection of the principal for the first time in Civicorps Elementary School’s existence. The Principal, Dr. Desiree Braganza began her tenure in June 2010, and has quickly put into place an excellent standards-driven curriculum framework and instructional plan; a mechanism for data-driven instruction; professional development strategies and schedules; and support systems for teachers. In addition, the students and staff follow new daily procedures that provide the optimum environment for teaching and learning and a new supervision plan and schedule that ensures staff receive ongoing feedback for continuous improvement. Dr. Braganza also works closely with the Parent Teacher Corps and has set a climate of order and fairness for the community.

Next, the board appointed Bill Zenoni as interim Chief Executive Officer, who has set a calming tone and, in collaboration with managers, has established positive directions for

the programs and staff of the larger agency. The principals and program directors are empowered and invigorated by this new opportunity.

The Civicorps Board of Directors has become more involved in the supervision and oversight of the agency's fiscal and programmatic health. These changes and improvements create great promise and already measurable results. The leadership at Civicorps Schools has worked diligently to balance the budgets of the programs without compromising their quality. The strategic plan focuses on the immediate stabilization and ultimate long-term growth of programs.

Throughout the challenges of the last five years a committed core of teachers and parents at Civicorps Elementary School have been determined to continue to improve the school. The community is devoted to the school's mission, climate, and educational approach. The parents love the school in large part because of the caring and nurturing environment, rigorous curriculum, the personal attention their children receive, and the habits of active citizenship and social responsibility they see their children developing at the school. The children love the school because it is a vibrant, comfortable place that challenges and engages them.

As this Performance Report demonstrates, the entire school community has embraced the new leadership and positive changes, and are confident the right people, systems, structures and supports are in place to achieve higher academic results and accomplishments for all students.

Student Enrollment and Demographic Information

1. Provide data on the number of applications annually received per grade and the number of students per grade on the waiting list for school years 2006-07 to 2010-11.

TABLE I: LOTTERY INFORMATION 2006-7 to 2010-11

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<i>Civicorps Elementary School</i> <i>1086 Alcatraz Ave,</i> <i>Oakland, CA 94608</i>		<i>February 2007</i>	K	64	40	24
			1	48	40	8
			2	31	40	0
			3	22	25	0
			4	20	25	0
			5	23	25	0

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<i>Civicorps Elementary School</i> <i>1086 Alcatraz Ave,</i> <i>Oakland, CA 94608</i>		<i>February 2008</i>	<i>K</i>	<i>51</i>	<i>40</i>	<i>11</i>
			<i>1</i>	<i>11</i>	<i>(10) 40</i>	<i>1</i>
			<i>2</i>	<i>14</i>	<i>(18) 40</i>	<i>0</i>
			<i>3</i>	<i>7</i>	<i>(14) 40</i>	<i>0</i>
			<i>4</i>	<i>3</i>	<i>(3) 25</i>	<i>0</i>
			<i>5</i>	<i>7</i>	<i>(9) 25</i>	<i>0</i>

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<i>Civicorps Elementary School</i> <i>1086 Alcatraz Ave,</i> <i>Oakland, CA 94608</i>		<i>February 2009</i>	<i>K</i>	<i>93</i>	<i>40</i>	<i>53</i>
			<i>1</i>	<i>23</i>	<i>(8) 40</i>	<i>15</i>
			<i>2</i>	<i>12</i>	<i>(5) 40</i>	<i>7</i>
			<i>3</i>	<i>10</i>	<i>(5) 40</i>	<i>5</i>
			<i>4</i>	<i>5</i>	<i>(17) 50</i>	<i>0</i>
			<i>5</i>	<i>25</i>	<i>25</i>	<i>0</i>

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<i>Civicorps Elementary School</i> 1086 Alcatraz Ave, Oakland, CA 94608		<u>February 2010</u>	K	63	40	23
			1	7	40	1
			2	5	30	0
			3	5	30	0
			4	2	30	4
			5	25	25	0

Provide a breakdown of your student population. Include data on student demographics, home languages, students with disabilities, English Language Learners, Free and Reduced lunch status and homeless students for your charter term (2006-07 to 2010-11).

TABLE II: SCHOOL DEMOGRAPHIC PROFILE

Ethnicity/Race	2006-07	2007-08	2008-09	2009 -10
% White	14.8	15.4	12	11.9
% Black	71.6	69.7	74	75.7
% Hispanic	7.1	8.2	9.2	7
% Asian / Pacific Islander	6	5.5	3.9	4.9
% Mixed / No Response	N/A	0	0	0
% Other	0.5	1.1	0.5	0.5
Home Languages				
% Non-English Speaking Households	4.5%	4.5%	4.5%	4.5%
Special education				
% Students with Disabilities	3.9%	6.6%	5.5%	4%
Other				
% Free & Reduced Lunch Status	72%	70%	70%	70%
% English Language Learners	4.5%	4.5%	4.5%	4.5%
% Homeless students	0.5%	0	0.5%	0

Provide data on the percentage of suspensions and expulsions for your charter term (2006-07 to 2009-10)

TABLE III: DISCIPLINE

Charter School	School Year			
	2006-07	2007-08	2008-09	2009-10
Enrollment	183	182	205	189
% Suspensions	1	1	1	2
% Expulsions	0	0	0	0

Provide data on the number of teachers hired each year and teacher retention between school years 2006-07 to 2009-10.

TABLE IV: TEACHER RETENTION

Charter School	School Year			
	2006-07	2007-08	2008-09	2009-10
TOTAL # OF TEACHERS	10	11	11	12
% New Hires	40	54.5	36.4	16.6
% Retained from Prior Year	60	45.5	63.6	83.4

2. Describe the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners; students with disabilities or of homeless status)?

In order to ensure that there is a racial and ethnic balance at the school reflective of Oakland and the larger East Bay community, Civicorps Elementary 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.

Promotional materials and events include a full description of the services offered to English Learners as well as students with disabilities and Special Education students. Civicorps partners with Children's Hospital of Oakland to offer family counseling services for students in transitional housing.

3. Describe the admissions and lottery process. Please explain how you ensure that these processes are aligned with the requirements found in Education Code §47605.

Civicorps Elementary 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, Civicorps Elementary School seeks to recruit for diversity within its student population to reflect 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 is open to any resident of the State of California, although admission preferences are 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, Civicorps Elementary School begins collecting applications in January. The charter school accepts all students who apply but seeks a gender balance in its classrooms. In order to be admitted into the applicant pool, a student and family must participate in an orientation process that includes an introduction to the school's mission and policies. If more applications are received than there are available slots, a public, random lottery is held in a public location to determine the following school year's enrollment. Parents and students are informed of their entrance into Civicorps Elementary 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 is formed and as openings become available, students on the waitlist are given preference to enroll in the charter school. Once admitted, students need not apply each year. However, if students leave the school and do not have a sibling enrolled or parent on staff, the student will enter the lottery process again.

Admission to Civicorps Elementary School is via lottery. There are no residency requirements so residents of all Bay Area communities may apply. Priority is given only to siblings of currently enrolled students. The lottery takes place on the last Wednesday in February and the applications must be received by the prior Wednesday.

Applications received after the deadline will be processed on an as received basis.

Within a week of each lottery, families will be notified of their successful application or their position on the waitlist. Families will be asked to return a form confirming their acceptance of the place. If this is not returned then the place will be offered to the next person on the waitlist.

At the beginning of the summer, successful applicants will receive a registration package. This will include the application for the aftercare program and other important forms that must be completed and returned to the school before students start school.

- What procedures are in place for wait-listed students not included in the first round of lottery offers?

Wait-listed students are enrolled on a first come, first served basis as space becomes available in the grade or classroom.

- What are the school's procedures for withdrawals and transfers?

Student withdrawals and transfers are at the discretion of the student's parent or guardian. Parents or guardians are requested to complete an OUSD Charter School Exit Form giving the reason for the withdrawal or transfer. Civicorps Elementary faxed this form to the OUSD enrollment office.

4. Provide a description of the school's "areas of growth" and "strategies for improvement" regarding the recruitment of students, retention of teachers, and/or suspensions/expulsions.

Areas of Growth	Strategies for Improvement
<p>1) Based of the enrollment data from the past five years, Civicorps Schools recognizes the need to conduct more extensive community outreach to our Latino community and/or English Learner (EL) community. The percent of Civicorps students who are EL students (5%) is under representative of the Bay Area community that we serve.</p>	<ul style="list-style-type: none"> • Outreach to immigrant communities by advertising through local businesses that serve culturally diverse clientele. • Partner with local community organizations that serve immigrant populations
<p>2) Retaining experienced and highly qualified teachers</p>	<ul style="list-style-type: none"> • Institute a competitive teacher salary scale • Provide support, formative and summative evaluations to all new teachers for at least two years • Create a culture of a professional learning community where teachers refine their practice and support each other through grade cluster collaboration • Create a teacher leadership team to provide coaching and professional development for all teachers.
<p>3) While the goal of any school is to reduce incidences of suspension and expulsions, these statistics may remain the same or increase in the coming year at Civicorps Schools as specific CA education codes that protect student and staff safety will be priorities and more consistently applied.</p>	<ul style="list-style-type: none"> • Create a positive school climate plan • Implement the strategies of a Responsive Classroom schoolwide • Convene SST meetings and immediately implement interventions and supports for students in crisis or who have chronic behavioral issues.

5. Describe how the charter school's instructional approach and educational philosophy support the school's mission

The mission of Civicorps Elementary School is to promote citizenship and build civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their

lifelong roles as citizens by instilling them with academic, artistic and civic 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 is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology. 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.

These beliefs shape the guiding principles of Civicorps Schools and are embodied in the model we create through:

- academic excellence;
- artistic literacy;
- the values, ethics, and spiritual development necessary to thoughtful citizenship in a pluralistic, democratic society;
- service as a way of learning;
- participation in the life of the school and the community through stewardship of the environment; and
- creative partnerships in sustaining public education.

The instructional approach at Civicorps Elementary School is based on the belief that the dimensions of student learning are best nurtured through an integrated curriculum with a variety of instructional strategies that are relevant to students' needs and experiences and that ultimately result in educating active, responsible citizens who engage in broader positive change for their communities, states, and the nation. In addition to language arts and mathematics, students spend significant amounts of time learning science, social studies, and visual and performing arts.

How Learning Best Occurs: Educational Philosophy and Practices

The educational philosophy of Civicorps Elementary 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:

Caring School Community
Service and Project-Based Learning
Arts Integration
Authentic Assessment

Caring School Community

In order to provide our students with the knowledge and skills needed to become active and responsible citizens, we intentionally organize Civicorps Elementary 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. The 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.

Service and Project-Based Learning

Service-learning, the teaching strategy central to Civicorps Elementary 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.

Arts Integration

Civicorps Elementary 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, 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 are 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 is achieved through the work of the visual arts teacher who provides 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.

Authentic Assessment

Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at Civicorps Elementary School and also as an educational practice that motivates learning and drives instruction. Staff 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.

Civicorps Elementary School has identified ten school-wide student outcomes we require all students 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.

Our integrated, challenging curriculum not only fulfills our mission to prepare active citizens, but also demonstrates our belief that students should spend their time engaged in relevant teaching and learning experiences rather than receive direct test preparation instruction.

6. Provide a chart outlining your school's curriculum for each subject at each grade level.

Please see attached Grade Level Scope and Sequences.

7. Describe the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported. Explain how you ensure that all students with disabilities and English Language Learners in your school:

- Have access to the general education curriculum
- Integrate with their non-disabled peers and/native English speaking peers as applicable

Support for Students with Special Needs. Civicorps Elementary School works 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.

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. In addition, the team ensures that action plans include clearly delineated objectives, due dates, and the assignments of those team members responsible for implementation.

Academically, Civicorps Elementary School meets the needs of its English Learners through an inclusion model. To provide support to English language learners, all teachers at Civicorps Elementary School use instructional strategies that include project-based learning, culturally relevant pedagogy and heterogeneous grouping. CLAD or BCLAD certification or working toward the completion of certification is required of all teachers. Civicorps Elementary School complies with all applicable state and federal laws regarding testing and service provision to English Learners.

8. What **specific** student performance achievement goals have been established for your students, including those specified in the charter?

Civicorps Elementary School set the performance achievement goal of improving its API score by five points per year. In addition, please see attached goals. Please see attached Assessment Calendars for grades K-1, 2-3, and 4-5.

9. How is the school measuring progress towards achieving these goals?

**Question is getting at "how" the school measures progress towards meeting goals.*

Civicorps measures progress toward student goals by scheduling both formative and summative assessments during the school year (see assessment calendar). Results of these student assessments are then shared with both students and parents and goals are set for each student. Student data is also analyzed, discussed and reflected on through grade cluster collaboration meetings where teachers engaged in Results Oriented Cycles of Inquiry (ROCI). The aforementioned process serves to inform instruction and to fine tune assessments.

10. How has your school performed against these goals? How have the subgroups performed? **Question is getting at "what is the progress of students to date" towards meeting goals.*

The table below presents the API scores for Civicorps Elementary School over the last five years.

Civicorps Elementary School API Scores				
2005-6	2006-7	2007-8	2008-9	2009-10
701	723	695	702	757
base	+22	-28	+7	+55

Civicorps Elementary School met its goal to increase the API score by five points per year three out of the five years reviewed: 2006-7, 2008-9 and 2009-10. The scores have been inconsistent due to challenges in leadership at the school and at Civicorps Schools. The leadership issues have now been addressed and strategies are in place to ensure the academic success of all students. What parents have recognized most about the school has been the excellent teaching staff. Teacher retention over the years has been approximately 75 percent from year to year and two of the teachers have been at the school five years or more.

Even with the changes in leadership – seven principals in five years – the student retention rate from those who started Kindergarten and graduated 5th grade was 60 percent on average for years 2006-7 through 2009-10. One hundred percent of those students who start at Civicorps as Kindergartners perform at basic or above in Language Arts, Mathematics and Science by the time they are fifth graders.

CST Language Arts -- Civicorps Elementary School																
Year	2006-7				2007-8				2008-9				2009-10			
Grade	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
N	32	24	20	28	30	28	21	15	39	39	25	22	33	38	36	21
Advanced	3%	0	10%	14%	4%	4%	24%	7%	15%	8%	28%	18%	31%	13%	14%	19%
Proficient	16%	13%	30%	18%	10%	18%	33%	33%	36%	15%	24%	14%	18%	26%	25%	24%
Basic	23%	42%	30%	29%	34%	25%	29%	33%	21%	28%	24%	50%	33%	32%	31%	29%
Below Basic	32%	29%	10%	21%	21%	18%	10%	27%	18%	23%	20%	9%	6%	11%	25%	14%
Far Below	26%	16%	20%	18%	31%	35%	4%	0	10%	26%	4%	9%	12%	18%	5%	14%

CST Mathematics -- Civicorps Elementary School																
Year	2006-7				2007-8				2008-9				2009-10			
Grade	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
N	32	24	20	28	30	28	21	15	39	39	25	22	33	38	36	21
Advanced	0	9%	15%	21%	7%	7%	24%	33%	18%	9%	24%	14%	31%	26%	11%	5%
Proficient	22%	33%	30%	18%	4%	14%	38%	27%	36%	10%	36%	27%	15%	32%	31%	24%
Basic	19%	29%	10%	14%	26%	18%	14%	33%	18%	28%	28%	36%	24%	21%	36%	29%
Below Basic	53%	25%	35%	18%	48%	36%	24%	7%	23%	38%	12%	23%	21%	18%	19%	38%
Far Below	6%	4%	10%	29%	15%	25%	0	0	5%	15%	0	0	9%	3%	3%	4%

CST Science -- Civicorps Grade 5				
Year	2006-7	2007-8	2008-9	2009-10
N	28	15	22	21
Advanced	11%	8%	5%	19%
Proficient	18%	21%	14%	10%
Basic	43%	21%	64%	29%
Below Basic	18%	43%	17%	24%
Far Below	10%	7%	0	18%

Because Civicorps Elementary School's largest subgroup is African American students, the teaching staff is committed to serving these students' academic needs with particular concern for equity and excellence for all in a united effort to narrow and close achievement gaps.

CST African American Students -- Civicorps Elementary School																
Year	2006-7				2007-8				2008-9				2009-10			
Grade	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
N	25	13	14	22	27	23	12	11	27	33	18	15	16	25	27	21
% of Enrollment	76%	54%	70%	79%	90%	82%	57%	73%	69%	85%	72%	68%	48%	66%	75%	100%
ELA Advanced / Proficient	17%	8%	36%	27%	12%	17%	50%	45%	44%	21%	50%	27%	31%	28%	30%	43%
Math Advanced/ Proficient	16%	23%	36%	36%	13%	17%	58%	55%	44%	15%	50%	40%	19%	52%	41%	29%
Science Advanced/ Proficient	-	-	-	23%	-	-	-	27%	-	-	-	7%	-	-	-	28%

Civicorps Elementary School African American API Scores				
2005-6	2006-7	2007-8	2008-9	2009-10
656	669	670	667	732
base	+13	+1	-3	+65
Civicorps Elementary School Socioeconomically Disadvantaged API Scores				
2005-6	2006-7	2007-8	2008-9	2009-10
643	653	655	629	705
base	+10	+2	-26	+76

And, when compared with the Oakland Unified School District neighborhood schools in proximity to Civicorps Elementary School with similar student demographics (socio-economic status, race), Civicorps Elementary School consistently outperformed its public school counterparts for 2010 Growth:

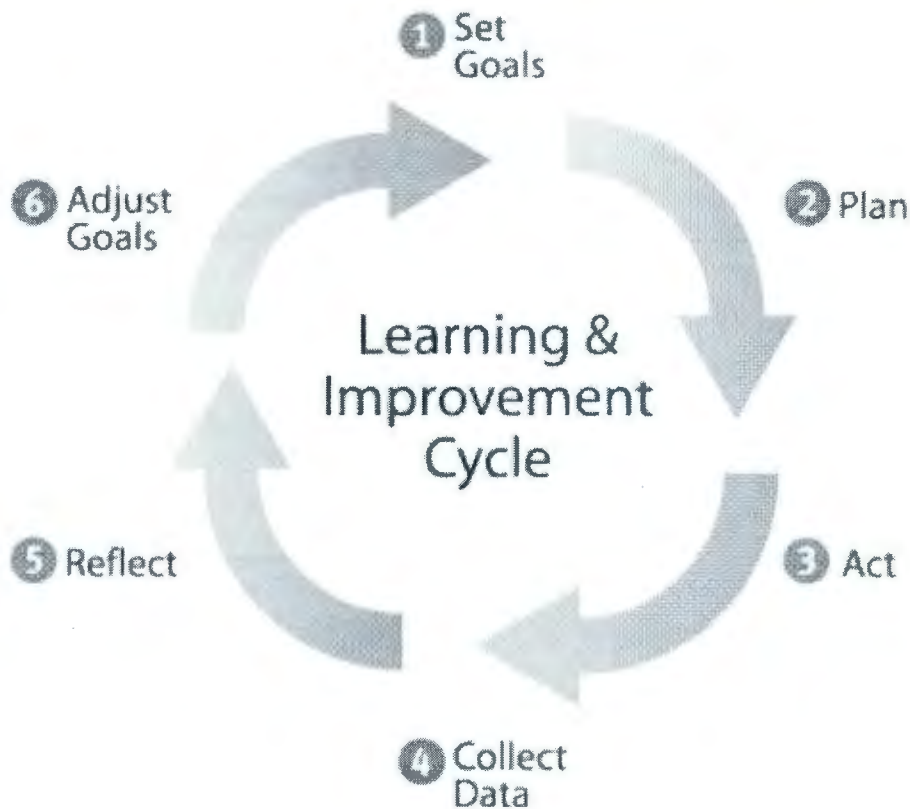
Elementary School	English Language Learners	Free/Reduced Lunch	API
Hoover	27%	82%	672
Santa Fe	12%	72%	685
Sankofa	7%	85%	717
Lafayette	26%	83%	645
Civicorps	4%	65%	757
Statewide Average	24%	51%	N/A

The school has met these goals only two out of the last five years. Upon reflection of this trend, the current assessment has been redesigned this year to include measurable pupil outcomes (MPOs).

11. How is the school using data from these assessments to make programmatic decisions? How are teachers using assessment information to modify instruction?

Civicorps' approach to teaching and learning is founded on the following theory: if we provide rich, rigorous culturally relevant standards-based curriculum to our students in a way that continually takes into account and responds to students' academic strengths and needs, their achievement will accelerate and they will achieve standards mastery.

Civicorps faculty implement a research-based, strategic and integrated approach to teaching and learning called the **Results-Oriented Cycle of Inquiry (ROCI)**. ROCI is comprised of knowing the standards; diagnosing focal student needs; setting and working toward long and short term learning goals; backward planning from standards and assessments; investing students in their goals; teaching effectively; and continuously analyzing data to ensure learning goals are being met. The principal works with lead teachers, coaches, classroom teachers and parents to implement this approach. The following figure displays the cycle for learning and improvement.



Civicorps Schools strive to develop culturally responsive mindsets. We develop results-oriented leaders who act with an unwavering determination and focus to accelerate the learning of the lowest performing students and achieve educational equity. With leadership focused on results, leading people toward results, we will close the achievement gap.

12. Describe how your education program **diagnoses and addresses** the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Support for English Learners. All Civicorps Elementary School parents are 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 the school receives them.

Support for Students with Disabilities. To identify students who may be in need of special education services, charter school faculty ask parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff also forward 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

Civicorps Elementary School faculty 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 is described in our Family 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 is provided to Civicorps Elementary School teachers annually.

Support for Academically High-Achieving Students. Academically high-achieving students are identified through teacher recommendation, progress reports, test scores, and/or other assessment measures. These students are challenged to meet and exceed grade level standards and school-wide outcomes by creating appropriate goals during Parent-Teacher-Student conferences and through conversations with school faculty. Civicorps Elementary School faculty support these students through differentiated instruction and additional assignments during or after school.

Support for Academically Low-Achieving Students. Civicorps Elementary School holds high expectations for all students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students are identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, they attend after-school tutoring and small group work. If deemed necessary, the faculty 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 for a detailed description of the Student Study Team process at Civicorps Elementary School.

13. Regarding its curriculum, instruction, interventions, assessments and/or attainment of its stated goals, provide a description of the school's "areas of growth" and "strategies for improvement."

Please see attached capacity building plan.

Learning Community

14. What is the mission of your charter school for the renewal period (2011-2016)?

Mission and Guiding Principles

The mission of Civicorps Elementary School is to promote citizenship and build civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic 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 is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology. 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.

These beliefs shape the guiding principles of Civicorps Schools and are embodied in the model we create through:

- academic excellence;
- artistic literacy;
- the values, ethics, and spiritual development necessary to thoughtful citizenship in a pluralistic, democratic society;
- service as a way of learning;
- participation in the life of the school and the community through stewardship of the environment; and
- creative partnerships in sustaining public education.

15. List the professional development opportunities you provide to teachers and administrators.

- A two week long Summer Institute (agenda attached)
- Monthly staff meetings
- 3-4 Grade Level Collaboration Meetings and/or Professional Development Meetings per month.
- Full day Professional Development days one day per month (on average)
- How are professional development activities selected?

Civicorps Elementary School leadership team identifies areas for professional development based on student data, school goals and staff, parent and community input. The principal ensures that the areas are aligned with the school's plan.

- How are they evaluated?
Professional development activities are evaluated through informal and formal staff surveys.

16. Describe how the school is training administrators and teachers to understand and use assessment data.

Professional development foci include establishing a staff culture of inquiry. Teachers

are being trained by the principal on the use of cycles of inquiry (assessment, reflection, discussion and collaborative planning) based directly on student data.

School Climate and Culture

17. Provide a description of:

- The steps the school takes to be aware of and responsive to the needs and concerns of At-risk students. (These are students who are at risk of not being successful in school and ultimately failing or dropping out. They are behind in basic skills, or they are frequently absent, or they have been suspended, or they have become pregnant, or they have been adjudicated as delinquent.)

We have a Student Success Team (SST) which meets regularly to coordinate interventions and resources for students referred by classroom teachers and parents.

- The services that are offered by the school and the services that are provided by outside providers to meet the unique needs of At-risk students.

Civicorps Elementary partners with Children's Hospital of Oakland for on-site counseling services as well as free family referrals to their clinic.

We have a two-year partnership with Experience Corps, a national organization that harnesses the experience of retired professionals for targeted Language Arts student tutoring during the school day.

Our students participate in an afterschool homework and tutoring program that includes a class facilitated by Extreme Learning, a technology based learning company that provides each student with a laptop loaded with targeted, California standards-based electronic learning resources (ELRs). An instructional coach guides the class and students are pre and post tested to track growth. Results are shared with students, parents and teachers.

Fall semester teacher-parent conferences lead to individual student learning plans that describe teacher interventions and parent/family supports.

18. Provide information on other educational activities your school provides students (i.e.: after-school programs, summer school). Explain the purpose behind the activities and the outcomes measured.

Civicorps Elementary offers a dynamic and innovative education program based on research-based best practices in education. What follows is a description of our curriculum and instruction framework derived from our three pillars of academic, artistic and civic literacy as well as links to our learning partners.

ACADEMIC LITERACY

Our academic program is both rigorous and engaging. Grade level curricula are aligned to the California State Standards in every subject area, from Language Arts to Science and our scholars receive instruction that is differentiated to meet their individual needs. We offer balanced literacy and Mathematics, comprehensive units in Science and Social Studies and ongoing formative assessments to ensure that our students are learning to their fullest potential. Throughout their years at the school, scholars look forward to the

signature activities of each grade level, such as expeditionary field trips and service-learning projects that are integrated into the core curriculum.

Language Arts

Civicorps scholars participate in a “workshop” method of instruction which allows teachers to tailor instruction to a child’s individual needs and interests. Our program offers a balanced literacy approach which includes instruction in writing, guided reading, phonics and vocabulary development.

Writer’s Workshop was developed by Columbia University’s Teachers College and allows each child to become an author of original work. The workshop process organizes best practices in the teaching of writing to provide each child with writing instruction that meets his or her individual needs.

Writer’s Workshop has five main components:

1. A teacher mini-lesson to provide direct instruction in a writing skill
2. Independent practice in a writer’s notebook or writing folder at home and in school
3. Guided writing practice in small groups
4. Writing conferences to provide one-on-one feedback from the teacher with student writing
5. Working through the writing process to publish written work

A very important tool in Writer’s Workshop is each child’s writer’s notebook. The notebook is a place for our young writers to gather ideas and begin storytelling.

Civicorps’ scholars learn to take these small ideas and elaborate to tell interesting and meaningful stories. Scholars will write a first draft, revise their ideas, edit, and publish a written piece about once every six weeks. Each class will then celebrate the author’s writing by providing opportunities for the writers to share their published pieces.

Reader’s Workshop organizes the best practices in the teaching of reading to provide each child with instruction that meets his or her individual needs.

Reader’s Workshop has five main components:

1. A teacher mini-lesson to provide direct instruction and modeling in a reading skill or strategy
2. Independent reading at a child’s just right level
3. Guided reading in small teacher directed groups with text at reader’s instructional level
4. Reading conferences to discuss a child’s just right book and provide direction for independent practices
5. Teaching writer’s reflection to provide time to think and respond to questions about how we have grown as readers.

Mathematics

Our math program utilizes Scott Foresman California Math which was written specifically to meet the California Content Standards in Mathematics, with contributions from leading mathematics educators from across California and the nation. Civicorps’ approach to math instruction is workshop base with an emphasis on critical thinking and student led solutions. Our teachers supplement our math textbooks with learning resources from

Math Coach and Marilyn Burns Math among others.

The components of *Math Workshop* include: guided practice, guided Math small group or individual work with teacher, work stations/independent practice, Math Facts/Fact Fluency, Do Now/Exit Tickets, Mental Math/Math Journaling and Assessment/Observational and Conferencing Notes.

Science

FOSS (Full Option Science System)

FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. Our scholars participate in at least two hands-on labs every month.

<http://www.fossweb.com/>

OBUGS

Civicorps Elementary is proud to partner with The Oakland Based Urban Gardens (OBUGS) program supplements the regular school curriculum by providing hands-on garden-based activities based on California standards in Science, Math, Language Arts, Health and Nutrition, Ecology and Art. Each class receives 60 minutes of instruction in our edible classroom each week.

<http://obugs.org/>

Social Studies

Civicorps Elementary provides a California standards based Social Studies curriculum for all grades. Social Studies standards are often interwoven into Service Learning projects throughout the year. Grades four and five follow the Houghton Mifflin Social Studies series. Students are assessed through theme tests and on grade level standards based report cards.

CIVIC LITERACY

We place a premium on service as a way of learning and believe that citizenship is at the heart of a healthy democratic society. Around Civicorps, our students are known as "Citizen Leaders" and "Citizen Learners" and are actively engaged in ongoing service projects that help bring to life the abstract idea of citizenship. A culture of mutual care and respect is nurtured through structured opportunities to build community, make positive connections with peers and adults and learn the valuable skills necessary for conflict resolution. Our weekly Community Meetings serve as a forum for school-wide discussion and celebration.

Service Learning through Social Studies and Science

An important pillar of our school's charter is civic education through Service Learning. Each of our classes participates in interdisciplinary signature projects during the year as well as classroom activities and projects that connect to the California Social Studies and Science standards.

Art and Service Learning

Each grade has an in-depth Signature Project that fuses their studies in the 4R's, literacy, service learning and the arts. These projects are based on grade level California State Standards in Visual Arts, Social Studies, and Science. In addition, Signature Projects use K-12 Service-Learning Standards for Quality Practice (established by the National Youth Leadership Council).

ARTISTIC LITERACY

Students participate weekly in Visual Arts classes in order to learn the foundational skills and knowledge of artistic literacy. Students create their own unique works of art, study the lives and work of various artists and attend assemblies that highlight the particular art forms they are studying. In addition, the arts are woven into the framework of the academic program. Since students need the same skills to make scientific observations as they do to draw a still life, we work to ensure that students transfer their knowledge and skill they learn in art classes to other aspects of the program.

Art

Artful Thinking is a program that was developed by Harvard Project Zero in collaboration with the Traverse City, Michigan Area Public Schools (TCAPS). The program was one component of a larger TCAPS grant from the US Department of Education that aimed at developing a model approach for integrating art into regular classroom instruction. The purpose of the Artful Thinking Program is to help teachers regularly use works of visual art and music in their curriculum in ways that strengthen student thinking and learning. In addition, we provide direct Art instruction to classes twice a week in 45 minute sessions as well as Arts integration activities in the regular classroom.

Civicorps' *Visual Arts* program aims to teach our scholars to think as artists. Students are encouraged to seek visual solutions to the creative questions and challenges put before them. Through guided practice students will learn to use the materials and tools of the art studio to express their own sense of creativity. Students will be given the opportunity to explore a variety of artistic media and discover their self-expression.

PROGRAMS

Physical Education

Civicorps Elementary partners with Playworks to provide 60 minutes of physical education instruction once per week. Playworks is a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity to schools at recess and throughout the entire school day. Our Playworks coach not only teaches PE, but also supports our teachers with their own PE instruction during the week. Playworks also organizes games and activities for students during all recesses.

Counseling

Civicorps Elementary partners with Children's Hospital of Oakland to provide group therapy and student and family referrals for counseling services.

Special Education

Students who may have specific learning disabilities are referred to the school's Individual Education Planning (IEP) Team. The team members include an administrator, resource specialist, health educator, speech therapist, classroom teacher(s), specialists, parent(s), and when appropriate, the student. A student found eligible for special education services may receive services for remediation and support.

Resource

The Resource Program provides additional help to academically able students who have an identified learning disability. Our part-time resource specialist provides individual remediation and support to identified students in the general educational classroom.

Speech

Speech and language therapy is provided for children who need assistance with language acquisition, comprehension, or verbal communication. Children are referred to the speech therapist for misarticulation of sounds, non-fluency, hearing difficulties, physical anomalies, (such as cleft palate), insufficient voice production, and language problems. Students are enrolled in individual or small group therapy on a weekly basis.

Student Study Team (SST)

The Student Study Team consists of an administrator, classroom teachers, parents, and support personnel as needed. The goal of the Student Study Team is to review a referred student's progress, gather pertinent information concerning the student's health and school history, and make appropriate recommendations. Student Study Teams meets monthly. Staff or families may request a meeting of the Student Study Team to review a student's progress.

Afterschool Program

The regular school day extends into an afterschool enrichment program. Students receive academic support in the form of structured homework assistance, academic support and multi-disciplinary activities, including Visual Arts, arts and crafts, Science exploration, and physical activity among others. Other important program components include daily nutritious snacks, rest and relaxation and organized play. The afterschool program is fee based and registration is required. Our afterschool partners include the Museum of Children's Art (MOCHA), Extreme Learning and Circus Arts.

Extreme Learning helps California school districts meet and exceed federal, state, and local academic performance targets by providing schools with standards based, high quality, low cost, K-12 academic support and enrichment programs. Extreme Learning is successful because of its unique, proven approach that fuses traditional tutoring with the utilization of technology tools.

<http://www.extremelearn.com/>

19. Describe the school's approach to student discipline. Provide an example of a policy/procedure that exemplifies the approach.

The staff of Civicorps Elementary School decided by consensus that Civicorps would be a **Responsive Classroom** school and use the principles of the approach in developing our school-wide plan. This was a result of the School Capacity Building Plan goal of creating a school-wide positive climate plan.

The guiding principles of Responsive Classroom are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand-in hand
- The greatest cognitive growth occurs through social interaction

- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to in Responsive Classroom as CARES) are:

Cooperation
 Assertion
 Responsibility
 Empathy
 Self-Control

- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique
- Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice - increasing student learning by allowing students teacher-structured choices in their work
- Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

20. How does the charter school collaborate with parents to encourage active participation in their student's education?

Civicorps Elementary School values the essential contributory roles that parents have in shaping students' academic success and there is continuous, informal two-way dialogue between families and teachers. In addition, the following are the more formal ways that communication is maintained.

- Regular communication through weekly communication folders

- Monthly Family Newsletters
- A partnership with the schools' Parent Teacher Corps (PTC)
- Back to School Night
- Showcase of Learning
- Family Art and Science Nights
- Three Parent Teacher Conferences per year

21. Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations.

Civicorps Elementary School is committed to adhering to federal and state laws and regulations for providing services to homeless children.

22. Regarding the professional development, school climate and culture and/or parent & community participation, provide a description of the schools "areas of growth" and "strategies for improvement."

Areas of Growth	Strategies for Improvement
1) Strategic professional development	<ul style="list-style-type: none"> • Craft a capacity building plan that includes a schoolwide needs assessment for curriculum and instruction • Create a Professional Development goals and a calendar for the year based on the needs assessment • Identify lead teacher capacity for facilitating in-house professional development opportunities
2) Improve school climate and parent and community participation	<ul style="list-style-type: none"> • Create a positive school climate plan for student conduct • Involve parents and guardians in the implementation of the plan • Report on the progress of the Climate Plan on a monthly basis through school newsletters • Develop leadership capacity of Parent Teacher Corps (PTC) leaders • Work in collaboration with the PTC to improve parents participation and to recruit volunteers

23. Describe the process for selecting your Governing Board members. List all current board members, board committees and provide a current resume for each individual.

Potential new board members of Civicorps Schools submit a letter of interest and resume. The President of the Board of Directors then designates an appropriate interview committee of no more than three board members. The committee interviews the potential new board member either as a group or separately to determine whether

the person is appropriate for the Board. The committee then meets to determine whether or not they wish to recommend the applicant to the entire Board. The Board then votes on the nomination of the new board member. In order to be elected to the Board of Directors, the applicant must receive 2/3 of the votes of the existing board members.

The Civicorps Schools Board of Directors is composed of leaders in education, business, and the community. These volunteers provide valuable strategic guidance to Civicorps Schools.

Thomas Mead, President. Thomas D. Mead is a Senior Vice President at Webcor Builders, a \$1.5 billion commercial general contractor based in San Mateo and the largest in the Bay Area. Mr. Mead is responsible for all hospitality projects, as well as many high-rise residential projects and institutional projects. A 30-year veteran of the construction industry, Mr. Mead is active in many nationwide construction and community-based projects.

Eric Premack, Vice President. Eric Premack is the founder and Co-Director of the Charter Schools Development Center (CSDC), a leading provider of policy expertise and technical assistance to charter schools, charter-granting agencies, and policy makers. Mr. Premack has played a leading role in the development of the chartered school concept since its inception in his native Minnesota in the 1980s and has helped to draft and implement chartered school legislation in over 25 states, at the federal level, and overseas. He is known for his broad and deep expertise in all aspects of charter school matters and his in-depth grasp of education policy.

Craig Y. Bloom, Secretary. Dr. Bloom is currently in private practice in Oral and Maxillofacial Surgery (OMS) in Berkeley, California and serves as Chief of OMS at Alta Bates- Summit Medical Center. He is currently an associate professor of OMS at the University of the Pacific and Highland Hospital Alameda Medical Center in Oakland, CA. Previously he has served as Chairperson of Oral and Maxillofacial Surgery at the University of California, Irvine. He lives with his wife and 2 daughters in Lafayette, California.

Anne Scheer, Treasurer. Anne Scheer is the Chief of Maintenance and Skilled Trades at the East Bay Regional Park District (EBRPD) in Oakland, California. She oversees the Maintenance and Skilled Trades Department, including a staff of 65 regular full-time employees and a \$12.4 million budget. She is responsible for all major maintenance of the District's 68 parks encompassing 98,000 acres of open space. Ms. Scheer has worked her way up at EBRPD, starting in fire services in 1978; working as a Park Ranger until 1983, then shifting to office work as an Administrative Analyst II for 11 years before her promotion to Trades Manager in 1994. Ms. Scheer has been in her present position since 2002. She holds a Bachelor's of Science degree in Conservation and Resource Studies from the University of California, Berkeley.

Robbie Yohai. Mr. Yohai is a licensed real estate broker and developer. Currently, he is the Managing General Partner for Linden Associates and President of Schaefer Heights, Inc. in Oakland, California.

Stephen Davenport. Stephen Davenport is a 1953 graduate of Oberlin College and received his MA from Trinity College in 1965. He has a long career in education including teaching since 1957, serving as the Head of School for the Country School in Connecticut (1973-77) and the Athenian School in Danville, California (1977-87), and consulting to independent schools from 1987 to 2000. Steve has published articles in *The New York Times*. Mr. Davenport's most recent work, Saving Miss Oliver's, is a novel of leadership, commitment and change. It is about what happens in an all girls boarding school when the long-time, beloved, autocratic headmistress is fired.

Rita Isaacs. Rita Isaacs spent eight years in international film sales, followed by four years of consultancy in corporate and systems design and administration for international film, television and video start-up companies in Los Angeles. After the birth of her second child, Ms. Isaacs retired to spend the next 15 years homemaking and volunteering. She has served on the parent boards of preschool, elementary, middle and high schools as well as on various parent organizations in the city of Piedmont. She also served as Vice President of the Board of Directors at Temple Sinai in Oakland, assisted on their capital campaign, and chaired their 2000-2002 Endowment Campaign. Ms. Isaacs and her husband, Ian, have three children: David, Mickey, and Marjorie.

Yolanda Peeks. Yolanda Peeks has been a member of the Civicorps Board since 1995, but was an active supporter for many years earlier in her role as district liaison to the partnership between the Oakland Unified School District and Civicorps. Ms. Peeks served Oakland students for over 30 years as teacher, principal, assistant then associate superintendent of curriculum & instruction, and executive director. Dedicated to participating in efforts to expand successful learning and rewarding life opportunities for youth, Ms. Peeks has volunteered for many years with non-profits such as Partners in School Innovation, the Marcus A. Foster Educational Foundation, East Bay Reading Association, Bay Area and National Writing Projects and continues her civic mission to this day through Civicorps Schools.

**Civicorps Schools
Board of Directors Recruitment Matrix**

Civicorps Schools Board of Directors				
Areas of Expertise				
Education	Law	Public Relations/ Marketing*	Business	Capital/Facilities
1. Yolanda Peeks	1. Eric Premack	1.	1. Tom Mead	1. Robbie Yohai
2. Steve Davenport	2.	2.	2.	2.
3. Eric Premack	3.	3.	3.	3.
State and Local Government	Health and Wellness	Technology	Finance	Community Partners
1. Eric Premack	1. Dr. Craig Bloom	1.	1. Eric Premack	1. Rita Issacs
2.	2.	2.	2.	2. Anne Scheer
3.	3.	3.	3.	
4.	4.			

Civicorps Schools Board of Directors Committees FY 2010-11

Audit Committee	Finance Committee	Development Committee	Program Committee
Craig Bloom, Chair Brian Hickey (Staff Liaison) Tom Mead Craig Bloom	Robbie Yohai, Chair Bill Zenoni (Staff Liaison) Anne Scheer Robbie Yohai Eric Premack	vacant, Chair Rebecca Grove (Staff Liaison)	Steve Davenport, Chair Desiree Braganza, Tessa Nicholas (Staff Liaisons) Yolanda Peeks Steve Davenport

BOARD MEMBERS' JOB DESCRIPTION AND CODE OF CONDUCT

The board expects of itself and its members ethical and respectful conduct. This commitment includes proper use of authority and appropriate decorum when acting as board members. Accordingly:

1. Board members shall support the *Reason for Existing* policies (mission, vision, core values, strategic goals, etc.) of the organization.
2. Board members shall keep abreast of major issues that affect the *Reason for Existing* policies of the organization.
3. Board members are expected to attend and actively participate in board meetings and board retreats. Board members are also expected to serve on at least one board committee or working groups. Board members should notify the board chair or committee chair (or executive director's office) if he/she is unable to attend a meeting.
4. Board members will be expected to comply with the *Board Fundraising Responsibilities* policy.
5. Board members are expected to cover their own expenses in connection with participating in board meetings, committee meetings, board retreats, and other organizationally related functions. Board members shall contact the board chair if such expenses will cause them a financial burden.
6. Board members must avoid any conflict of interest with respect to their fiduciary responsibility. If a board member has any perceived conflicts, they should be disclosed to the board.
 - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization.
 - B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation (unless asked to stay by the board).
 - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates.
 - D. Should a board member be considered for employment with the organization, he/she must take a leave of absence or resign from the board. If the board member is hired, he/she must resign from the board.

- E. Board members will annually disclose at the beginning of each fiscal year their involvements with other organizations, vendors, or other associations that might produce a real or perceived conflict of interest.
7. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - A. Board members' interactions with the executive director or with staff must recognize the lack of authority in any individual board member except when explicitly board authorized.
 - B. Board members will use the appropriate channels to give feedback on the performance of all staff. The executive director's performance will be assessed only by the board's official process.
 8. Board members will respect the confidentiality appropriate to issues of a sensitive nature especially in all matters discussed in "Executive Session" and concerning staff personnel issues.
 9. Board members may not speak for the organization to the press and the community on sensitive issues unless authorized by the board, the chair or the executive director. Once the board has reached a decision on any organizational issue, the board will speak with one voice.
 10. Board members may request a leave of absence by submitting it in writing to the chair. The chair may authorize leaves of absences for up to three months or until the end of the board member's term, whichever comes first.
 11. Board members may be removed from office if he or she misses three of four consecutive board meetings (including board retreats) or for not fulfilling their duties as stated in the organization's governance policies or bylaws. The board chair or board governance committee shall recommend to the full board the removal of any board members.
 12. In the event a board member can no longer serve on the board but wishes to continue to support the organization, the board chair may appoint said board member to an advisory or honorary board.
 13. Board members will treat other board members, the executive director, staff, volunteers, clients, and donors fairly and with respect.
 14. Board members shall make sure that when interacting with staff and volunteers of the organization, their actions comply with all applicable personnel policies including the organization's Sexual Harassment Policy, Health and Safety Policy, Conflict of Interest Policy, and Drug Free Workplace Policy.
 15. Board members will advocate for the organization's *Reason for Existing* policies and share their professional expertise when called upon.

BOARD COMMITTEE PRINCIPLES

Committees ordinarily will assist the board by preparing policy alternatives and implications for board deliberation. Accordingly:

1. Board committees are to help the board do its job, not to assist or advise staff. Staff shall set up their own committees to carry out their roles and responsibilities.
2. Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the executive director or board chair.
3. Board committees cannot exercise authority over the executive director except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the full board or the board chair.
4. This policy applies to all board committees (standing and ad hoc committees) which are formed by board action.
5. All committee meetings are open to all board members. Only board members on the committee will be allowed to vote at committee meetings.
6. This policy does not apply to committees formed under the authority of the executive director.
7. The Chief Executive Officer or his/her designate shall be an ex-officio member of all committees. He/she may be asked to leave if a committee deems it necessary to hold an executive session (board members only).

BOARD COMMITTEES

A committee is a board committee only if its existence and charge comes from the board, regardless of whether board members sit on the committee. The only board committees are those set forth in this policy.

1. Board Governance Committee

A. Products

1. Recommend a slate of board members for election annually.
2. Recommend candidates to fill board member and board officer vacancies.
3. Recommend changes in the process for nominating and electing board members and board officers.

4. Recommend changes in the existence, structure, and duties of board committees.
5. Recommend changes in board officer positions and duties.
6. Recommend changes in the terms and rotations of board members and officers.
7. Monitor and recommend changes in all *Board Operating* policies.
8. Provide a comprehensive orientation for new board members.
9. Recommend to the full board, when necessary, the removal of board members.

B. Authority - makes recommendations and reports to the board on the "Products" listed in 2.A above.

C. Committee Size and Selection – three to five voting members selected by the board president. The CEO or his/her designate will be a non-voting member.

D. Committee Chair – Vice Chair Governance.

2. Finance Committee

A. *Products*

1. Approve the overall specifications of the audit prior to engaging the CPA firm.
2. Monitor financial operations to insure that they are in compliance with the following *ED Operating* policies: *Financial Condition, Budgeting, Asset Protection, Grants and Contracts, and Investment Policy*.
3. Recommend changes in the following *ED Operating* policies: *Financial Condition, Budgeting, Asset Protection, Grants and Contracts, and Investment Policy*.

B. Authority - makes recommendations and reports to the board on the "Products" listed in 3.A above.

C. Committee Size and Selection - size of the committee and appointment of its members are at the discretion of the board president in consultation with the committee chair. Committee may include up to two non- board members. The ED or his/her designate will be a non-voting member.

D. Committee Chair - vice chair and treasurer.

3. Audit Committee -- Recommends for board approval a firm of Certified Public Accountants (CPAs) to perform the organization's annual fiscal audit.

4. Ad Hoc Committees will be formed as the board deems necessary.

- A. Products - determined by the board.
- B. Authority - determined by the board.
- C. Committee Size and Selection - size of the committee and selection of its members are at the discretion of the board president in consultation with the committee chair.
- D. Committee Chair - appointed by the board president.

25. How are parents, teachers, and community members involved in the governance of the school?

Parents, teachers and community members are urged to participate actively in school level activities of Civicorps Elementary School through the Parent Teacher Corps (PTC).

Additionally, a parent from Civicorps Elementary School is nominated by the PTC to serve on the Civicorps Schools Board of Directors.

26. Provide an organizational chart that reflects all levels of staffing and management of your charter school.

Please see attached.

Instructional Leadership

27. How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

The California State Standards form the foundation of Civicorps Elementary School's curriculum, teaching, assessments, and professional development. Multiple approaches are used to ensure alignment, implementation, and mastery including:

- ✓ Grade Level Scopes and Sequences (attached)
 - ✓ Administrator classroom walkthroughs
 - ✓ Curriculum and Instruction Implementation Rubrics
 - ✓ Formal and informal teacher evaluation
- What steps are taken if school administrators and teachers are not effectively implementing the school's curriculum?

After receiving extensive coaching and professional development support, teachers who are not effectively implementing the school's curriculum are placed on a corrective action plan with specific goals to help improve their performance. Teachers are also offered additional support and resources to ensure a successful completion of goals. Teachers

who do not meet their goals are released from their contracts.

28. Regarding its governance and/or instructional leadership, provide a description of the school's "areas of growth" and "strategies for improvement."

The school currently has a school leadership team consisting of the principal, an upper grade lead teacher, a lower grade lead teacher, and a curriculum, instruction and assessment lead teacher. As we develop this team we hope to provide all the members more guided opportunities for leadership and access to professional development through conferences and workshops. The school provides these teachers with a yearly stipend for their service.

The Board of Directors has also identified areas for improvement and has recently opened Board meetings to the public. Civicorps now informs the community of Board meetings including notification of meetings on www.cvcorps.org, posts agendas 72 hours prior to the meetings and offers opportunity for public comment.

The Board of Directors recently passed a resolution to consider a nominee from the Civicorps Elementary School Parent Teacher Corps and an alumna(e) of the Civicorps Academy for positions on the Board.

29. Describe all ongoing efforts to ensure fiscal soundness and legal compliance.

- Address the financial system and monitoring processes that are used.
- Specify the reports generated and the frequency; identify the party responsible for generating the reports and his/her qualifications.
- Describe the fiscal review and monetary processes, including but not limited to policies regarding a) cash flow, b) purchasing, c) payroll and d) audits; identify the party responsible and his/her qualifications for the role.

Civicorps Schools uses the Modified Accrual method of reporting. Fiscal closes are performed monthly at which time actual revenues and expenses are presented against monthly and annual budget (Budget Vs Actual Reports). Wendy Wang, assistant controller (over 15 years experience), compiles the monthly Budget Vs Actual Reports and forwards them to Brian Hickey (over 15 years experience), Interim CFO, for review. Upon booking any necessary adjusting entries arising from the Interim CFO's review the monthly Budget Vs Actual Report is forwarded to the principal for review and comments. A sit down meeting is conducted to discuss the Budget Vs Actual results as often as monthly, but not less frequently than quarterly.

Civicorps Schools has an annual financial statement audit performed by Wilson, Markle, Stuckey Hardesty & Bott. Wendy Wang, Assistant Controller and Brian Hickey, Interim CFO are responsible for preparing the necessary reports and schedules to facilitate the audit. All significant findings (if any) and reviewed by the board of directors and a remediation plan is developed. Civicorps Schools and Civicorps Elementary of obtained a clean opinion in conjunction with each of the past 5 years.

Cash flow is monitored by the Civicorps School's Financial Department, the Chief Financial Officer, Chief Executive Officer, and Board of Directors. Should a cash flow issue arise, a cash flow report is generated and used to by the principal and financial staff to resolve it.

All purchases of goods and services require signature approval of the principal. A signed purchase order or invoice is provided to the finance department as evidence of approval. All checks over \$5,000 require two signatures. Civicorps utilizes the Positive Pay system at Bank of America. The CFO reviews all purchases for validity and accuracy prior to signing checks.

Payroll is processed semi-monthly by Imie Lam, Payroll Specialist (over 15 years of experience). Each exempt school employee is responsible for submitting a semi-monthly timesheet which documents paid time off utilized during the period. Hourly employees are responsible for submitting a semi-monthly timesheet which documents daily hours worked. All exempt and non-exempt timesheets are signed by the respective employee and immediate supervisor. Payroll is submitted on-line using an internet-based software from Paychex, a payroll processing service. Prior to submitting payroll a Pre-process Report notating gross pay and detail of deductions for each employee is reviewed against employee timesheets, new hire and termination forms, and personal action forms (documenting changes in rates of pay) for accuracy by the assistant controller. Once accuracy is confirmed, payroll is submitted on line and a Final Payroll Report is generated and transfer is made to the payroll account to fund payroll.

31. Describe how key non-academic operations are conducted, including (but not limited to): Strategic Planning, Operations, Facilities, Food Services, After-school Programming, Garden Management.

Strategic Planning is the responsibility of the Chief Executive Officer and the Board of Directors. The Board appoints a subcommittee to work closely with staff to design and monitor the strategic planning process. The strategic planning process is inclusive and extensive, drawing input from a wide range of stakeholders including parents, students, community partners, funders, and staff. The strategic planning committee uses the input to develop the details of a strategic plan, gathering additional input and feedback throughout the finalization stages.

Once implementation of the strategic plan is underway, key staff communicate directly with the Board to report progress toward and achievement of key milestones, accomplishments and to plans to overcome any stalls or roadblocks.

The daily operations at Civicorps Elementary are overseen by the Principal. The Principal is responsible for proposing all hiring and all other personnel decisions at the school. All new hires and terminations must be approved by Human Resources and the Chief Executive Officer prior to being initialized. Teacher pay rates are determined by utilizing our Civicorps Elementary Teacher Pay Schedule. This pay schedule considers years of service and level of education (e.g.; masters) when determining where a teacher falls on the schedule. The schedule is developed by human resources and the principal and approved by the CEO.

Potential vendors are identified and proposed by the Principal but approved by the finance department. All significant service providers are required to sign a vendor agreement which sets forth the parameters of their services. Any changes to regular vendors require justification and CEO approval.

Vendors are instructed to send invoices to company headquarters. Upon receiving an invoice which relates to Civicorps Elementary, accounts payable will determine if it has

been approved for disbursement (e.g.; approved contract, recurring utility bill, signed PO). If accounts payable cannot determine the invoice has been approved by the Principal a request for approval is forwarded to Civicorps Elementary School staff.

The Civicorps Elementary School Principal supervises a full time custodian to do both cleaning and light maintenance. An outside contractor supports cleaning two days per week. The Principal works closely with finance to ensure funds are set aside to support facility related costs. Any unforeseen repair and maintenance issue outside of the scope of the budget is addressed with the finance staff. Any necessary budget modifications are proposed to and approved by the full Board of Directors.

Civicorps Schools offers healthy lunches to its students. Civicorps partners with Revolution Foods, Inc which delivers prepared nutritious meals daily. Both breakfast and lunch are offered at the school and a healthy snack is provided to those attending the after school program. PUC Schools administers our free and reduced lunch program.

Our after-school program is funded by the ASES grant and paid tuition. Tuition charged to each participant is based on the family's ability to pay. Tuition is collected at the school and reconciled against the monthly tuition report by the after-school coordinator. The tuition funds are forwarded to the Finance Department with the monthly tuition report on a monthly basis.

32. Regarding its financial management and operations provide a description of the school's "areas of growth" and "strategies for improvement."

Areas of Growth	Strategies for Improvement
1. The budget review and monitoring process needs consistency.	<ul style="list-style-type: none"> • Monthly budget-to-actual accounting for each program.
2. Budget modifications	<ul style="list-style-type: none"> • Requirement to notify Board of significant changes to approved budget
3. Development of reserve	<ul style="list-style-type: none"> • Commitment to save funds in reserve to address fluctuations in funding streams

An area of growth for the school is refining the budget process. In the recent past, rapid changes in state and federal funding for the charter school and other agency-wide funding sources such as contracts have made it very challenging to monitor the organization's financial status and have stretched Board and staff capacity. To address changes to approved budgets, monthly monitoring has been introduced. Currently Budget vs. Actual reports are issued to key school staff monthly (4th Tuesday of the month). A monthly budget vs. actual meeting is conducted with key finance and school staff to monitor financial activities or any proposed budget modifications (4th Thursday of the month). All proposed budget modifications are approved by the Board. School staff is held accountable to stay within the limits of their budget. School Principal is must

request a budget modification at the time she becomes aware that spending will exceed that which was budgeted.

33. Provide 5-year budget. See attached.

FACILITIES / ADA – ONLY APPLIES TO NON-OUSD FACILITIES

34. If applicable, are your current lease(s) still valid? Do they extend through the end of your requested charter term (2011-2016)? If the lease(s) do(es) not extend through the end of your charter term please describe your plans for a facility(ies) solution(s) which includes either: 1 page maximum

- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely.

Please see attached Facilities Lease Agreement

35. Describe the condition of your current facility.

The current facility has nine classrooms, an art room, a community meeting area with a stage, a kitchen, a teacher resource room, two playgrounds, an activities storage room, a main office, and additional offices for administration. The school has been renovated to serve young children safely and efficiently. The bathrooms are newly remodeled and have low flush toilets.

Is the facility meeting the needs of your staff and students? Now that the school stabilization plan is to serve the number of students the school facility can appropriately accommodate, the building is meeting the needs of staff and students. In 2010-11, Civicorps Elementary School downsized from eleven to nine classrooms in use.

- Will it continue to accommodate your growth needs? The school does not have plans to grow in size within the current facility.
- What procedures are in place for handling facility repairs? The Principal is responsible as site manager to coordinate facility repairs with the arch diocese (lessor) and Civicorps Schools.
- Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility. Civicorps Elementary School employs a full time custodian and contracts for additional services for regularly scheduled "deep cleaning." Please see attached contracts.

Future Plans

36. Discuss the key challenges or risks that you see for your school in the next five year period.

The challenge for Civicorps Elementary School will be to recover from its turnover in leadership and to establish, practice, and refine its exciting new approach of clear

standards, well-articulated academic plans that incorporate the use of data collection and analysis for decision making and instruction. In particular, Civicorps Elementary School seeks to produce consistently high test scores to better serve students and families academically.

- Describe what you are doing or plan to do to address each of the major challenges that you have identified.

The leadership of Civicorps Schools is stabilizing programs and establishing its updated policies, procedures and staffing models. The agency has recovered and is making positive progress after facing great turbulence in leadership. Now the leadership focus and commitment of the Board of Directors, agency staff and the elementary school are to engage in and adhere to best practices of shared leadership, inclusiveness, transparency and consistent, effective program procedures. As this report demonstrates, the policies and procedures are being put into place and will now be established, practiced, and refined.

37. As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2011-2016).

Civicorps is not considering additional campuses at this time.

38. As applicable: Describe any material revisions to your charter and rationale for this renewal period (2011-2016). This request will be considered as part of the renewal process.

Civicorps has no material revisions to its charter.

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
- State the revision (s) the school's Board of Directors wishes to make to the charter.
- Describe the reasons for the request(s).
- Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affects the students, explain if and how the proposed revision has been discussed with the parents.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).



CIVICORPS SCHOOLS

CIVICORPS ELEMENTARY SCHOOL (K-5)

CHARTER RENEWAL PETITION
FOR A TERM OF JULY 1, 2011 – JUNE 30, 2016



CIVICORPS SCHOOLS

101 Myrtle Street
Oakland, California 94607

Tel: 510 992 7800
Fax: 510 992 7950
www.cvcorps.org

Office of Charter Schools
Oakland Unified School District
4551 Steele Street, Room 11
Oakland, CA 94619

December 13, 2010

To Whom It May Concern:

The Civicorps Schools Board of Directors hereby authorizes the submission of the 2011-2016 charter renewal petition for Civicorps Elementary School (K-5) to the Oakland Unified School District Board of Education. Thank you for your consideration in this matter.

Tom Mead
President
Civicorps Schools Board of Directors

Civicorps Elementary School Charter School Petition/Peticion de Escuela Tipo Charter

We, the undersigned parents, support the renewal of Civicorps Elementary School's charter as authorized by the Oakland Unified School District. We hereby petition the Board of Education to grant a charter renewal pursuant to Education Code Section 47605. **The petitioners listed below certify that they are parents or guardians of pupils who currently attend are meaningfully interested in having their students attend the charter school. The petitioners authorize the Lead Petitioner, Naima Hart, to negotiate any amendments to the attached charter necessary to secure approval by the governing board.**

Nosotros, los padres firmantes, apoyamos la renovacion al charter de la Civicorps Elementary School en el Oakland Unified School District (Distrito Escolar Unificado Oakland). Nosotros por la presente peticionamos al Consejo de Educacion del Distrito para otorgar la renovacion segun Seccion de Codigo de Educacion 47605. **Los peticionarios listados certifican que ellos padres o guardians de alumnos que son interesados significativamente a tener a sus estudiantes asistir la escuela del fletamento (charter). Los peticionarios autorizan a Los Peticionario Principal, Naima Hart, para negociar cualquier enmienda al fletamento anexo necesaria para asegurar la aprobacion por el Distrito.**

Name of Parent Nom de Padre/Madre	Street Address Domicilio	Zip code Codigo Postal	Child(ren) Name(s)	Grade (2010-11) Grado (2010-11)	Signature Firma	Date Fecha
Naima Hart	438-36th St	94609	Amina & Ananda	1st & 3rd		10/6/10
Mona Hazzard	1057 63rd St	94608	Keoraha Grant	First	Mona Hazzard	10/6/10
Sharon Chandel	10035 Stanley	94605	Taylor	FIRST	Sharon Chandel	10/6/10
Diema Pappista	1750 Horse Shells	95376	Chelmoft	First	Diema Pappista	10/6/10
Sandra Moffett	1205 Wulaustwa	94610	Chelmoft	First	Sandra Moffett	10/6/10
Angelina Keweenaw	908 8th St.	94607	Kiana Piensen	first	Angelina Keweenaw	10/6/10
Jasmine Brown	552 30th St	94609	Notamb. Evelyn	First	Jasmine Brown	10/7/10
Jones, Jasitla	10010 63rd St Apt D	94608	Amanique Usher	1st	Jones, Jasitla	10/7/10
Shani Wade	1801 4th St, #342	94607	Olivia-Chuldea Ferguson	First	Shani Wade	10/7/10
Tomoko Goh	4808 San Pablo Ave	94608	Tomoko	First	Tomoko Goh	10/8/10
Dr. Cynthia Walker Anaya	3516 ANDRADE AVE	94904	ALPHONSO	FIRST	Dr. Cynthia Walker Anaya	10-8-10
David Studentell	3108 Chestnut St	94608	Blanca	First	David Studentell	10-8-10
Jared	877 Mendocino	94607	Jared	First	Jared	10-8-20
TERRESHA DIVER	1300 Alcatraz	94702	ANTONINIA	FIRST	T. Diver	10-8-10
Elizabeth Balltrip	350 South 13th St Richmond	94804	2-year Henry	First	Elizabeth Balltrip	10-8-10
Regina Dickens	1061 60th St	94608	Jayari Dickens	First	Regina Dickens	10/8/10

Civcorps Elementary School Charter School Petition/Peticion de Escuela Tipo Charter

We, the undersigned parents, support the renewal of Civcorps Elementary School's charter as authorized by the Oakland Unified School District. We hereby petition the Board of Education to grant a charter renewal pursuant to Education Code Section 47605. **The petitioners listed below certify that they are parents or guardians of pupils who currently attend are meaningfully interested in having their students attend the charter school. The petitioners authorize the Lead Petitioner, Naima Hart, to negotiate any amendments to the attached charter necessary to secure approval by the governing board.**

Nosotros, los padres firmantes, apoyamos la renovacion al charter de la Civcorps Elementary School en el Oakland Unified School District (Distrito Escolar Unificado Oakland). Nosotros por la presente petitionamos al Consejo de Educacion del Distrito para otorgar la renovacion segun Seccion de Codigo de Educacion 47605. **Los peticionarios listados certifican que ellos padres o guardians de alumnos que son interesados significativamente a tener a sus estudiantes asistir la escuela del fletamento (charter). Los peticionarios autorizan a Los Peticionario Principal, Naima Hart, para negociar cualquier enmienda al fletamento anexo necesaria para asegurar la aprobacion por el Distrito.**

Name of Parent Nom de Padre/Madre	Street Address Domicilio	Zip code Codigo Postal	Child(ren) Name(s)	Grade (2010-11) Grado (2010-11)	Signature Firma	Date Fecha
Leidai Bowie	570, 163rd St	94609	D'nean Bowie	Kindergarten	<i>[Signature]</i>	10/4/10
Mellone-Hickin Star	272 Anderson Way	94553	Apollo	Kindergarten	<i>[Signature]</i>	10/5/10
Rosa Aguilar	1459 103rd Ave	94608	Marcelo Cruz	Kindergarten	<i>[Signature]</i>	10/5/10
Vicky Jimenez	146 19th St apt G	94801	David Anderson	Kindergarten	<i>[Signature]</i>	10/6/10
Christal Cartren	283 Matreus St	94702	Nasha Smith	Kindergarten	<i>[Signature]</i>	10/6/10
Lisa Pino	595 Chetwood St	94610	Raymond McFarland	Pino K	<i>[Signature]</i>	10/6/10
Elizabeth McFarland	595 Chetwood St	94610	Raymond McFarland	K	<i>[Signature]</i>	10/6/10
Eboni Booth	1036 62nd St apt 1	94608	Jordan Dean	K	<i>[Signature]</i>	10/7/10
Asia Frazier	601 Cannottac	94504	Alexandria F.	K	<i>[Signature]</i>	10/7/10
Aarif HASAN	3861 Buell Ave	94619	Apollo HASAN	K	<i>[Signature]</i>	10/7/10
Michelle Nash	1000 67th St	94608	Yaseem Nash	K	<i>[Signature]</i>	10/7/10
Nicole Larey	236 Napoli Court	94547	Raylyn Larey	K	<i>[Signature]</i>	10/5/10
Quinn Baulard	775 Tiemburine Terr	94513	Ariyat Arie	K	<i>[Signature]</i>	10/8/10

Civicorps Elementary School Charter School Petition/Peticion de Escuela Tipo Charter

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Name of Parent Nom de Padre/Madre	Street Address Domicilio	Zip code Codigo Postal	Child(ren) Name(s)	Grade (2010-11) Grado (2010-11)	Signature Firma	Date Fecha
Latoria Armstrong	1048 Alcatraz Ave	94605	Kialex Vance	4th	[Signature]	10-6-10
Yolanda Louis	1532 Dwight St	94603	Jasmin	4th	[Signature]	10-6-10
ELINE JOHANNES	128 Wildwood Ave	94610	Samuel Johnson	4th	[Signature]	10-6-10
ELsie HAMILTON	PO BOX 11321	94611	HAMILTON BROVIN	4TH	[Signature]	10/07/10
Truth Hefferton	3025 Dana St.	94705	Power	4	Truth Hefferton	10-7-10
Amanty Buerres	1704 E. 19th St	94608	Hiza Williams	4th	[Signature]	10/7/10
Kesha Balle	5025 MARSHAL ST	94608	Jamal Balle	4TH	[Signature]	10/7/10
BRIAN RICE	1033 59th St.	94608	Melody Jordan Rice	4th and 1st	[Signature]	10/7/10
Leslie Sanders	1033 59th St.	94608	"	4th + 1st	Leslie Sanders	10/7/10
Rhonda Washington	1024 Chestnut St	94607	Rashard Bush	4th	[Signature]	10/7/10
Richard Bush	1024 Chestnut St	94607	" "	"	Richard Bush	10/7/10
Michelle Williams	8126 Idlewood St	94605	Cain	4th	[Signature]	10/7/10
Elizabeth	302 Oakland Ave "B"	94611	Sequoia	4th	[Signature]	10/7/10
Arena Randolph	4509 Market St.	94605	Eisa	4th	[Signature]	10/7/10
Naima Hart	105 39th Street	94605	Khalil	4th	[Signature]	10/8/10

Civicorps Elementary School Charter School Petition/Peticion de Escuela Tipo Charter

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Name of Parent Nom de Padre/Madre	Street Address Domicilio	Zip code Codigo Postal	Child(ren) Name(s)	Grade (2010-11) Grado (2010-11)	Signature Firma	Date Fecha
Rofeza Sabry	7326 Dana Ave	94530	Nia	2	Rofeza Sabry	10/6/10
Nora Celestine	12206 15th St B	94608	Josephine	2	Nora Celestine	10/6/10
Latoria Williams	6445 Essex St B	94608	Ryan	2	Latoria Williams	10/6/10
Tarisha Gattlin	534 Levee Way Dr	94608	Hevon	2	Tarisha Gattlin	10/6/10
Dancla O'Brien	6684 Buys St Apt 645	94608	Bryon	2	Dancla O'Brien	10/6/10
Jocelyn Grady	1250 Franklin St	94702	Jocelyn	2	Jocelyn Grady	10/6/10
Isabelle Guibertaux	3317 Chestnut	94608	Kaylean	2	Isabelle Guibertaux	10-7-10
Anita Albini	360 Vernon St/Oakland	94610	Anita Pilar	2	Anita Albini	10/7/10
"	"	"	Francis	3	Anita Albini	10/7/10
Jessica Dowling	4711 Brookdale Ave Central	94619	Alyce	2	Jessica Dowling	10/07/10
Jessica Dowling	"	"	Talme	5	Jessica Dowling	10/07/10
Lorenzo Barner	2410 Lancaster Dr #10 San Pablo	94806	Jordan	2	Lorenzo Barner	10/8/10
Christina Pinkney	1504 Chelsea Pl Hercules	94547	Jordan	2	Christina Pinkney	10/8/10
Ashlee Vickers	2410 Lancaster Dr #10 San Pablo	94806	Sorcan	2	Ashlee Vickers	10/8/10
Nelma Rankins	3035 Pleitner Ave #1	94602	Alexandria	2	Nelma Rankins	10/8/10
Dexter Jones	38 Crestmont CA	94619	Alexandria	2	Dexter Jones	10/8/10
Kamilah Lewis	1520 Alcatraz Ave #A	94703	Raven	2	Kamilah Lewis	10/8/10

Civicorps Elementary School Charter School Petition/Peticion de Escuela Tipo Charter

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Name of Parent Nom de Padre/Madre	Street Address Domicilio	Zip code Codigo Postal	Child(ren) Name(s)	Grade (2010-11) Grado (2010-11)	Signature Firma	Date Fecha
Kam Allen	5527 Fremont	94608	Sahara	1	[Signature]	10/6/10
LaShela Ferguson	11425 Essex	94608	Kunilda	1	[Signature]	10/6/10
Margaret Patterson	2111 Harrington Ave	94601	Nah	1	[Signature]	10/6/10
Abby CRAW	10528 45th	94608	Louise	1	[Signature]	10/6/2010
Lakewood Washul	5552 Vallejo St	94608	Yeshitsomu	1	[Signature]	10/6/10
Dorlene Mitchell	412 Los Cerrillos Dr	94589	Aric Lewis II	1	[Signature]	10/7/10
Anika JEFFERSON	1235 30th St	94608	Hasan Foster	1	[Signature]	10/7/10
Shawn Churchwell	578 Scuders Cir	94565	Sierra Churchwell	1	[Signature]	10/7/10
LIZBETH CROLLA	966 40th St. Emeryville	94608	ESTEPHANO UTOE	1	[Signature]	10/7/10
Freemca Conner	850 32nd Street	94608	Messiah Conner	1	[Signature]	10/8/10
Flaminia Foragy	1815 37th Street	94608	Anoush Foragy	1st	[Signature]	10/8/10
Patricia Mendez	10235 Davo Hill	94609	James Mendez	1	[Signature]	10/8/10
TANISHA WOODSON	656 53rd St. #12	94609	Conner Colston	1st	[Signature]	10/8/10
Mary McClain	1008 Chestnut Apt B	94607	Ryan	1	[Signature]	10/8/10
Brenda Decker	200 Appainville Dr.	94803	Elly Lopez	1st	[Signature]	10/8/10
Cleoneve Chyckwell	3619 San Pablo Ave	94608	Mexi-Dink	1st	[Signature]	10/8/10



Oakland Unified School District
Office of Charter Schools
4551 Steele Street
Oakland, CA 94619

November 24, 2010

To Whom It May Concern:

Experience Corps (a program of Aspiranet) supports the charter renewal of Civicorps Elementary School and encourages the Office of Charter Schools to approve its operational plans for 2011-2016. Experience Corps is an award winning intergenerational program which connects adults 55+ to meaningful service opportunities as tutors and mentors in local elementary schools, with a focus on supporting K-3 literacy. The overall mission of Experience Corps is to build stronger schools where generations are connected for mutual benefit. Through this generational exchange, children succeed, older adults thrive, and communities are made stronger.

Experience Corps has been a proud partner of Civicorps for the last five years, working together to provide Civicorps students with 1:1 or small group tutoring and mentoring and/or classroom support, both of which have shown measurable impact both on student performance but also on the overall climate and learning environment of the school. Experience Corps has received a great deal of support and input from Civicorps – both from the principal as well as their entire staff. As a highly invested partner, their dedicated team continues to provide their students with a well-rounded, supportive and community-minded education. As such, we strongly support their charter renewal.

Should you have any questions or like additional information, I can be reached at the number below.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Moren", is written over a light-colored background.

David Moren
Associate Director, Experience Corps Oakland

ASPIRAnet

1611 Telegraph Avenue, Suite 406, Oakland, California 94612 tel: 510-495-4966 fax: 510-238-9255
www.experiencecorps.org www.aspiranet.org

Experience Corps together with ASPIRANET



Oakland Unified School District
Office of Charter Schools
4551 Steele Street
Oakland, CA 94619

December 1, 2010

To Whom It May Concern:

OBUGS supports the charter renewal of Civicorps Elementary School and encourages the Office of Charter Schools to approve its operational plans for 2011-2016. OBUGS provides garden-based instructional sessions to all students attending Civicorps Elementary School through its In-School in the Garden Program. The program features hands-on, age-appropriate lessons in science, nutrition, gardening and ecology. Civicorps provides support for the OBUGS program with in-kind contributions of classroom and garden facilities, as well as the development of program schedules and delivery of garden lessons. Civicorps staff has also helped with the outreach and recruitment of students and parent volunteers for the program.

Sincerely,

A handwritten signature in black ink, appearing to read "Heather Davis", is written over a faint, illegible typed name.

Heather Davis
Executive Director



Oakland Unified School District
Office of Charter Schools
4551 Steele Street
Oakland, CA 94619

November 24, 2010

To Whom It May Concern:

Revolution Foods supports the charter renewal of Civicorps Elementary School and encourages the Office of Charter Schools to approve its operational plans for 2011-2016. Revolution Foods has been a proud partner of Civicorps Elementary School since 2008. Each year we have the privilege of working with the bright students at Civicorps as well as the extremely dedicated staff. Revolution Foods has been consistently impressed and inspired by the students and community of Civicorps Elementary School. We are proud to be their partner in providing nutritious lunches, and support the programs they operate to develop healthy well-rounded students.

In the last two years, Revolution Foods has seen first-hand the dedication of staff and parents who work diligently to create an environment of hands-on learning for their students. From the onsite vegetable garden to their interest in working with Revolution Foods to plan unique nutrition education activities, the Civicorps community is constantly implementing programs to strengthen the health of their students and school. Revolution Foods happily supports Civicorps Elementary School in all present and future endeavors.

Sincerely,

Julie Rockow

School Account Manager

Revolution Foods

Mobile: 831.818.1143

office: 510.596.9024 x 119

www.revolutionfoods.com

Assurances

Civicorps Elementary School (K-5) located at 1086 Alcatraz Avenue, Oakland, CA 94608:

1. Shall 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 Ed. Code § 47605 (c)(1)]
2. Shall 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. [Ref. California Ed. Code §47605(b)(5)(O)]
3. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Ed. Code § 47605(d)(1)]
4. Shall not charge tuition. [Ref. California Ed. Code § 47605(d)(1)]
5. Shall 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 Ed. Code § 47605(d)(2)(B)]
6. Shall not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Ed. Code § 47605(d)(1)]
7. Shall 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. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review § 11967.51(f)(5)]
9. Shall 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 Ed. Code § 47605(l)]
10. Shall at all times maintain all necessary and appropriate insurance coverage.
11. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school including but not limited to:

The charter school shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

The charter school shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

The charter school shall comply with any jurisdictional limitations to locations of its facilities.

The charter school shall comply with all laws establishing the minimum and maximum age for public school enrollment.

The charter school shall comply with all applicable portions of the No Child Left Behind Act.

The charter school shall comply with the Public Records Act.

The charter school shall comply with the Family Educational Rights and Privacy Act.

The charter school shall meet or exceed the legally required minimum of school days.

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INTRODUCTION

Since opening its doors 27 years ago, Civicorps has been an innovative leader in serving youth and communities through education reform, youth development, environmental stewardship and service. Civicorps' 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 goal of the Civicorps Elementary School (K-5) is to reinvest in the civic mission of public education and to provide a rigorous educational experience for students of all backgrounds and abilities. Our curriculum and instruction is innovative, research-based and founded on three pillars: rigorous academics, artful thinking and service learning. Our young scholars engage in learning through dynamic experiences grounded in an atmosphere of mutual respect and trust.

Civicorps Elementary School shares the values of the District – Achievement, Equity, and Accountability -- and actively supports the district in the achievement of its goals:

1. All students are reading proficient by the end of third grade
2. All students are algebra proficient by the end of ninth grade
3. All students graduate by the end of twelfth grade
4. All students take responsibility for themselves and the common good
5. All students possess the skills and resiliency necessary for success in the workforce

Civicorps Schools began operating its Corpsmember Academy (young adults ages 18-24) under its K-12 charter #99 in 2000. The K-5 elementary school was launched the following year at the current site at 1086 Alcatraz Avenue in North Oakland. The organization officially changed its name from East Bay Conservation Corps to Civicorps Schools in 2004. In September 2005, Civicorps Schools renewed its K-12 charter #99. In October 2006, the Civicorps Corpsmember Academy Charter petition # 948 (now at 101 Myrtle Street in West Oakland) was approved with the stipulation that a separate charter be obtained for grades K-8. In April 2007, charter #99 was amended to include only grades K-8. Finally, in October 2007, Civicorps Middle School charter petition #1145 was approved. The Civicorps Middle School was launched that same year with a fifth grade class at the Alcatraz site. Because the agency already held a K-8 charter, there was overlap in the grades served by charters #99 and #1145. As the direction of the organization has shifted to focus on mastering the model and delivery system while stabilizing all of the school stakeholders, Civicorps Schools has decided to forgo its middle school charter (#1145). Furthermore, Civicorps seeks to reduce the grades it will serve within the term of this charter from K-8 to K-5.

Because of its intention to focus on mastering the model and delivery system while stabilizing all of the school stakeholders, Civicorps Schools has decided to forgo its middle school charter. Furthermore, Civicorps seeks to reduce the grades it will serve within the term of this charter from K-8 to K-5. This demonstrates the Board of Directors commitment to promoting consistency through a combination of support and an inclusive and transparent accountability system for the school.

Element A. EDUCATIONAL PROGRAM

California Education Code Section 47605(b)(5)(A) 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.

The School's Mission

The mission of Civicorps Schools is to promote citizenship and build civil society by creating educational models and programs that draw upon the power of service as a way of learning. Civicorps Elementary School's mission is to reinvest in the civic mission of public education and to provide a rigorous educational experience for students of all backgrounds and abilities. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic literacy.

Academic Literacy is defined as the ability to read, write, calculate, reason and communicate with precision and depth.

Civic Literacy is the ability to "let one's life speak" through participating thoughtfully, responsibly and passionately in the life of the community. This is done while fostering an overriding concern for the common good and an orientation towards service.

Artistic Literacy is graceful personal expression, creative thinking and problem solving, the development of a discerning eye and a sensitive ear.

We believe that each of these forms of literacy is necessary for twenty-first century learners to grow into adults who can successfully grapple with the complexities of our world and effect positive change.

Student Population to Be Served

The school actively recruits a student body that brings together the socio-economic and ethnic diversity of Oakland and the broader San Francisco Bay area. The school plans to serve an average of approximately 190 students in grades K-5 during the next term of its charter. The goal is to stabilize the community of student, parents, teachers and community partners. Adjustments to the configuration of grades served by this school will be considered material to this petition and require submission to the authorizing agency of a material revision request pursuant to Education Code Section 47607.

According to the District's Parent Guide 2010-2011, 38,627 students attended Oakland public schools in 2009-10 with another 7,776 students attending District approved charter schools in Oakland. OUSD boasts one of the most diverse student populations in California. With a projected enrollment of 190, Civicorps Elementary School represents roughly two percent of the charter school students in Oakland.

The most recent enrollment of the school indicates its reflection of general population residing within the geographical boundaries of the District and community where the school is located. In the current school year, 2010-11, Civicorps Elementary School serves 82 males and 95 females, 105 of who qualify for free or reduced lunch. Eighty-two percent of the students are African American, seven percent Latino, four percent white, with the remaining six percent

dispersed across the following categories: American Indian, Asian Indian, Samoan, Chinese, Filipino, Japanese and other Asian. Since the Elementary School serves a large group of low income and African American students, it takes its commitment to bridging the achievement gap very seriously. The needs of the student population drove the school leadership's decision to focus on grades K-5 only in order to improve and enhance the consistent implementation of the school's support and delivery systems and to solidify the model.

What it Means to be an Educated Person in the 21st Century

Civicorps Elementary School's refocus has been influenced by the research of Dr. Tony Wagner. In The Global Achievement Gap¹, Wagner, the Co-Director of the Change Leadership Group (CLG) at the Harvard Graduate School of Education, articulates what his group's research has determined students need from education in the 21st Century:

All students need new skills to thrive in a global knowledge economy. In order to get good jobs and to be active and informed citizens in our democracy, today's students – and tomorrow's workers – need to learn how to think critically and solve problems, work in teams and lead by influence, be agile and adaptable, take initiative and be entrepreneurial, communicate clearly and concisely, access and analyze information effectively, and be curious and imaginative. All of today's students will need to master the skill that Socrates taught – not just the elites.

In the age of the Internet, using new information to solve new problems matters more than recalling the old information. Being an independent, lifelong learner and knowing how to access and analyze information, which is growing exponentially and is constantly changing, is far more important than rote learning of specific academic content. Students today must be prepared to apply what they've learned to new situations and challenges, rather than merely recite what they've memorized.

Today's youth are differently motivated when we compare them to previous generations. Having grown up tethered to the net, young people today are curious multitaskers who hunger for immediate gratification and connectedness. They are creative and want to make a difference. They need and value mentoring and coaching from older adults – but only when those adults are respectful of their abilities and their dreams and can relate authentically, rather than from a position of power.

How Learning Best Occurs: Educational Philosophy and Practices

The educational philosophy of Civicorps Elementary 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 philosopher 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:

*Small Size Caring School Community
Service and Project-Based Learning
Arts Integration
Authentic Assessment*

Small Size Caring School Community

In order to provide our students with the knowledge and skills needed to become active and responsible citizens, we intentionally organize Civicorps Elementary 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. The 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.

Service and Project-Based Learning

Service-learning, the teaching strategy central to Civicorps Elementary 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.

Arts Integration

Civicorps Elementary 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, 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 are 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 is achieved through the work of the visual arts teacher who provides 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.

Authentic Assessment

Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at Civicorps Elementary School and also as an educational practice that motivates learning and drives instruction. Staff 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.

Support for English Learners. All Civicorps Elementary School parents are 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 the school receives them.

Support for Students with Disabilities. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. Civicorps is a member of the OUSD Special Education Local Plan Area (SELPA) and shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act (IDEIA). The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all OUSD SELPA policies and procedures; and shall utilize appropriate OUSD SELPA forms. The School Shall not discriminate against any pupil To identify students who may be in need of special education services, charter school faculty ask parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff also forward 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 Civicorps Elementary School faculty 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 is described in our Family 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 is provided to Civicorps Elementary School teachers annually.

Support for Academically High-Achieving Students. Academically high-achieving students are identified through teacher recommendation, progress reports, test scores, and/or other assessment measures. These students are challenged to meet and exceed grade level standards and school-wide outcomes by creating appropriate goals during Parent-Teacher-Student conferences and through conversations with school faculty. Civicorps Elementary School faculty support these students through differentiated instruction and additional assignments during or after school.

Support for Academically Low-Achieving Students. Civicorps Elementary School holds high expectations for all students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students are identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, they attend after-school tutoring and small group work. If deemed necessary, the faculty 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 for a detailed description of the Student Study Team process at Civicorps Elementary School.

Responsive Classroom

The staff of Civicorps Elementary School decided by consensus that Civicorps would be a "Responsive Classroom" school and use the principles of the approach in developing our school-wide plan. This was a result of the School Capacity Building Plan goal of creating a school-wide positive climate plan. The guiding principles of Responsive Classroom are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand-in hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to in Responsive Classroom as CARES) are:

Cooperation
Assertion
Responsibility
Empathy
Self-Control

- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique
- Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice - increasing student learning by allowing students teacher-structured choices in their work

- Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

Parents are encouraged to actively participate in their student's education through the following strategies:

- Regular communication through weekly communication folders
- Monthly Family Newsletters
- A partnership with the schools' Parent Teacher Corps (PTC)
- Back to School Night
- Showcase of Learning
- Family Art and Science Nights
- Three Parent Teacher Conferences per year

Civicorps Elementary offers a dynamic and innovative education program based on research-based best practices in education. What follows is a description of our curriculum and instruction framework derived from our three pillars of academic, artistic and civic literacy as well as links to our learning partners.

ACADEMIC LITERACY

Our academic program is both rigorous and engaging. Grade level curricula are aligned to the California State Standards in every subject area, from Language Arts to Science and our scholars receive instruction that is differentiated to meet their individual needs. We offer balanced literacy and Mathematics, comprehensive units in Science and Social Studies and ongoing formative assessments to ensure that our students are learning to their fullest potential. Throughout their years at the school, scholars look forward to the signature activities of each grade level, such as expeditionary field trips and service-learning projects that are integrated into the core curriculum.

Language Arts

Civicorps scholars participate in a "workshop" method of instruction which allows teachers to tailor instruction to a child's individual needs and interests. Our program offers a balanced literacy approach which includes instruction in writing, guided reading, phonics and vocabulary development.

Writer's Workshop was developed by Columbia University's Teachers College and allows each child to become an author of original work. The workshop process organizes best practices in the teaching of writing to provide each child with writing instruction that meets his or her individual needs.

Writer's Workshop has five main components:

1. A teacher mini-lesson to provide direct instruction in a writing skill
2. Independent practice in a writer's notebook or writing folder at home and in school
3. Guided writing practice in small groups
4. Writing conferences to provide one-on-one feedback from the teacher with student

5. Working through the writing process to publish written work

A very important tool in Writer's Workshop is each child's writer's notebook. The notebook is a place for our young writers to gather ideas and begin storytelling.

Civicorps' scholars learn to take these small ideas and elaborate to tell interesting and meaningful stories. Scholars will write a first draft, revise their ideas, edit, and publish a written piece about once every six weeks. Each class will then celebrate the author's writing by providing opportunities for the writers to share their published pieces.

Reader's Workshop organizes the best practices in the teaching of reading to provide each child with instruction that meets his or her individual needs. Reader's Workshop has five main components:

1. A teacher mini-lesson to provide direct instruction and modeling in a reading skill or strategy
2. Independent reading at a child's just right level
3. Guided reading in small teacher directed groups with text at reader's instructional level
4. Reading conferences to discuss a child's just right book and provide direction for independent practices
5. Teaching writer's reflection to provide time to think and respond to questions about how we have grown as readers.

Mathematics

Our math program utilizes Scott Foresman California Math which was written specifically to meet the California Content Standards in Mathematics, with contributions from leading mathematics educators from across California and the nation. Civicorps' approach to math instruction is workshop based with an emphasis on critical thinking and student led solutions. Our teachers supplement our math textbooks with learning resources from Math Coach and Marilyn Burns Math among others.

The components of Math Workshop include: guided practice, guided Math small group or individual work with teacher, work stations/independent practice, Math Facts/Fact Fluency, Do Now/Exit Tickets, Mental Math/Math Journaling and Assessment/Observational and Conferencing Notes.

Science

FOSS (Full Option Science System)²

FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. Our scholars participate in at least two hands-on labs every month.

² <http://www.fossweb.com/>

OBUGS

Civicorps Elementary is proud to partner with The Oakland Based Urban Gardens (OBUGS)³ program supplements the regular school curriculum by providing hands-on garden-based activities based on California standards in Science, Math, Language Arts, Health and Nutrition, Ecology and Art. Each class receives 60 minutes of instruction in our edible classroom each week.

Social Studies

Civicorps Elementary provides a California standards based Social Studies curriculum for all grades. Social Studies standards are often interwoven into Service Learning projects throughout the year. Grades four and five follow the Houghton Mifflin Social Studies series. Students are assessed through theme tests and on grade level standards based report cards.

CIVIC LITERACY

We place a premium on service as a way of learning and believe that citizenship is at the heart of a healthy democratic society. Around Civicorps, our students are known as "Citizen Leaders" and "Citizen Learners" and are actively engaged in ongoing service projects that help bring to life the abstract idea of citizenship. A culture of mutual care and respect is nurtured through structured opportunities to build community, make positive connections with peers and adults and learn the valuable skills necessary for conflict resolution. Our weekly Community Meetings serve as a forum for school-wide discussion and celebration.

Service Learning Through Social Studies and Science

An important pillar of our school's charter is civic education through Service Learning. Each of our classes participates in interdisciplinary signature projects during the year as well as classroom activities and projects that connect to the California Social Studies and Science standards.

Art and Service Learning

Each grade has an in-depth Signature Project that fuses their studies in the 4R's, literacy, service learning and the arts. These projects are based on grade level California State Standards in Visual Arts, Social Studies, and Science. In addition, Signature Projects use K-12 Service-Learning Standards for Quality Practice (established by the National Youth Leadership Council).

ARTISTIC LITERACY

Students participate weekly in Visual Arts classes in order to learn the foundational skills and knowledge of artistic literacy. Students create their own unique works of art, study the lives and work of various artists and attend assemblies that highlight the particular art forms they are studying. In addition, the arts are woven into the framework of the academic program. Since students need the same skills to make scientific observations as they do to draw a still life, we work to ensure that students transfer their knowledge and skill they learn in art classes to other aspects of the program.

³ <http://obugs.org/>

Art

Artful Thinking is a program that was developed by Harvard Project Zero⁴ in collaboration with the Traverse City, Michigan Area Public Schools (TCAPS). The program was one component of a larger TCAPS grant from the US Department of Education that aimed at developing a model approach for integrating art into regular classroom instruction. The purpose of the Artful Thinking Program is to help teachers regularly use works of visual art and music in their curriculum in ways that strengthen student thinking and learning. In addition, we provide direct Art instruction to classes twice a week in 45 minute sessions as well as Arts integration activities in the regular classroom.

Studio Thinking Framework – Eight Habits of Mind

Develop Craft Learning to use and care for tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing).

Engage & Persist Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

Envision Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

Express Learning to create works that convey an idea, a feeling, or a personal meaning.

Observe Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

Reflect *Question & Explain:* Learning to think and talk with others about an aspect of one's work or working process. *Evaluate:* Learning to judge one's own work and working process and the work of others in relation to standards of the field.

Stretch & Explore Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

Understand Art World *Domain:* Learning about art history and current practice. *Communities:* Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

Civicorps' *Visual Arts* program aims to teach our scholars to think as artists. Students are encouraged to seek visual solutions to the creative questions and challenges put before them. Through guided practice students will learn to use the materials and tools of the art studio to express their own sense of creativity. Students will be given the opportunity to explore a variety of artistic media and discover their self-expression.

⁴ <http://www.pz.harvard.edu>

PROGRAMS

Physical Education

Civicorps Elementary partners with Playworks to provide 60 minutes of physical education instruction once per week. Playworks is a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity to schools at recess and throughout the entire school day. Our playworks coach not only teaches PE, but also supports our teachers with their own PE instruction during the week. Playworks also organizes games and activities for students during all recesses.

Counseling

Civicorps Elementary partners with Children's Hospital of Oakland to provide group therapy and student and family referrals for counseling services.

Special Education

Students who may have specific learning disabilities are referred to the school's Individual Education Planning (IEP) Team. The team members include an administrator, resource specialist, health educator, speech therapist, classroom teacher(s), specialists, parent(s), and when appropriate, the student. A student found eligible for special education services may receive services for remediation and support.

Resource

The Resource Program provides additional help to academically able students who have an identified learning disability. Our part-time resource specialist provides individual remediation and support to identified students in the general educational classroom.

Speech

Speech and language therapy is provided for children who need assistance with language acquisition, comprehension, or verbal communication. Children are referred to the speech therapist for misarticulation of sounds, non-fluency, hearing difficulties, physical anomalies, (such as cleft palate), insufficient voice production, and language problems. Students are enrolled in individual or small group therapy on a weekly basis.

Student Study Team (SST)

The Student Study Team consists of an administrator, classroom teachers, parents, and support personnel as needed. The goal of the Student Study Team is to review a referred student's progress, gather pertinent information concerning the student's health and school history, and make appropriate recommendations. Student Study Teams meets monthly. Staff or families may request a meeting of the Student Study Team to review a student's progress.

Afterschool Program

The regular school day extends into an afterschool enrichment program. Students receive academic support in the form of structured homework assistance, academic support and multi-disciplinary activities, including visual Arts, arts and crafts, science exploration, computers, and physical activity among others. Other important program components include daily nutritious snacks, rest and relaxation and organized play. The afterschool program is fee based and registration is required. Our afterschool partners include the Museum of Children's Art (MOCHA), Extreme Learning and Circus Arts.

*Extreme Learning*⁵ helps California school districts meet and exceed federal, state, and local academic performance targets by providing schools with standards based, high quality, low cost, K-12 academic support and enrichment programs. Extreme Learning is successful because of its proven approach fusing traditional tutoring with technologic tools.

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) and (C)].

Civicorps' approach to teaching and learning is founded on the following theory: if we provide rich, culturally relevant standards-based curriculum to our students in a way that continually takes into account and responds to students' academic strengths and needs, their achievement will accelerate and they will achieve standards mastery.

Civicorps strives to develop culturally responsive mindsets. We develop results-oriented leaders who act with an unwavering determination and focus to accelerate the learning of the lowest performing students and achieve educational equity. Without leadership focused on results, leading people toward results, we will not close the achievement gap.

Civicorps Elementary School has identified ten school-wide student outcomes we require all students 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.

⁵ <http://www.extremelearn.com/>

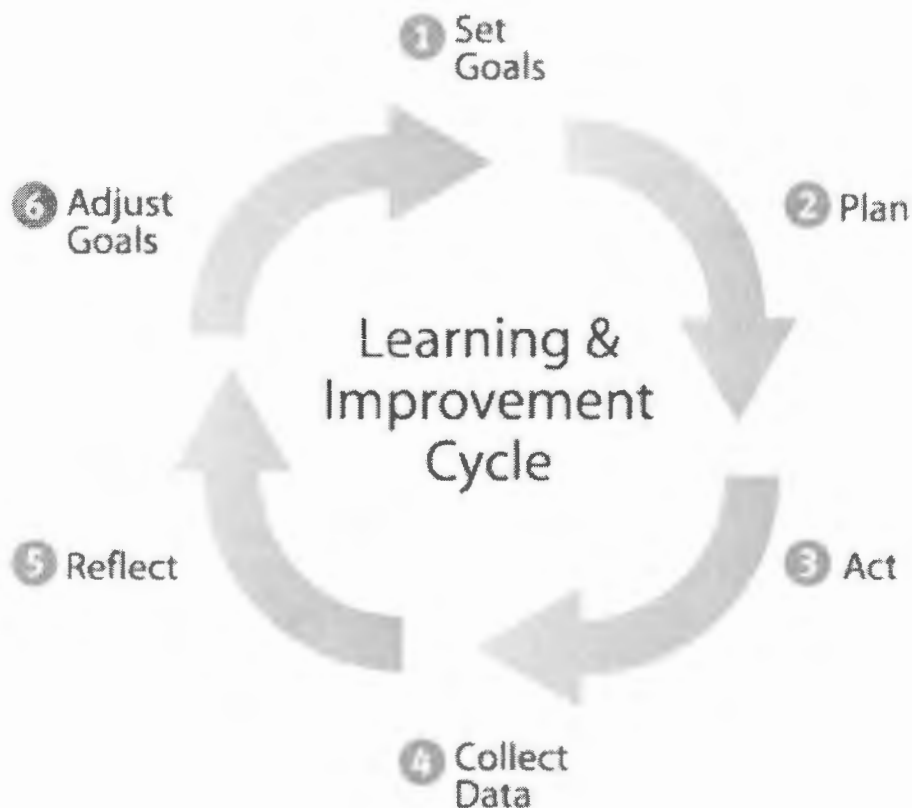
Our integrated, challenging curriculum not only fulfills our mission to prepare active citizens, but also demonstrates our belief that students should spend their time engaged in relevant teaching and learning experiences rather than receive direct test preparation instruction.

Civicorps Elementary School set the performance achievement goal of improving its API score by five points per year. In addition, please see attached Assessment Calendars for grades K-1, 2-3, and 4-5.

Civicorps measures progress toward student goals by scheduling both formative and summative assessments during the school year (see assessment calendar). Results of these student assessments are then shared with both students and parents and goals are set for each student. Student data is also analyzed, discussed and reflected on through grade cluster collaboration meetings where teachers engaged in Results Oriented Cycles of Inquiry (ROCI).

Teacher Collaboration and Professional Development

Civicorps' faculty implements a research-based, strategic and integrated approach to teaching and learning called the **Results-Oriented Cycle of Inquiry (ROCI)**. ROCI is comprised of knowing the standards; diagnosing focal student needs; setting and working toward long and short term learning goals; backward planning from standards and assessments; investing students in their goals; teaching effectively; and continuously analyzing data to ensure learning goals are being met. The principal works with lead teachers, coaches, classroom teachers and parents to implement this approach. The following figure displays the cycle for learning and improvement.



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)].

School Wide Performance Goals

In addition to the school-wide student outcomes and grade level standards and benchmarks specified above, Civicorps Elementary School aims to meet the following school-wide performance standards related to areas of attendance and grade-level promotion.

- 95% attendance rate
- 95% annual grade-level promotion rate

In addition, Civicorps Elementary School seeks to achieve the following school-wide 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.

School Wide Assessments

School Assessment Calendar

Each year, the school maps out an assessment calendar in grade clusters K-1, 2-3 and 4-5. The assessments are organized in trimesters. Baseline data is collected at the beginning of each school year, students' needs are assessed and addressed by teacher teams who meet regularly throughout the school year to analyze student data together and design responsive instructional strategies. Measurements include phonics, math, writing, science, social studies, service-learning and are directly linked to the curriculum (e.g., Fountas and Pinnell --Phonics, Scott Foresman --math, FOSS – science). Teachers are instrumental in the continuous improvement of the assessment calendar and strategies. The 2010-11 Calendar is attached for reference.

The school has school-wide goals for its Academic Performance Index (API) – an increase of five points per year and to reach 800. Overall, the school aims to continuously increase the percent of students scoring Proficient or above on the California Standards Test in every subject.

Report Cards

Civicorps Elementary School report cards were designed with significant input from grade level teachers and are aligned with the California State Standards at each grade and developmental level. The report cards also measure the desired outcomes in students' demonstrated application of artful thinking and civic behaviors.

Service Learning Instruments

Civicorps Elementary School is a lead participant in Cal-Serve, a statewide initiative with funding in three-years cycles, (2010-13) aimed at institutionalizing and assessing service-learning in public schools. Grades K-5 engage in "Civicorps Signature Projects" which are grade-level specific service learning experiences that promote Civicorps' mission, integrate the arts and are aligned with the California academic standards. The Civicorps Signature Project Year-at-a-Glance document summarized the projects by grade level and includes the length of

the units and the assessments used. This summary is attached in Appendix. The Service Learning Rubric is also attached in Appendix and is used by teachers to rate projects according to national standards.

In order to ensure that all students at Civicorps Elementary School are achieving the student outcomes detailed above, assessment will be consistent, continuous and based on both internal and external evaluative 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"> • Classroom content assessments • Schoolwide Reading and Mathematics Assessments • Portfolio with Grade Level Rubrics 	<ul style="list-style-type: none"> • STAR Tests (currently CST) • CELDT
Artistic Literacy	<ul style="list-style-type: none"> • Classroom content assessments • Portfolio with Grade Level Rubrics 	
Civic Literacy	<ul style="list-style-type: none"> • Student Attitudinal Survey and Observation Checklists • Portfolio with Grade Level Rubrics • Student Attendance and Behavior 	

External Assessments

As mandated by California Education Code Section 47605(c)(2), Civicorps Elementary School will annually administer the state mandated assessments that currently include the STAR (CST) and California English Language Development Test (CELDT).

Internal Assessments

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

Progress Reports

Civicorps Elementary 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 the following ways:

- (1) Student academic progress is tracked on report cards which are aligned with California state content standards;
- (2) Student progress in Science and Social Studies is assessed below, at or above grade level expectations;
- (3) Student progress in civic literacy is tracked on the report card and through service-learning assessments.
- (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. 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.

Collecting, Analyzing and Reporting Data

Civicorps will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Civicorps Elementary School will report a summary of its outcomes and accomplishments to parents and the District annually on its website. 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 and competitions.

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 for the Civicorps Elementary School (K-5) has the following components: A California Non-Profit Public Benefit Corporation Board of Directors including a Program Committee of the Board, an Executive Director and Supporting Administrators.

Members of Civicorps Elementary School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Civicorps Elementary School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Civicorps Elementary School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Civicorps Elementary School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Civicorps Elementary School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Elementary School by law or charter provisions.

Legal. The Civicorps Elementary School (K-5) is operated as a part of Civicorps Schools, 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 school complies with all applicable federal, state and local laws. Civicorps 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.

The Civicorps Elementary School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

The Civicorps Elementary School Governance Council is the Civicorps 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 for a list of the board members.)

The Board of Directors currently has eight 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 Civicorps Elementary School (K-5) 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.
- **Programmatic Oversight:** The Board informs itself as to the welfare and integrity of the Civicorps Elementary School, and the degree to which it is meeting its goals and achieving its mission through information provided primarily from the Civicorps Executive Director.
- **Advocacy:** The Board is responsible for advocating for the Civicorps Elementary School including raising funds.
- **Hiring:** The Board hires, supports, evaluates and advises the Executive Director of Civicorps Schools.

The Oakland Unified School District is entitled to a representative on the Civicorps 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.

The Civicorps 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.

The Civicorps Parent Teacher Corps (PTC) is an organization whose purpose is to strengthen, enhance and encourage the educational and social environment of Civicorps Elementary. Its goals are to complement the school curriculum with additional opportunities for parents, teachers and students to learn, socialize, communicate and grow.

The PTC is composed of parents and teachers and provides the Civicorps senior management team (the Executive Director and the other agency Directors) with input that helps shape school policies and practices. The PTC supports the mission of Civicorps Elementary School (K-5); organizes family events; raises money; and brings concerns of the parent community to the Civicorps Elementary School (K-5) administrators.

Operations. Civicorps 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 Civicorps' insurance policies.

Civicorps Elementary School (K-5) 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.

External Reporting. Civicorps Elementary School maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all responsible inquiries from District and other authorized reporting agencies.

Public Records. Civicorps Elementary School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and

sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Civicorps Elementary School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Civicorps Elementary School and of the District. Civicorps Elementary School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities as well. To the extent that there is information that the District has, but that Civicorps Elementary School does not have that Civicorps Elementary School need in order to meet its obligations, the District shall provide the same to Civicorps Elementary School in a reasonably timely manner upon request.

Addressing Parent Complaints. Civicorps Elementary School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Civicorps Elementary School will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to the complaints, the party identified and charged with making final decisions regarding complaints and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint.

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)].

Civicorps Elementary School (K-5) has four categories of staff members: Administrators, Teachers, Instructional Support Staff and Non-Instructional Support Staff. For all positions, the Civicorps Elementary School (K-5) 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 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 Civicorps Elementary School (K-5) may choose not to require credentials for teachers in non-core, non-college preparatory courses. The school conducts 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) meet the following qualifications:

Administrators. Administrators include the principal who serves as the instructional leader of the school site, 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 position includes 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. Teachers are responsible for teaching the core curriculum. 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.

Instructional Support Staff. Instructional Support Staff, including Teacher Interns 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. 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.

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. Civicorps 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, Civicorps 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 Civicorps Elementary School (K-5) will continue to seek candidates who are highly qualified and meet the requirements of the No Child Left Behind (NCLB) Act.

Professional Development. Civicorps 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 Civicorps Elementary School (K-5) are also encouraged to improve their practice through individualized professional development.

Performance Evaluation. Civicorps uses an evaluation process (see Appendix) for administrators, teachers and staff 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 coaching, reflection, and evaluation areas are aligned to and reflect both the six California Standards for the Teaching Profession. Performance expectations and reviews are discussed periodically during the year. Administrators and Teachers set professional goals for themselves for the year and receive a written performance evaluation from the supervisor. The Principal conducts the performance reviews of teaching and school staff and the Chief Executive Officer leads the evaluation of the Principal. Examples of evaluation data collection include planned and unexpected classroom and school event observations, student growth data, self-evaluation, parent surveys, and student feedback via survey.

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 Civicorps Elementary School (K-5) has existing health, safety and risk management guidelines and policies currently in use by Civicorps Schools. The charter school will update these guidelines as necessary in consultation with Civicorps' 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 Appendices for the Staff Handbook, and the Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) will begin collecting applications in January. The Civicorps Elementary School (K-5) will accept all students who apply but will seek a gender balance in its classrooms. In order to be admitted into the Civicorps Elementary 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. By October 1 of each year, Civicorps Elementary School will notify the District in writing of the application deadline and proposed lottery date. Civicorps Elementary School will ensure that all application materials reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter. Parents and students will be informed of their entrance into the Civicorps Elementary School (K-5) 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 Civicorps 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), Civicorps, at its own expense, contracts for the services of an independent, certified public accountant to conduct an annual financial audit of Civicorps' 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 Civicorps 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). Civicorps' 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 Civicorps Elementary School (K-5) receives 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 Civicorps in a timely manner. During the term of this charter petition, Civicorps 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. Civicorps 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.

To the extent that Civicorps Elementary School is a recipient of federal funds, including federal Title I, Part A funds, Civicorps has agreed to meet all of the fiscal and other regulatory requirements of the No Child Left Behind (NCLB) Act and other applicable federal grant programs. Civicorps agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and

paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent contract.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Civicorps Elementary School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) Family handbook and the policies of Civicorps Schools. 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. Students who violate these guidelines may be subject to expulsion or other disciplinary action as articulated in the Family 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.

In the case of a special education student, or a student who receives 504 accommodations, Civicorps Elementary School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine: 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

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)].

Civicorps Schools has established a retirement system in lieu of existing public employment retirement systems, according to the policies established by the Civicorps Board of Directors. The Staff Retirement System consists of the federal social security system and a 403(b) plan through Lincoln Financial. 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.

Civicorps 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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)].

Civicorps Elementary School (K-5) staff are employees of Civicorps Schools. 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 staff and governing board members of the Civicorps Elementary School (K-5) agree to attempt to resolve all disputes between the District and school 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.

Any controversy or claim arising out of or relating to the charter agreement between the District and Civicorps Elementary School, except any controversy or claim that in any way related to the revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electric confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Civicorps Elementary School

To Coordinator, Office of Charter Schools:
Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

- (2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of the receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after the deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.
- (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve

the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (AAA) to have an arbitrator appointed.

- (4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any recourse available by law.

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 the Civicorps Staff Handbook in Appendix for a more detailed description of the dispute resolution process 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 Civicorps, 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 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 Civicorps Schools 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 Civicorps Elementary School (K-5) shall adopt the following process in the event the closes:

1. Document closure action: The CIVICORPS 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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: Civicorps will conduct an independent audit within six months of the school closure. The audit will include an assessment of all of the school's assets, liabilities and accounts receivable. Civicorps 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: Civicorps 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

Civicorps Elementary School must submit its renewal petition to the office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Civicorps Charter School in accordance with Education Code Section 47607 any successor provisions to section 47607 or other statutory provisions if enacted after the date of the charter, regarding the revocation of charters.

Impact on Charter Authorizer. In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

September 1 – Final Unaudited Financial Report for Prior Year
December 1 – Final Audited Financial Report for Prior Year
December 1 – First Interim Financial Report for Current Year
March 1 – Second Interim Financial Report for Current Year
June 15 – Preliminary Budget for Subsequent Year

Civicorps Elementary School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

Civicorps Elementary School is subject to District oversight.

The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Civicorps Elementary School.

The District is authorized to revoke this charter for, among other things, the failure of Civicorps Elementary School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Civicorps Elementary School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to the following areas:

- Compliance with terms and conditions prescribed in the charter;
- Internal controls, both financial and operational in nature;
- The accuracy, recording and/or reporting of school financial information;
- The school's debt structure;
- Governance policies, procedures and history;
- The recording and reporting of attendance data;
- The school's enrollment process, suspension and expulsion procedures, and parental involvement practices;
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Civicorps Elementary School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Civicorps Elementary School. When 30 days notice may defeat the purpose of the audit, the District may conduct audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse to Civicorps Elementary School operations is received by the District, the school shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Elementary School by law or charter provisions.

District Fee for Oversight. The District may charge for the actual costs of supervisory oversight of Civicorps Elementary School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the charter school not to exceed 3% if Civicorps Elementary School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Term of Charter Petition. The term of this charter shall begin on the date that the OUSD renews the charter (by February 14, 2011 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 Civicorps Schools Board of Directors 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) and the District shall follow the laws and procedures in the California Education Code.

Facilities. The Civicorps Elementary School (K-5) is currently located at 1086 Alcatraz Avenue, Oakland, California. The Civicorps Elementary School (K-5), 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, Civicorps would seek any necessary amendments to this Charter.

If Civicorps Elementary School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Civicorps Elementary School moves or expands to another facility during the term of this charter, Civicorps shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Civicorps Elementary Schools shall not begin operation in any location for which it has failed to provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department of equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Civicorps Elementary School shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Administrative Services. Civicorps 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 Civicorps and the District.

Potential Civil Liability Effects. Civicorps provides the charter school's liability insurance; it does not expect the District to assume the debts or liabilities of the school. Civicorps 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 Civicorps' existing and longstanding insurance policies.

The Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) will assume all potential civil liability and will hold the District free of such responsibility.

Financial Statements. Civicorps Schools uses the Modified Accrual method of reporting. Fiscal closes are performed monthly at which time actual revenues and expenses are presented against monthly and annual budget (Budget Vs Actual Reports). Wendy Wang, assistant controller (over 15 years experience), compiles the monthly Budget Vs Actual Reports and forwards them to Brian Hickey (over 15 years experience), Interim CFO, for review. Upon booking any necessary adjusting entries arising from the Interim CFO's review the monthly Budget Vs Actual Report is forwarded to the principal for review and comments. A sit down meeting is conducted to discuss the Budget Vs Actual results as often as monthly, but not less frequently than quarterly.

Civicorps Schools has an annual financial statement audit performed by Wilson, Markle, Stuckey Hardesty & Bott. Wendy Wang, Assistant Controller and Brian Hickey, Interim CFO are responsible for preparing the necessary reports and schedules to facilitate the audit. All significant findings (if any) and reviewed by the board of directors and a remediation plan is developed. Civicorps Schools and Civicorps Elementary of obtained a clean opinion in conjunction with each of the past 5 years.

Cash flow is monitored by the Company's financial department (Interim CFO) and Board of Directors. In times where cash flow is an issue, cash flow reports are generated and meetings are held frequently with principal and financial staff to address cash flow concerns. All purchases of goods and services require signature approval of the principal. A signed purchase order or invoice is provided to the finance department as support of approval. All checks over \$5,000 require two signatures. Civicorps utilizes the Positive Pay system at Bank of America. Interim CFO reviews all purchases for validity and accuracy prior to signing checks. Payroll is processed semi-monthly by Imie Lam, Payroll Specialist (over 15 years of experience). Each exempt school employee is responsible for submitting a semi-monthly timesheet which documents paid time off utilized during the period. Hourly employees are responsible for submitting a semi-monthly timesheet that documents daily hours worked. All exempt and non-exempt timesheets are signed by the respective employee and immediate supervisor. Payroll is submitted on-line using an Internet based software from Paychex, a payroll processing service. Prior to submitting payroll a Pre-process Report notating gross pay and detail of deductions for each employee is reviewed against employee timesheets, new hire and termination forms, and personal action forms (documenting changes in rates of pay) for accuracy by the assistant controller. Once accuracy is confirm, payroll is submitted on line and a Final Payroll Report is generated and transfer is made to the payroll account to fund payroll. See Appendix for five-year financial school forecast.

Communications. All official communication between the Civicorps Elementary School (K-5) and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Civicorps Schools
101 Myrtle Street
Oakland, CA 94607

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

INTRODUCTION

Since opening its doors 27 years ago, Civicorps has been an innovative leader in serving youth and communities through education reform, youth development, environmental stewardship and service. Civicorps' 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 goal of the Civicorps Elementary School (K-5) is to reinvest in the civic mission of public education and to provide a rigorous educational experience for students of all backgrounds and abilities. Our curriculum and instruction is innovative, research-based and founded on three pillars: rigorous academics, artful thinking and service learning. Our young scholars engage in learning through dynamic experiences grounded in an atmosphere of mutual respect and trust.

Civicorps Elementary School shares the values of the District - Achievement, Equity, and Accountability -- and actively supports the district in the achievement of its goals:

1. All students are reading proficient by the end of third grade
2. All students are algebra proficient by the end of ninth grade
3. All students graduate by the end of twelfth grade
4. All students take responsibility for themselves and the common good
5. All students possess the skills and resiliency necessary for success in the workforce

Civicorps Schools began operating its Corpmember Academy (young adults ages 18-24) under its K-12 charter #99 in 2000. The K-5 elementary school was launched the following year at the current site at 1086 Alcatraz Avenue in North Oakland. The organization officially changed its name from East Bay Conservation Corps to Civicorps Schools in 2004. In September 2005, Civicorps Schools renewed its K-12 charter #99. In October 2006, the Civicorps Corpmember Academy Charter petition # 948 (now at 101 Myrtle Street in West Oakland) was approved with the stipulation that a separate charter be obtained for grades K-8. In April 2007, charter #99 was amended to include only grades K-8. Finally, in October 2007, Civicorps Middle School charter petition #1145 was approved. The Civicorps Middle School was launched that same year with a fifth grade class at the Alcatraz site. Because the agency already held a K-8 charter, there was overlap in the grades served by charters #99 and #1145. As the direction of the organization has shifted to focus on mastering the model and delivery system while stabilizing all of the school stakeholders, Civicorps Schools has decided to forgo its middle school charter (#1145). Furthermore, Civicorps seeks to reduce the grades it will serve within the term of this charter from K-8 to K-5.

Because of its intention to focus on mastering the model and delivery system while stabilizing all of the school stakeholders, Civicorps Schools has decided to forgo its middle school charter. Furthermore, Civicorps seeks to reduce the grades it will serve within the term of this charter from K-8 to K-5. This demonstrates the Board of Directors commitment to promoting consistency through a combination of support and an inclusive and transparent accountability system for the school.

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Element A. EDUCATIONAL PROGRAM

California Education Code Section 47603(b)(5)(A) 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.

The School's Mission

The mission of Civicorps Schools is to promote citizenship and build civil society by creating educational models and programs that draw upon the power of service as a way of learning. Civicorps Elementary School's mission is to reinvest in the civic mission of public education and to provide a rigorous educational experience for students of all backgrounds and abilities. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic literacy.

Academic Literacy is defined as the ability to read, write, calculate, reason and communicate with precision and depth.

Civic Literacy is the ability to "let one's life speak" through participating thoughtfully, responsibly and passionately in the life of the community. This is done while fostering an overriding concern for the common good and an orientation towards service.

Artistic Literacy is graceful personal expression, creative thinking and problem solving, the development of a discerning eye and a sensitive ear.

We believe that each of these forms of literacy is necessary for twenty-first century learners to grow into adults who can successfully grapple with the complexities of our world and effect positive change.

Student Population to Be Served

The school actively recruits a student body that brings together the socio-economic and ethnic diversity of Oakland and the broader San Francisco Bay area. The school plans to serve an average of approximately 190 students in grades K-5 during the next term of its charter. The goal is to stabilize the community of student, parents, teachers and community partners. Adjustments to the configuration of grades served by this school will be considered material to this petition and require submission to the authorizing agency of a material revision request pursuant to Education Code Section 47607.

According to the District's Parent Guide 2010-2011, 38,627 students attended Oakland public schools in 2009-10 with another 7,776 students attending District approved charter schools in Oakland. OUSD boasts one of the most diverse student populations in California. With a projected enrollment of 190, Civicorps Elementary School represents roughly two percent of the charter school students in Oakland.

The most recent enrollment of the school indicates its reflection of general population residing within the geographical boundaries of the District and community where the school is located. In the current school year, 2010-11, Civicorps Elementary School serves 82 males and 95 females, 105 of who qualify for free or reduced lunch. Eighty-two percent of the students are African American, seven percent Latino, four percent white, with the remaining six percent

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dispersed across the following categories: American Indian, Asian Indian, Samoan, Chinese, Filipino, Japanese and other Asian. Since the Elementary School serves a large group of low income and African American students, it takes its commitment to bridging the achievement gap very seriously. The needs of the student population drove the school leadership's decision to focus on grades K-5 only in order to improve and enhance the consistent implementation of the school's support and delivery systems and to solidify the model.

What it Means to be an Educated Person in the 21st Century.

Civicorps Elementary School's refocus has been influenced by the research of Dr. Tony Wagner. In *The Global Achievement Gap*, Wagner, the Co-Director of the Change Leadership Group (CLG) at the Harvard Graduate School of Education, articulates what his group's research has determined students need from education in the 21st Century:

All students need new skills to thrive in a global knowledge economy. In order to get good jobs and to be active and informed citizens in our democracy, today's students – and tomorrow's workers – need to learn how to think critically and solve problems, work in teams and lead by influence, be agile and adaptable, take initiative and be entrepreneurial, communicate clearly and concisely, access and analyze information effectively, and be curious and imaginative. All of today's students will need to master the skill that Socrates taught – not just the elites.

In the age of the Internet, using new information to solve new problems matters more than recalling the old information. Being an independent, lifelong learner and knowing how to access and analyze information, which is growing exponentially and is constantly changing, is far more important than rote learning of specific academic content. Students today must be prepared to apply what they've learned to new situations and challenges, rather than merely recite what they've memorized.

Today's youth are differently motivated when we compare them to previous generations. Having grown up tethered to the net, young people today are curious multitaskers who hunger for immediate gratification and connectedness. They are creative and want to make a difference. They need and value mentoring and coaching from older adults – but only when those adults are respectful of their abilities and their dreams and can relate authentically, rather than from a position of power.

How Learning Best Occurs: Educational Philosophy and Practices

The educational philosophy of Civicorps Elementary 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 philosopher 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:

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Small Size Caring School Community
Service and Project-Based Learning
Arts Integration
Authentic Assessment

Small Size Caring School Community

In order to provide our students with the knowledge and skills needed to become active and responsible citizens, we intentionally organize Civicorps Elementary 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. The 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.

Service and Project-Based Learning

Service-learning, the teaching strategy central to Civicorps Elementary 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.

Arts Integration

Civicorps Elementary 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, 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 are 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 is achieved through the work of the visual arts teacher who provides 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.

Authentic Assessment

Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at Civicorps Elementary School and also as an educational practice that motivates learning and drives instruction. Staff 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.

Support for English Learners. All Civicorps Elementary School parents are 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 the school receives them.

Support for Students with Disabilities. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. Civicorps is a member of the OUSD Special Education Local Plan Area (SELPA) and shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act (IDEIA). The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all OUSD SELPA policies and procedures; and shall utilize appropriate OUSD SELPA forms. The School Shall not discriminate against any pupil. To identify students who may be in need of special education services, charter school faculty ask parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff also forward 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 Civicorps Elementary School faculty 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 is described in our Family 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 is provided to Civicorps Elementary School teachers annually.

Support for Academically High-Achieving Students. Academically high-achieving students are identified through teacher recommendation, progress reports, test scores, and/or other assessment measures. These students are challenged to meet and exceed grade level standards and school-wide outcomes by creating appropriate goals during Parent-Teacher-Student conferences and through conversations with school faculty. Civicorps Elementary School faculty support these students through differentiated instruction and additional assignments during or after school.

Support for Academically Low-Achieving Students. Civicorps Elementary School holds high expectations for all students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students are identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, they attend after-school tutoring and small group work. If deemed necessary, the faculty create a student study team

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(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 for a detailed description of the Student Study Team process at Civicorps Elementary School.

Responsive Classroom

The staff of Civicorps Elementary School decided by consensus that Civicorps would be a "Responsive Classroom" school and use the principles of the approach in developing our school-wide plan. This was a result of the School Capacity Building Plan goal of creating a school-wide positive climate plan. The guiding principles of Responsive Classroom are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand-in hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to in Responsive Classroom as CARES) are:

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Cooperation

Assertion

Responsibility

Empathy

Self-Control

- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

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In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique
- Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice - increasing student learning by allowing students teacher-structured choices in their work

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- Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

Parents are encouraged to actively participate in their student's education through the following strategies:

- Regular communication through weekly communication folders
- Monthly Family Newsletters
- A partnership with the schools' Parent Teacher Corps (PTC)
- Back to School Night
- Showcase of Learning
- Family Art and Science Nights
- Three Parent Teacher Conferences per year

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Civcorps Elementary offers a dynamic and innovative education program based on research-based best practices in education. What follows is a description of our curriculum and instruction framework derived from our three pillars of academic, artistic and civic literacy as well as links to our learning partners.

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ACADEMIC LITERACY

Our academic program is both rigorous and engaging. Grade level curricula are aligned to the California State Standards in every subject area, from Language Arts to Science and our scholars receive instruction that is differentiated to meet their individual needs. We offer balanced literacy and Mathematics, comprehensive units in Science and Social Studies and ongoing formative assessments to ensure that our students are learning to their fullest potential. Throughout their years at the school, scholars look forward to the signature activities of each grade level, such as expeditionary field trips and service-learning projects that are integrated into the core curriculum.

Language Arts

Civcorps scholars participate in a "workshop" method of instruction which allows teachers to tailor instruction to a child's individual needs and interests. Our program offers a balanced literacy approach which includes instruction in writing, guided reading, phonics and vocabulary development.

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Writer's Workshop was developed by Columbia University's Teachers College and allows each child to become an author of original work. The workshop process organizes best practices in the teaching of writing to provide each child with writing instruction that meets his or her individual needs.

Writer's Workshop has five main components:

1. A teacher mini-lesson to provide direct instruction in a writing skill
2. Independent practice in a writer's notebook or writing folder at home and in school
3. Guided writing practice in small groups
4. Writing conferences to provide one-on-one feedback from the teacher with student

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5. Working through the writing process to publish written work

A very important tool in Writer's Workshop is each child's writer's notebook. The notebook is a place for our young writers to gather ideas and begin storytelling.

Civicorps' scholars learn to take these small ideas and elaborate to tell interesting and meaningful stories. Scholars will write a first draft, revise their ideas, edit, and publish a written piece about once every six weeks. Each class will then celebrate the author's writing by providing opportunities for the writers to share their published pieces.

Reader's Workshop organizes the best practices in the teaching of reading to provide each child with instruction that meets his or her individual needs. Reader's Workshop has five main components:

1. A teacher mini-lesson to provide direct instruction and modeling in a reading skill or strategy
2. Independent reading at a child's just right level
3. Guided reading in small teacher directed groups with text at reader's instructional level
4. Reading conferences to discuss a child's just right book and provide direction for independent practices
5. Teaching writer's reflection to provide time to think and respond to questions about how we have grown as readers.

Mathematics

Our math program utilizes Scott Foresman California Math which was written specifically to meet the California Content Standards in Mathematics, with contributions from leading mathematics educators from across California and the nation. Civicorps' approach to math instruction is workshop based with an emphasis on critical thinking and student led solutions. Our teachers supplement our math textbooks with learning resources from Math Coach and Marilyn Burns Math among others.

The components of Math Workshop include: guided practice, guided Math small group or individual work with teacher, work stations/independent practice, Math Facts/Fact Fluency, Do Now/Exit Tickets, Mental Math/Math Journaling and Assessment/Observational and Conferencing Notes.

Science

FOSS (Full Option Science System)²

FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. Our scholars participate in at least two hands-on labs every month.

² <http://www.fossweb.com/>

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OBUGS

Civicorps Elementary is proud to partner with The Oakland Based Urban Gardens (OBUGS)³ program supplements the regular school curriculum by providing hands-on garden-based activities based on California standards in Science, Math, Language Arts, Health and Nutrition, Ecology and Art. Each class receives 60 minutes of instruction in our edible classroom each week.

Social Studies

Civicorps Elementary provides a California standards based Social Studies curriculum for all grades. Social Studies standards are often interwoven into Service Learning projects throughout the year. Grades four and five follow the Houghton Mifflin Social Studies series. Students are assessed through theme tests and on grade level standards based report cards.

CIVIC LITERACY

We place a premium on service as a way of learning and believe that citizenship is at the heart of a healthy democratic society. Around Civicorps, our students are known as "Citizen Leaders" and "Citizen Learners" and are actively engaged in ongoing service projects that help bring to life the abstract idea of citizenship. A culture of mutual care and respect is nurtured through structured opportunities to build community, make positive connections with peers and adults and learn the valuable skills necessary for conflict resolution. Our weekly Community Meetings serve as a forum for school-wide discussion and celebration.

Service Learning Through Social Studies and Science

An important pillar of our school's charter is civic education through Service Learning. Each of our classes participates in interdisciplinary signature projects during the year as well as classroom activities and projects that connect to the California Social Studies and Science standards.

Art and Service Learning

Each grade has an in-depth Signature Project that fuses their studies in the 4R's, literacy, service learning and the arts. These projects are based on grade level California State Standards in Visual Arts, Social Studies, and Science. In addition, Signature Projects use K-12 Service-Learning Standards for Quality Practice (established by the National Youth Leadership Council).

ARTISTIC LITERACY

Students participate weekly in Visual Arts classes in order to learn the foundational skills and knowledge of artistic literacy. Students create their own unique works of art, study the lives and work of various artists and attend assemblies that highlight the particular art forms they are studying. In addition, the arts are woven into the framework of the academic program. Since students need the same skills to make scientific observations as they do to draw a still life, we work to ensure that students transfer their knowledge and skill they learn in art classes to other aspects of the program.

³ <http://obugs.org/>

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Art

Artful Thinking is a program that was developed by Harvard Project Zero⁴ in collaboration with the Traverse City, Michigan Area Public Schools (TCAPS). The program was one component of a larger TCAPS grant from the US Department of Education that aimed at developing a model approach for integrating art into regular classroom instruction. The purpose of the Artful Thinking Program is to help teachers regularly use works of visual art and music in their curriculum in ways that strengthen student thinking and learning. In addition, we provide direct Art instruction to classes twice a week in 45 minute sessions as well as Arts integration activities in the regular classroom.

Studio Thinking Framework – Eight Habits of Mind

Develop Craft: Learning to use and care for tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing).

Engage & Persist: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

Envision: Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

Express: Learning to create works that convey an idea, a feeling, or a personal meaning.

Observe: Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

Reflect: Question & Explain: Learning to think and talk with others about an aspect of one's work or working process. Evaluate: Learning to judge one's own work and working process and the work of others in relation to standards of the field.

Stretch & Explore: Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

Understand Art World: Domain: Learning about art history and current practice. Communities: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

Civicorps' Visual Arts program aims to teach our scholars to think as artists. Students are encouraged to seek visual solutions to the creative questions and challenges put before them. Through guided practice students will learn to use the materials and tools of the art studio to express their own sense of creativity. Students will be given the opportunity to explore a variety of artistic media and discover their self-expression.

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⁴ <http://www.pz.harvard.edu>

PROGRAMS

Physical Education

Civicorps Elementary partners with Playworks to provide 60 minutes of physical education instruction once per week. Playworks is a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity to schools at recess and throughout the entire school day. Our playworks coach not only teaches PE, but also supports our teachers with their own PE instruction during the week. Playworks also organizes games and activities for students during all recesses.

Counseling

Civicorps Elementary partners with Children's Hospital of Oakland to provide group therapy and student and family referrals for counseling services.

Special Education

Students who may have specific learning disabilities are referred to the school's Individual Education Planning (IEP) Team. The team members include an administrator, resource specialist, health educator, speech therapist, classroom teacher(s), specialists, parent(s), and when appropriate, the student. A student found eligible for special education services may receive services for remediation and support.

Resource

The Resource Program provides additional help to academically able students who have an identified learning disability. Our part-time resource specialist provides individual remediation and support to identified students in the general educational classroom.

Speech

Speech and language therapy is provided for children who need assistance with language acquisition, comprehension, or verbal communication. Children are referred to the speech therapist for misarticulation of sounds, non-fluency, hearing difficulties, physical anomalies, (such as cleft palate), insufficient voice production, and language problems. Students are enrolled in individual or small group therapy on a weekly basis.

Student Study Team (SST)

The Student Study Team consists of an administrator, classroom teachers, parents, and support personnel as needed. The goal of the Student Study Team is to review a referred student's progress, gather pertinent information concerning the student's health and school history, and make appropriate recommendations. Student Study Teams meets monthly. Staff or families may request a meeting of the Student Study Team to review a student's progress.

Afterschool Program

The regular school day extends into an afterschool enrichment program. Students receive academic support in the form of structured homework assistance, academic support and multi-disciplinary activities, including visual Arts, arts and crafts, science exploration, computers, and physical activity among others. Other important program components include daily nutritious snacks, rest and relaxation and organized play. The afterschool program is fee based and registration is required. Our afterschool partners include the Museum of Children's Art (MOCHA), Extreme Learning and Circus Arts.

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Extreme Learning⁵ helps California school districts meet and exceed federal, state, and local academic performance targets by providing schools with standards based, high quality, low cost, K-12 academic support and enrichment programs. Extreme Learning is successful because of its proven approach fusing traditional tutoring with technologic tools.

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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) and (C)].

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Civicorps' approach to teaching and learning is founded on the following theory: if we provide rich, culturally relevant standards-based curriculum to our students in a way that continually takes into account and responds to students' academic strengths and needs, their achievement will accelerate and they will achieve standards mastery.

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Civicorps strives to develop culturally responsive mindsets. We develop results-oriented leaders who act with an unwavering determination and focus to accelerate the learning of the lowest performing students and achieve educational equity. Without leadership focused on results, leading people toward results, we will not close the achievement gap.

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Civicorps Elementary School has identified ten school-wide student outcomes we require all students 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.

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⁵ <http://www.extremelearn.com/>

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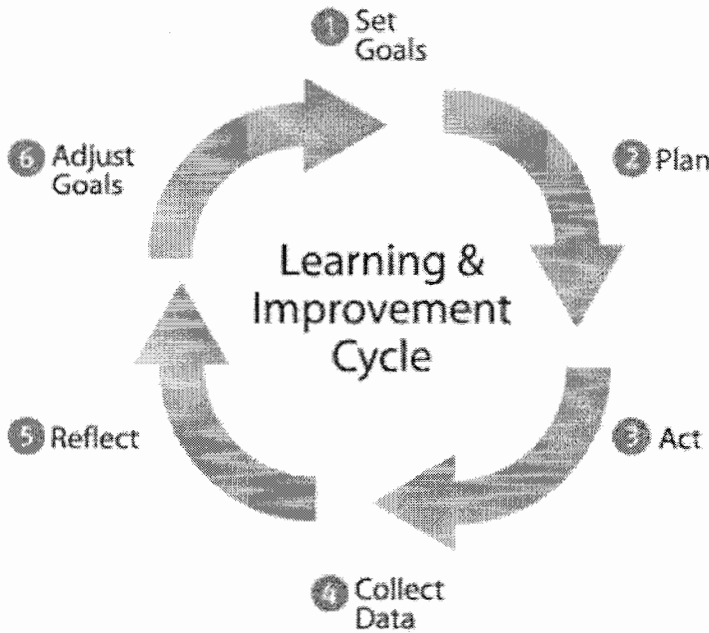
Our integrated, challenging curriculum not only fulfills our mission to prepare active citizens, but also demonstrates our belief that students should spend their time engaged in relevant teaching and learning experiences rather than receive direct test preparation instruction.

Civicorps Elementary School set the performance achievement goal of improving its API score by five points per year. In addition, please see attached Assessment Calendars for grades K-1, 2-3, and 4-5.

Civicorps measures progress toward student goals by scheduling both formative and summative assessments during the school year (see assessment calendar). Results of these student assessments are then shared with both students and parents and goals are set for each student. Student data is also analyzed, discussed and reflected on through grade cluster collaboration meetings where teachers engaged in Results Oriented Cycles of Inquiry (ROCI).

Teacher Collaboration and Professional Development

Civicorps' faculty implements a research-based, strategic and integrated approach to teaching and learning called the **Results-Oriented Cycle of Inquiry (ROCI)**. ROCI is comprised of knowing the standards; diagnosing focal student needs; setting and working toward long and short term learning goals; backward planning from standards and assessments; investing students in their goals; teaching effectively; and continuously analyzing data to ensure learning goals are being met. The principal works with lead teachers, coaches, classroom teachers and parents to implement this approach. The following figure displays the cycle for learning and improvement.



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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)].

School Wide Performance Goals

In addition to the school-wide student outcomes and grade level standards and benchmarks specified above, Civicorps Elementary School aims to meet the following school-wide performance standards related to areas of attendance and grade-level promotion.

- 95% attendance rate
- 95% annual grade-level promotion rate

In addition, Civicorps Elementary School seeks to achieve the following school-wide 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.

School Wide Assessments

School Assessment Calendar

Each year, the school maps out an assessment calendar in grade clusters K-1, 2-3 and 4-5. The assessments are organized in trimesters. Baseline data is collected at the beginning of each school year, students' needs are assessed and addressed by teacher teams who meet regularly throughout the school year to analyze student data together and design responsive instructional strategies. Measurements include phonics, math, writing, science, social studies, service-learning and are directly linked to the curriculum (e.g., Fountas and Pinnell --Phonics, Scott Foresman --math, FOSS -- science). Teachers are instrumental in the continuous improvement of the assessment calendar and strategies. The 2010-11 Calendar is attached for reference.

The school has school-wide goals for its Academic Performance Index (API) -- an increase of five points per year and to reach 800. Overall, the school aims to continuously increase the percent of students scoring Proficient or above on the California Standards Test in every subject.

Report Cards

Civicorps Elementary School report cards were designed with significant input from grade level teachers and are aligned with the California State Standards at each grade and developmental level. The report cards also measure the desired outcomes in students' demonstrated application of artful thinking and civic behaviors.

Service Learning Instruments

Civicorps Elementary School is a lead participant in Cal-Serve, a statewide initiative with funding in three-years cycles (2010-13) aimed at institutionalizing and assessing service-learning in public schools. Grades K-5 engage in "Civicorps Signature Projects" which are grade-level specific service learning experiences that promote Civicorps' mission, integrate the arts and are aligned with the California academic standards. The Civicorps Signature Project Year-at-a-Glance document summarized the projects by grade level and includes the length of

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the units and the assessments used. This summary is attached in Appendix. The Service Learning Rubric is also attached in Appendix and is used by teachers to rate projects according to national standards.

In order to ensure that all students at Civicorps Elementary School are achieving the student outcomes detailed above, assessment will be consistent, continuous and based on both internal and external evaluative 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"> Classroom content assessments Schoolwide Reading and Mathematics Assessments Portfolio with Grade Level Rubrics 	<ul style="list-style-type: none"> STAR Tests (currently CST) CELDT
Artistic Literacy	<ul style="list-style-type: none"> Classroom content assessments Portfolio with Grade Level Rubrics 	
Civic Literacy	<ul style="list-style-type: none"> Student Attitudinal Survey and Observation Checklists Portfolio with Grade Level Rubrics Student Attendance and Behavior 	

External Assessments

As mandated by California Education Code Section 47605(c)(2), Civicorps Elementary School will annually administer the state mandated assessments that currently include the STAR (CST) and California English Language Development Test (CELDT).

Internal Assessments

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

Progress Reports

Civicorps Elementary 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 the following ways:

- (1) Student academic progress is tracked on report cards which are aligned with California state content standards.
- (2) Student progress in Science and Social Studies is assessed below, at or above grade level expectations.
- (3) Student progress in civic literacy is tracked on the report card and through service-learning assessments.
- (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.

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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. 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.

Collecting, Analyzing and Reporting Data

Civicorps will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Civicorps Elementary School will report a summary of its outcomes and accomplishments to parents and the District annually on its website. 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 and competitions.

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)].

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The governance structure for the Civicorps Elementary School (K-5) has the following components: A California Non-Profit Public Benefit Corporation Board of Directors including a Program Committee of the Board, an Executive Director and Supporting Administrators.

Members of Civicorps Elementary School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Civicorps Elementary School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Civicorps Elementary School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Civicorps Elementary School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Civicorps Elementary School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Elementary School by law or charter provisions.

Legal. The Civicorps Elementary School (K-5) is operated as a part of Civicorps Schools, 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 school complies with all applicable federal, state and local laws. Civicorps 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.

The Civicorps Elementary School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

The Civicorps Elementary School Governance Council is the Civicorps 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 for a list of the board members.)

The Board of Directors currently has eight 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 Civicorps Elementary School (K-5) policies including:

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- **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.
- **Programmatic Oversight:** The Board informs itself as to the welfare and integrity of the Civicorps Elementary School, and the degree to which it is meeting its goals and achieving its mission through information provided primarily from the Civicorps Executive Director.
- **Advocacy:** The Board is responsible for advocating for the Civicorps Elementary School including raising funds.
- **Hiring:** The Board hires, supports, evaluates and advises the Executive Director of Civicorps Schools.

The Oakland Unified School District is entitled to a representative on the Civicorps 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.

The Civicorps 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.

The Civicorps Parent Teacher Corps (PTC) is an organization whose purpose is to strengthen, enhance and encourage the educational and social environment of Civicorps Elementary. Its goals are to complement the school curriculum with additional opportunities for parents, teachers and students to learn, socialize, communicate and grow.

The PTC is composed of parents and teachers and provides the Civicorps senior management team (the Executive Director and the other agency Directors) with input that helps shape school policies and practices. The PTC supports the mission of Civicorps Elementary School (K-5); organizes family events, raises money, and brings concerns of the parent community to the Civicorps Elementary School (K-5) administrators.

Operations. Civicorps 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 Civicorps' insurance policies.

Civicorps Elementary School (K-5) 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.

External Reporting. Civicorps Elementary School maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all responsible inquiries from District and other authorized reporting agencies.

Public Records. Civicorps Elementary School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and

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sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Civicorps Elementary School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Civicorps Elementary School and of the District. Civicorps Elementary School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities as well. To the extent that there is information that the District has, but that Civicorps Elementary School does not have that Civicorps Elementary School need in order to meet its obligations, the District shall provide the same to Civicorps Elementary School in a reasonably timely manner upon request.

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Addressing Parent Complaints. Civicorps Elementary School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Civicorps Elementary School will not, at any time, refer complaints to the District.

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The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to the complaints, the party identified and charged with making final decisions regarding complaints and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint.

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)].

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Civicorps Elementary School (K-5) has four categories of staff members: Administrators, Teachers, Instructional Support Staff and Non-Instructional Support Staff. For all positions, the Civicorps Elementary School (K-5) 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 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 Civicorps Elementary School (K-5) may choose not to require credentials for teachers in non-core, non-college preparatory courses. The school conducts background checks of all candidates to ensure the health, safety and success of all students.

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

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Administrators. Administrators include the principal who serves as the instructional leader of the school site, 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 position includes 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.

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Teachers. Teachers are responsible for teaching the core curriculum. 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.

Instructional Support Staff. Instructional Support Staff, including Teacher Interns 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. 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.

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. Civicorps 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, Civicorps 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 Civicorps Elementary School (K-5) will continue to seek candidates who are highly qualified and meet the requirements of the No Child Left Behind (NCLB) Act.

Professional Development. Civicorps 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 Civicorps Elementary School (K-5) are also encouraged to improve their practice through individualized professional development.

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Performance Evaluation. Civicorps uses an evaluation process (see Appendix) for administrators, teachers and staff 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 coaching, reflection, and evaluation areas are aligned to and reflect both the six California Standards for the Teaching Profession. Performance expectations and reviews are discussed periodically during the year. Administrators and Teachers set professional goals for themselves for the year and receive a written performance evaluation from the supervisor. The Principal conducts the performance reviews of teaching and school staff and the Chief Executive Officer leads the evaluation of the Principal. Examples of evaluation data collection include planned and unexpected classroom and school event observations, student growth data, self-evaluation, parent surveys, and student feedback via survey.

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 Civicorps Elementary School (K-5) has existing health, safety and risk management guidelines and policies currently in use by Civicorps Schools. The charter school will update these guidelines as necessary in consultation with Civicorps' 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 Appendices for the Staff Handbook, and the Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) is committed to a

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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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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:

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- 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 Civicorps Elementary School (K-5) will begin collecting applications in January. The Civicorps Elementary School (K-5) will accept all students who apply but will seek a gender balance in its classrooms. In order to be admitted into the Civicorps Elementary 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. By October 1 of each year, Civicorps Elementary School will notify the District in writing of the application deadline and proposed lottery date. Civicorps Elementary School will ensure that all application materials reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter. Parents and students will be informed of their entrance into the Civicorps Elementary School (K-5) 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.

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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)(l)].

The Civicorps 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)(l), Civicorps, at its own expense, contracts for the services of an independent, certified public accountant to conduct an annual financial audit of Civicorps', 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 Civicorps 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). Civicorps' 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 Civicorps Elementary School (K-5) receives 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 Civicorps in a timely manner. During the term of this charter petition, Civicorps 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. Civicorps 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.

To the extent that Civicorps Elementary School is a recipient of federal funds, including federal Title I, Part A funds, Civicorps has agreed to meet all of the fiscal and other regulatory requirements of the No Child Left Behind (NCLB) Act and other applicable federal grant programs. Civicorps agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and

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paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent contract.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Civicorps Elementary School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) Family handbook and the policies of Civicorps Schools. 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. Students who violate these guidelines may be subject to expulsion or other disciplinary action as articulated in the Family 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.

In the case of a special education student, or a student who receives 504 accommodations, Civicorps Elementary School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine: 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

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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)].

Civicorps Schools has established a retirement system in lieu of existing public employment retirement systems, according to the policies established by the Civicorps Board of Directors. The Staff Retirement System consists of the federal social security system and a 403(b) plan through Lincoln Financial. 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.

Civicorps 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) 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)].

Civicorps Elementary School (K-5) staff are employees of Civicorps Schools. 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)].

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The staff and governing board members of the Civicrops Elementary School (K-5) agree to attempt to resolve all disputes between the District and school 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.

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Any controversy or claim arising out of or relating to the charter agreement between the District and Civicrops Elementary School, except any controversy or claim that in any way related to the revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

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(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electric confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

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To Charter School, c/o School Director:
Civicrops Elementary School

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To Coordinator, Office of Charter Schools:
Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

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(2) A written response ("Written Response") shall be rendered to the party providing the Written Notification within twenty (20) business days from the date of the receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after the deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve

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the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (AAA) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any recourse available by law.

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 the Civcorps Staff Handbook in Appendix for a more detailed description of the dispute resolution process 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 Civcorps, 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 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.

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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 Civicorps Schools 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.

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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 Civicorps Elementary School (K-5) shall adopt the following process in the event the closes:

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1. Document closure action: The CIVICORPS 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 Civicorps Elementary School (K-5) 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 Civicorps Elementary School (K-5) shall notify parents and students of the charter school as soon as possible if it appears that the school closure will be imminent.

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4. Transfer of student and school records: The Civicorps Elementary School (K-5) 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: Civicorps will conduct an independent audit within six months of the school closure. The audit will include an assessment of all of the school's assets, liabilities and accounts receivable. Civicorps 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: Civicorps 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

Civicorps Elementary School must submit its renewal petition to the office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Civicorps Charter School in accordance with Education Code Section 47607 any successor provisions to section 47607 or other statutory provisions if enacted after the date of the charter, regarding the revocation of charters.

Impact on Charter Authorizer. In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter.

September 1 – Final Unaudited Financial Report for Prior Year
December 1 – Final Audited Financial Report for Prior Year
December 1 – First Interim Financial Report for Current Year
March 1 – Second Interim Financial Report for Current Year
June 15 – Preliminary Budget for Subsequent Year

Civicorps Elementary School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

Civicorps Elementary School is subject to District oversight.

The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Civicorps Elementary School.

The District is authorized to revoke this charter for, among other things, the failure of Civicorps Elementary School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Civicorps Elementary School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to the following areas:

- Compliance with terms and conditions prescribed in the charter;
- Internal controls, both financial and operational in nature;
- The accuracy, recording and/or reporting of school financial information;
- The school's debt structure;
- Governance policies, procedures and history;
- The recording and reporting of attendance data;
- The school's enrollment process, suspension and expulsion procedures, and parental involvement practices;
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Civicorps Elementary School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Civicorps Elementary School. When 30 days notice may defeat the purpose of the audit, the District may conduct audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse to Civicorps Elementary School operations is received by the District, the school shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Elementary School by law or charter provisions.

District Fee for Oversight. The District may charge for the actual costs of supervisory oversight of Civicorps Elementary School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the charter school not to exceed 3% if Civicorps Elementary School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Term of Charter Petition. The term of this charter shall begin on the date that the OUSD renews the charter (by February 14, 2011, 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 Civicorps Schools Board of Directors 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 Civicorps Elementary School (K-5) 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.

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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 Civicorps Elementary School (K-5) and the District shall follow the laws and procedures in the California Education Code.

Facilities. The Civicorps Elementary School (K-5) is currently located at 1086 Alcatraz Avenue, Oakland, California. The Civicorps Elementary School (K-5), 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, Civicorps would seek any necessary amendments to this Charter.

If Civicorps Elementary School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Civicorps Elementary School moves or expands to another facility during the term of this charter, Civicorps shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Civicorps Elementary Schools shall not begin operation in any location for which it has failed to provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department of equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Civicorps Elementary School shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Administrative Services. Civicorps 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 Civicorps and the District.

Potential Civil Liability Effects. Civicorps provides the charter school's liability insurance; it does not expect the District to assume the debts or liabilities of the school. Civicorps 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 Civicorps' existing and longstanding insurance policies.

The Civicorps Elementary School (K-5) 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

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and performance and will provide the District with ADA and performance records. The Civicorps Elementary School (K-5) will assume all potential civil liability and will hold the District free of such responsibility.

Financial Statements. Civicorps Schools uses the Modified Accrual method of reporting. Fiscal closes are performed monthly at which time actual revenues and expenses are presented against monthly and annual budget (Budget Vs Actual Reports). Wendy Wang, assistant controller (over 15 years experience), compiles the monthly Budget Vs Actual Reports and forwards them to Brian Hickey (over 15 years experience) Interim CFO, for review. Upon booking any necessary adjusting entries arising from the Interim CFO's review the monthly Budget Vs Actual Report is forwarded to the principal for review and comments. A sit down meeting is conducted to discuss the Budget Vs Actual results as often as monthly, but not less frequently than quarterly.

Civicorps Schools has an annual financial statement audit performed by Wilson, Markle, Stuckey Hardesty & Bott. Wendy Wang, Assistant Controller and Brian Hickey, Interim CFO are responsible for preparing the necessary reports and schedules to facilitate the audit. All significant findings (if any) and reviewed by the board of directors and a remediation plan is developed. Civicorps Schools and Civicorps Elementary of obtained a clean opinion in conjunction with each of the past 5 years.

Cash flow is monitored by the Company's financial department (Interim CFO) and Board of Directors. In times where cash flow is an issue, cash flow reports are generated and meetings are held frequently with principal and financial staff to address cash flow concerns. All purchases of goods and services require signature approval of the principal. A signed purchase order or invoice is provided to the finance department as support of approval. All checks over \$5,000 require two signatures. Civicorps utilizes the Positive Pay system at Bank of America. Interim CFO reviews all purchases for validity and accuracy prior to signing checks. Payroll is processed semi-monthly by Imie Lam, Payroll Specialist (over 15 years of experience). Each exempt school employee is responsible for submitting a semi-monthly timesheet which documents paid time off utilized during the period. Hourly employees are responsible for submitting a semi-monthly timesheet that documents daily hours worked. All exempt and non-exempt timesheets are signed by the respective employee and immediate supervisor. Payroll is submitted on-line using an Internet based software from Paychex, a payroll processing service. Prior to submitting payroll a Pre-process Report notating gross pay and detail of deductions for each employee is reviewed against employee timesheets, new hire and termination forms, and personal action forms (documenting changes in rates of pay) for accuracy by the assistant controller. Once accuracy is confirm, payroll is submitted on line and a Final Payroll Report is generated and transfer is made to the payroll account to fund payroll. See Appendix for five-year financial school forecast.

Communications. All official communication between the Civicorps Elementary School (K-5) and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

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101 Myrtle Street	1025 Second Avenue
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**CIVICORPS SCHOOLS
CHARTER RENEWAL PETITION ATTACHMENTS**

- 1. K-5 SCOPES AND SEQUENCES**
- 2. ASSESSMENT CALENDAR OF MEASUREABLE PUPIL OUTCOMES**
- 3. REPORT CARDS**
- 4. SERVICE LEARNING PROJECTS AND RUBRIC**
- 5. CAPACITY BUILDING PLAN**
- 6. STUDENT SUPPORT TEAMS**
- 7. ORGANIZATIONAL CHART AND SCHOOL ROSTER**
- 8. BUDGET AND FINANCE TEAM RESUMES**
- 9. PERFORMANCE EVALUATION SYSTEM**
- 10. STUDENT & FAMILY HANDBOOK**
- 11. STAFF HANDBOOK**
- 12. EMPLOYEE HANDBOOK**
- 13. POSITIVE SCHOOL CLIMATE PLAN**
- 14. BYLAWS**
- 15. LEASE**

**Civicorps Elementary School
Kindergarten Scope and Sequence 2010-2011**

September	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book</i></p> <p><i>First Six Weeks of School</i> □</p>	<p>Sharing</p> <p>Name greeting</p> <p>Brown bear – going on a bear hunt</p> <p>I like you</p> <p>School expectations - looks like, sounds like, feels like movement</p> <p>Getting to know each other graphs</p> <p>class agreements</p> <p>community helper packet</p> <p>morning message</p> <p>focus - punctuation and capitals</p> <p>Calendar - today, yesterday, tomorrow, date</p> <p>Value - Caring</p> <p>Tribes – presenting self</p>	<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions.</p> <p>Sentence Structure</p> <p>1.1 Recognize and use complete, coherent sentences when speaking.</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order. □</p>	<p>Participation checklist</p> <p>Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)</p>
<p>Language and Word Study</p> <p><i>Fountas and Pinnell Phonographix</i></p>	<p>Letters and sounds - a, t</p> <p>Fountas and Pinnell - ELC 1 – finding names (also pocket chart)</p> <p>-Skip PA 1 and PA 2 Rhymes (songs, poems and books)</p> <p>-LK 1 – sorting names by first letter, building magnet names</p> <p>-LK 2 – sorting magnet letters (or paper letters)</p> <p>-LK 3 – Star names</p> <p>-LS 5 – finding words that start with certain letters</p>	<p>Decoding and word recognition.</p> <p>1.14 match consonant and short vowel sounds to appropriate letters.</p> <p>Concepts of print</p> <p>1.6 – recognize and name all upper and lowercase letters</p> <p>Phonemic Awareness</p> <p>1.10 - produce rhyming words in response to an oral prompt</p> <p>Speaking Applications</p> <p>2.2 – Reciting short poems, rhymes and songs</p>	<p>Administer the initial Phonics Assessment- Assess all areas</p>
<p>Writing Workshop</p> <p><i>Fountas and Pinnell Lucy Caulkins</i></p>	<p>Class Books - Brown Bear, Goodnight Classroom, Kindergarteners and the Purple Crayon</p> <p>Student of the day - interview and write about one student per day. Takes 20 days (approx 5</p>	<p>1.3 Write by moving from left to right and from top to bottom.</p> <p>Penmanship</p> <p>1.4 Write uppercase and lowercase letters</p>	<p>Initial writing assessment</p> <p>Introduce students to one element of writing rubric (to be created)</p>

Civicorps Elementary School Kindergarten Scope and Sequence 2010-2011

<p>Reading Workshop <i>Binder- ELA Author's Study Kindergarten</i> Eric Carle</p>	<p>weeks) □ Lucy Caulkins Book 1- first 4 lessons Brown Bear, Goodnight Moon, Harold and the Purple Crayon, Owen, other starting school books, The Kissing Hand Author Study - Eric Carle</p>	<p>Concepts about print. 1.1 ID front cover, back cover and title page Reading Comprehension 2.1 Locate the title, table of contents, author and illustrator</p>	<p>Kindergarten checklist Students who are able to read 5 or more kindergarten sight words will be given the Fountas and Pinnell Reading Test</p>
<p>Math Workshop □ □ □</p>	<p>Weeks 1 and 2 Intro Manipulatives Weeks 3, 4 and 5 Treasure Boxes Marilyn Burns Math and Lit – The Button Box, Activity 2, Activity 3, Activity 4</p>	<p>Algebra and Functions 1.1 ID, sort, and classify objects by attribute and ID those that don't belong in a group. SDAP 1.2 ID, describe and extend simple patterns by referring to their shapes, sizes or colors</p>	<p>Initial math assessment (to be created)</p>
<p>Science/Social Studies □ □</p>	<p>FOSS-Trees-Investigation 1 Fall Trees (possibly skip a tree comes to class) Focus Part 1, Part 7 - whole group Use others as centers Redwoods Integration - Start creating Eric Carle-inspired paper How can we help our community □</p>	<p>Life Sciences 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs). 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses. b. Describe the properties of common objects.</p>	<p>Before and after tree drawings Students label a tree at the end of the month</p>

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Field Trips□□□	Library Visit	e. Communicate observations orally and through drawings.□□
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October	Description	Standards	Assessment
Morning Meeting☐☐	Sharing 4R's, how can we help our community? what do we want to know about Redwood trees? other greetings (Willabee Wollabee Woo, Hickety pickety bumble bee-syllables) Values: collaboration, responsibility morning message focus initial sounds Calendar - today is, yesterday, tomorrow, date	1.0 Written and Oral English Language conventions Students write and speak with a command of standard English conventions. Sentence Structure 1.1 Recognize and use complete, coherent sentences when speaking.☐	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study <i>Fountas and Pinnell Phonographix</i>	Letters and sounds – m,s, b LK 4 – name puzzles PA 3 – rhyming words sort PA 4 – syllable sort Skip PA 5 PA 6 – Syllable sort PA 7 – saying words slowly to sound them out (guided reading) PA 8 and 9 – initial sound sort LS 3 – initial letter sort LK 5 – Alphabet linking chart LK 12 – Name writing PA 12 – hearing ending sounds Rhyme flip books WSA 5 – cut up sentences	Decoding and word recognition. 1.14 match consonant and short vowel sounds to appropriate letters. Concepts of print 1.6 – recognize and name all upper and lowercase letters Phonemic Awareness 1.10 - ID and produce rhyming words in response to an oral prompt 1.11 – Distinguish orally stated 1 syllable words and separate them into beginning and ending sounds 1.13 – count the number of sounds in syllables and syllables in words Speaking Applications 2.2 – reciting short poems, rhymes and songs	Work Samples, analyze cross grade level- guided reading formally assess struggling students in letter recognition
Writing Workshop <i>Fountas and Pinnell Lucy Caulkins</i> ☐	Finish student of the day writing Lucy Caulkins book 1- lessons 5, 6, 7 Write all about me book Continue using rubric with students	1.0 Writing Strategies: Students write words and brief sentences that are legible. Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.3 Write by moving from left to right and from top to bottom.☐	Work samples rubric☐
Reading Workshop☐☐	Continue Eric Carle author's study	Reading Comprehension 2.2 Use pictures and context to make predictions about a story.	Identify an Eric Carle book
Math Workshop☐☐☐	Continue Treasure Boxes Week 6: Introduce Patterning	Number Sense 1.2 Count, recognize, represent,	Observation make a pattern

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	<p>Mathlands snap clap tap unit 2 Mathematics their way chapter 2 Marilyn Burns Math and Lit – Pattern Fish Weeks 7, 8, 9, 10 (through mid November): Number/Pattern Centers, Scott Foresman Ch. 3, Math Their Way Ch 4 pp 92-104, Marilyn Burns Math and Lit – A 3 Hat Day and 2 of Everything Continue patterns Centers Ideas Number writing; Number quilts Combinations using 2 sided chips #2, #3, #4, #5</p>	<p>name and order numbers to 30</p>	<p>sorting counting</p>
<p>Science/Social Studies</p>	<p>FOSS-Trees-Investigation 2 Leaves: Part 1, 2, 3 whole group Part 4, 5, 6 Centers Integration - Continue creating Eric Carle-inspired paper Begin learning how to collage- make a tree and a free style collage Begin doing mini service projects - after each project, students reflect by making a half sheet illustration of the projects</p>	<p>Life Sciences 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed- bearing plants, birds, fish, insects). c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs). Earth Sciences 3. Earth is composed of land, air, and water. As a basis for understanding this concept: a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Observe common objects by using the five senses.</p>	<p>Environmental Justice Curriculum: Tree Rubric or FOSS assessment checklist</p>

- b. Describe the properties of common objects.
- d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- e. Communicate observations orally and through drawings. □

Field Trips □ □ □

Roberts Redwoods Library

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November	Description	Standards	Assessment
Morning Meeting ☐☐	Sharing What are you thankful for? What is your favorite food? Pop, organizing numbers 1-10 Values: Respect and Honesty morning message focus- stretching words Calendar - today is, yesterday, tomorrow, date	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. ☐	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study <i>Fountas and Pinnell Phonographix</i>	Letters and sounds – c, f, r ELC 3 – cut up sentences LK 6 – forming letters (ongoing with letters – m, b, f, p, g, h, d, k, q) LK7 – matching magnetic letters to written letters WSA 1 – name bingo Skip WSA 2 ELC 4 – sorting names by first letter ELC 5 – coloring 1 st and last letters of names PA 10 – ending sound sort Skip PA 11 LK 8 – Letter Soup LK 9 – Letter Books (ongoing)	Decoding and word recognition. 1.14 match consonant and short vowel sounds to appropriate letters. Concepts of print 1.6 – recognize and name all upper and lowercase letters 1.2 – Follow words from left to right and top to bottom 1.4 – recognize that sentences in print are made up of separate words 1.5 – distinguish letters from words - Phonemic Awareness 1.11 – Distinguish orally stated 1 syllable words and separate them into beginning and ending sounds 1.12 – track auditorily each word in a sentence and each syllable in a word Speaking Applications 2.2 – Reciting short poems, rhymes and songs ☐	Work Samples, analyze cross grade level- guided reading, formally assess struggling students in letter recognition and sounds begin 2 nd round of ELA assessment
Writing Workshop <i>Lucy Caulkins</i> ☐☐	Lucy Caulkins book 1 - lessons 8, 9, 10	1.0 Writing Strategies - Students write words and brief sentences that are legible. Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel- consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. Written and Oral Language Spelling 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, ☐ and knowledge	Work samples rubric

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Reading Workshop□□	Resource – The Art of Retelling - Alexander and the wind up mouse, Make Way for Ducklings, Goldilocks, Goggles, Julius, Baby of the World, Blueberries for Sal, The Art Lesson, Owen	of letter names. -Reading Comprehension 2.4 Retell familiar stories□	use Reading Comprehension checklist to assess retelling
Math Workshop□□□	Weeks 7, 8, 9, 10 (through November) Number/Pattern Centers, Scott Foresman Ch 3, Math Their Way Ch 4 pp 92-104, Marilyn Burns Math and Lit – A 3 Hat Day and 2 of Everything Continue patterns Centers Ideas, number writing, number quilts Combinations using 2 sided chips□#2, #3, #4, #5□*Reteach based on assessment from SF	Number Sense 1.2 Count, recognize, represent, name and order numbers to 30□	Observation counting making a number of objects in 2 or more ways
Science/Social Studies□□	FOSS-Trees-Investigation 3 Trees through the seasons Part 1, 2, 3 whole group Integration- Brainstorm tree words and then alphabetize Begin Collage of tree words Continue doing mini service projects - after each project, students reflect by making a half sheet illustration of the projects□	**Continue the same science standards as October Earth Sciences b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.□	Environmental Justice Curriculum: Tree Rubric or FOSS assessment checklist
Field Trips□□□	Performance? Library		

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December	Description	Standards	Assessment
Morning Meeting <i>Tribes</i>	Sharing How do we help our family? Warm fuzzies morning message focus- stretching words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - Conflict resolution	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. □	Participation checklist Informal observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study □ □	Letters and sounds– l, n, l Sight words – color words LK 10 – name graph and match name to first letter Skip LK 11 LK 12 – name writing LS 1 – matching 1 st sound to picture LS 2 – matching word to picture (whole group or guided reading) WM 1 – color words PA 13 – memory with rhyming words LS 7 – Alphabet art (done for integration)	Decoding and word recognition. 1.14 match consonant and short vowel sounds to appropriate letters. 1.16 understand that as letters of words change so do the sounds Concepts of print 1.6 – recognize and name all upper and lowercase letters 1.2 – Follow words from left to right and top to bottom 1.4 – recognize that sentences in print are made up of separate words 1.5 – distinguish letters from words Phonemic Awareness 1.11 – Distinguish orally stated 1 syllable words and separate them into beginning and ending sounds 1.12 – track auditorily each word in a sentence and each syllable in a word Speaking Applications 2.2 – Reciting short poems, rhymes and songs □	Finish 2nd round of ELA interim
Writing Workshop □ □	Family Writing Unit - "I help my family..." Book is a holiday gift	1.0 Writing Strategies Students write words and brief sentences that are legible. Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. Penmanship □ 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. □	2 nd Writing Sample

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<p>Reading Workshop□□</p>	<p>Use classic folk and fairy tales</p>	<p>Reading Comprehension 2.4 Retell familiar stories□</p>	<p>Fountas and Pinnell Reading Assessment Reading Comprehension Checklist</p>
<p>Math Workshop□□□</p>	<p>December # 6-10 Scott Foresman Ch 5 Math Their Way Marilyn Burns Math and Lit – 10 black dots</p>	<p>1.2 Count, recognize, represent, name and order numbers to 30 Do a revised Scott Foresman Ch 3 test and review□</p>	<p>Math Interim Assessment□</p>
<p>Science/Social Studies□□</p>	<p>FOSS - Wood and Paper Investigation 1 Part 1, 2- whole group Investigation 2 - changing wood Parts 1, 3, 4, compare sawdust and shavings (no water) Integration - Put together tree book Continue doing mini service projects - after each project, students reflect by making a half sheet illustration of the projects□</p>	<p>Physical Sciences 1. a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). Investigation and Experimentation - 4.a,b,d,e</p>	<p>Environmental Justice Curriculum: or FOSS assessment checklist</p>
<p>Field Trips□□□</p>			<p>□□□</p>

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January	Description	Standards	Assessment
Morning Meeting Tribes	Sharing New Year's resolutions Warm fuzzies morning message focus - finding sight words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - goal setting, resolutions	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study□□	Letters and sounds - p, o, h, g Sight words – at, see, the, I, a, like, to, go, and, can, you, my PA 14 – rhyming lotto Skip PA 15 LK 13 – looking at letter features LK 14 – looking at letter features LS 4 matching letters to pictures Skip SP 1 SP 2 – at word family HF – 1 and 2 with our words WM 2 – color words WSA – changing the first letter to make a new word	Decoding and word recognition. 1.14 match consonant and short vowel sounds to appropriate letters. 1.16 understand that as letters of words change so do the sounds 1.15 read simple one syllable and high frequency words Concepts of print 1.6 – recognize and name all upper and lowercase letters 1.5 – distinguish letters from words 1.3 – understand that printed materials provide information Phonemic Awareness 1.11 – Distinguish orally stated 1 syllable words and separate them into beginning and ending sounds 1.12 – track auditorily each word in a sentence and each syllable in a word 1.7 Track and represent the sameness, difference and order of 2 and 3 isolated phonemes 1.8 track and represent changes in simple syllables and words with 2 and 3 sounds as 1 sound is added, substituted, omitted, shifted or repeated. 1.9 Blend vowel-consonant sounds orally to make words or syllables Speaking Applications 2.2 – Reciting short poems, rhymes and songs Writing 1.4 Write upper and lowercase letters of the alphabet independently 1.2 write consonant-vowel-consonant words□	Work Samples analyze cross grade level- guided reading formally assess struggling students based on interim assessment results
Writing Workshop□□	Lucy Caulkins book 1 - lessons 12, 13, 14 (to be	1.0 Writing Strategies Students write words and brief	Work samples rubric□

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	used as "when you finish" work during writer's workshop throughout remainder of the year Peace writing book (1-2 weeks)	sentences that are legible. Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. Penmanship 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. Literary Response 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	
Reading Workshop□□	Author's Study - Leo Lionni	Literary Response and Analysis 3.3 Identify characters, settings and important events	Identify Leo Lionni book Identify character, setting and important events
Math Workshop□□□	Mathlands "How Many" and "Combinations" Scott Foresman Ch 9	Number Sense 1.1 and 1.3	Modified Scott Foresman Ch 5 and 9 test□
Science/Social Studies□□	FOSS - Wood and Paper Investigation 3 - Getting to know paper Part 1, whole group Part 2, free exploration centers Part 3 Investigation 4 - changing wood Parts 1, 3 (reuse puppets) Integration - Put together tree book Continue doing mini service projects - after each project, students reflect by making a half sheet illustration of the projects□	Physical Sciences 1. a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). Investigation and Experimentation - 4.a,b,d,e	Environmental Justice Curriculum: or FOSS assessment checklist
Field Trips□□□	MOCHA (\$110)		

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February	Description	Standards	Assessment
Morning Meeting□□	Sharing Being a good friend Warm fuzzies morning message focus - finding sight words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - social skills	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study□□	Letters and Sounds – d, k, e, v Sight words – he, she, we, me, am, come, do, it PA 16 – syllable lotto Skip PA 17 PA 18 – going to grandma’s house Skip LK 15 Skip LK 16 SP 3 – an word family SP 4 – et word family HF 3 – our words lotto HF 4 – with our words WM 3 – number words WSA 4	Decoding and word recognition 1.14 match consonant and short vowel sounds to appropriate letters. 1.16 understand that as letters of words change so do the sounds 1.15 read simple one syllable and high frequency words Concepts of print 1.6 Recognize and name all upper and lowercase letters 1.5 Distinguish letters from words 1.3 Understand that printed materials provide information 1.2 Follow words from left to right Phonemic Awareness 1.11 Distinguish orally stated 1 syllable words and separate them into beginning and ending sounds 1.7 Track and represent the sameness, difference and order of 2 and 3 isolated phonemes 1.8 track and represent changes in simple syllables and words with 2 and 3 sounds as 1 sound is added, substituted, omitted, shifted or repeated. 1.9 Blend vowel-consonant sounds orally to make words or syllables 1.10 rhyming words Speaking Applications 2.2 Reciting short poems, rhymes and songs Writing 1.4 Write upper and lowercase letters of the alphabet independently	Work Samples analyze cross grade level - guided reading Formally assess struggling students based on interim assessment results

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Writing Workshop□□	Character/Setting/ beg/mid/ end Students write/dictate their own stories, use Lucy Caulkins book 2 as support- lessons 6, 7, 9, 10	1.2 Write consonant vowel consonant words Literary Response and Analysis 3.3 Identify characters, settings and important events **Continue all previous writing standards Listening and Speaking 2.3 Relate an experience or creative story in a logical sequence.	Work samples rubric
Reading Workshop□□	Read animal fiction and non-fiction	Literary Response and Analysis 3.1 Distinguish fantasy from realistic text. Concepts about Print 1.3 Understand that printed materials provide information. Life Sciences 2. b. <i>Students know</i> stories sometimes give plants and animals attributes they do not really have.□	Identify fiction and nonfiction
Math Workshop□□□	# 10 – 30□Scott 8.1-8.7 Mathlands Tens and Extras□	Number sense 1.1, 1.2, 1.3□	Observation - counting objects to 30 Pre Assess number writing□
Science/Social Studies□□	FOSS- Animals 2 by 2 Investigation 1-Fish□Parts 1-4 whole group: Snails, Worms, Isopods (modify other investigations to mimic sequence of investigation 1)	LS 2 a, b, c□Invest and Experiment□4 a-e	Environmental Justice Curriculum: Animals or FOSS assessment checklist
Field Trips□□□	Roberts Redwoods - do a service project		

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March	Description	Standards	Assessment
Morning Meeting□□	Sharing Review values Warm fuzzies morning message focus - writing sight words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - Prob solving, energizers	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study□□	Sounds and Letters – w, j, u, q Start playing follow the path with initial consonants Sight words - so, an, and, no, is, up Skip PA 19 and 20 PA 21 – hearing and changing initial sounds LK 17 – upper and lower case sort LK 18 – upper and lower case lotto Skip LK 19 LS 6 - class alphabet book and write around the room SP 5 – word families with ug and ot WM 4 – number words HF 5 – with our words	PA 1.12 Track auditorily each word in a sentence and each syllable in a word □	Next round of ELA interim
Writing Workshop□□	Fantasy vs. reality - students write about a tree□One piece is fact.□One piece is a fantasy story.□	**Continue previous writing standards Literary Response and Analysis 3.1 Distinguish fantasy from realistic text.□	3 rd Writing Sample
Reading Workshop□□	Synonyms, describe objects in a bag, 20 questions, clues about what I am thinking	Vocabulary and Concept Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.□	Fountas and Pinnell Reading Assessment Reading Comprehension Checklist
Math Workshop□□□	Geometry - Foresman Ch 4 Mathlands Seeing Shapes	Measurement and Geometry 2.1 and 2.2□	Math Interim Assessment□
Science/Social Studies□□	FOSS - Animals 2 by 2 Investigation 1-Fish Parts 1-4 whole group: Snails, Worms, Isopods (modify other investigations to mimic sequence of investigation 1)	LS 2 a, b, c Invest and Experiment 4 a-e	Environmental Justice Curriculum: Animals or FOSS assessment checklist
Field Trips□□□	Academy of Sciences		

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April	Description	Standards	Assessment
Morning Meeting□□	Sharing Yoga/movement Warm fuzzies morning message focus - writing sight words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - Conflict Resolution	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study□□	April Sounds – x, y, z Sight words – check level B, C and D books, review ELC 7 – cut up sentences PA 22 – middle sound (repeat with a, e, i, o and u) PA 23 – hearing sounds in order (use with writing) Skip LK 20 Skip LS 8 SP 6 – word families in and ig HF 6 – review or new words WM 5 – Family words WM 6 – Days of the week WS 1 – simple plurals WSA 6 – Using parts of words to solve new words WSA 7 – Changing the last letter WSA 8 – Changing first or last letter□Sort by concept	Phonemic Awareness 1.13□Vocab and concept dev. 1.17 □	Work Samples, analyze cross grade level - guided reading Formally assess struggling students based on interim assessment results
Writing Workshop□□	*** Writing Poetry ****	Speaking applications 2.1 describe people, places, things, locations and action. Vocab and concept dev. 1.18 describe common objects in both general and specific language.□	Work samples□ rubric
Reading Workshop□□	Read from a variety of authors with a focus on human fiction, including Ezra Jack Keats, Vera B Williams, Junie B Jones, No! David; The Relatives Came	Reading Comprehension 2.3 Connect to life experiences in information and events in texts□	Observation – making connections during read alouds
Math Workshop□□□	Addition and Subtraction (review numbers and geometry) Mathlands "Equations"□	Number sense 2.1□	Observation counting objects to 30 Modified Scott Foresman Ch 10 test formally assess (and reteach) struggling students based on interim assessment results

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<p>Science/Social Studies□□</p>	<p>Water exploration - centers with floating and sinking, freezing and melting, evaporation</p>	<p>Physical Sciences 1. a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not. I & E c. Describe the relative position of objects by using one reference (e.g., above or below).□</p>	<p>Environmental Justice Curriculum: Animals or FOSS assessment checklist</p>
<p>Field Trips□□□</p>	<p>Crab Cove</p>		

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May	Description	Standards	Assessment
Morning Meeting□□	Sharing Reflection Warm fuzzies morning message focus - writing sight words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - Celebration	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	Participation checklist Informal Observation (during meetings and to see if they are applying values and strategies throughout the day)
Language and Word Study□□	Skip ELC 8 PA 24 – blending lotto PA 25 – deleting beginning sounds PA 26 – deleting sounds LK 21 – vowel/ consonant sort – color the vowels sheet PA 22 – middle sound sorts (2 vowels) LK 22 – Alphabetical order Skip LK 23 Skip LK 24 do last name writing instead SP 7 – op, in, it HF 7 coloring hf words in poems Skip WS 2 WS 3 compound words WS 4 syllable sort WSA 9 cut up words in poems		Next round of ELA interim
Writing Workshop□□	Community Bag Book - hole punch paper bag, each has a picture on front, e.g. my house, my school, I want to be ...□Fill each bag with flat artifacts and sentences	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. Listening and Speaking□2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	4 th Writing Sample
Reading Workshop□□	No! David; Click, Clack, Moo; Officer Buckle and Gloria, Owl Moon; Where's Spot	Reading Comprehension 2.5 Ask and answer questions about essential elements of a text. □	Fountas and Pinnell Reading Assessment Reading Comprehension Checklist
Math Workshop□□□	Measurement and Time Scott Foresman Ch 6 and 7□□	Number sense 3.1 (estimation) Measurement and Geometry 1.1, 1.2, 1.3 and 1.4□	Math Interim Assessment□
Science/Social Studies□□	Construct city Choose career, make corresponding building	K.4 Students compare and contrast the locations of people, places, and environments and	Environmental Justice Curriculum: Animals or FOSS

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		<p>describe their characteristics.</p> <ol style="list-style-type: none"> 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. □ 	<p>assessment checklist</p>
<p>Field Trips □□□</p>	<p>Roberts Redwoods - reflection</p>		

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June	Description	Standards	Assessment
Morning Meeting□□	Sharing Reflection Warm fuzzies morning message focus- writing sight words Calendar - today is, yesterday, tomorrow, date, days in school Tribes - Celebration	1.0 Listening and Speaking Strategies 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.0 Speaking Applications 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.□	
Language and Word Study□□	Review and revisit... Cover anything uncovered□	Review and retreach all standards	
Writing Workshop□□	Kindergarten memories book	Review and retreach all standards	
Reading Workshop□□		Review and retreach all standards	
Math Workshop□□□	Money (for fun, not a standard) if necessary, review instead□	Review and retreach all standards	
Science/Social Studies□□		Review and retreach all standards	
Field Trips□□□		Review and retreach all standards	

**Civicorps Elementary School
First Grade Scope and Sequence 2010-2011**

September	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book</i></p> <p><i>First Six Weeks of School</i> □</p>	<p>Sharing</p> <p>Name greeting, Brown Bear – going on a bear hunt, I like you</p> <p>School expectations - looks like, sounds like, feels like</p> <p>Movement</p> <p>Getting to know each other graphs, class agreements, community helper packet, morning message focus - punctuation and capitals</p>	<p>LS 1.1,1.2, 1.4, 1.5</p> <p>Writing 1.4, 1.7 WA 1.3</p> <p>Listening 1.1-1.5</p> <p>Speaking 2.1-2.4</p>	<p>Writers' workshop</p> <p>Oral during MM □</p>
<p>Language and Word Study</p> <p><i>F&P Phonics Lessons</i></p> <p><i>Words Their Way</i></p>	<p>ELC 1 Names, ELC 2 I Like you, ELC 3, ELC 4, PA 1-3</p> <p>Segmentation, LK 1-3, LS 1 (ABC), LS 2, LS 3, LK 11, LK 13</p> <p>RTA Vocab development (words from read alouds - community helpers, ezra jack keats, etc).</p> <p>WTW Sorts #1-4</p> <p>Sight words – introduce 5 per week</p>	<p>WA 1.1, 1.4, 1.3, 1.6, 1.7, 1.8, 1.9, 1.11 □ □</p>	<p>Developmental spelling test (words their way, p. 302, words 1-8)</p> <p>phonics assessment</p> <p>phonics extensions</p> <p>literacy centers</p> <p>words their way workbook</p>
<p>Writing Workshop</p> <p><i>Lucy Calkins Primary Writing</i> □</p>	<p>Book 1 - Launching the Writers Workshop Lessons 1-5, 7-10, 12, 13 (2x)</p> <p>Goal: capitalization of names, the word I, and first word in a sentence</p> <p>Complete sentences</p> <p>Every Monday, students write a page in their weekend journal to the teacher, then teacher responds.</p>	<p>WS 1.1, 1.3, 2.1 □ WC 1.3, 1.5, 1.6, 1.7 □</p>	<p>Writers workshop work</p> <p>Weekend journals</p>
<p>Reading Workshop</p> <p><i>Guided Reading</i></p> <p><i>ReadThinkApply</i></p> <p><i>Read Alouds</i></p> <p><i>Literacy Centers</i> □</p> <p>Math Workshop</p> <p><i>Marilyn Burns</i></p> <p><i>Scott Foresman</i></p> <p><i>Math Coach</i></p> <p><i>Problem Solver</i></p> <p><i>Calendar Math</i></p> <p>□</p>	<p>Title, Author, Illustrator</p> <p>Discuss the role of an author and an illustrator</p> <p>RTA – Making connections, vocab development</p> <p>Calendar Math - patterns, daily depositor, counting days of the week, tens/ones</p> <p>Exploring Manipulatives – Learning how to use math tools, math agreements, rotating in centers</p> <p>Ten Black Dots Class Book</p> <p>SF Ch. 1 Number Sense to 20</p> <p>MB games – build a stack, spill and compare, Empty the Bowl, Handfuls, Five Towers</p> <p>Problem Solver # 1-3 (one per</p>	<p>LRA 3.1- 3.3</p> <p>WA 1.14, 1.16</p> <p>RC 1.6, □</p> <p>NS 1.1, 1.2, 1.4</p> <p>SDA 1.2, 2.1</p> <p>MR 1.1, 1.2, 2.2</p>	<p>Literacy centers</p> <p>-guided reading extensions</p> <p>RTA worksheets</p> <p>MB games worksheets</p> <p>Problem Solver workbook</p> <p>Math coach pre-assessment</p>

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Science/Social Studies	week) - using logical reasoning□□ Connected and Respected lessons - listening and talking about feelings, how to listen, giving put-ups, Maria's heart, Tribes – making class agreements	Social Studies 1.1	Observation of behavior Class agreement poster
<i>Connected and Respected Tribes</i> <i>First Six Weeks of School</i> Field Trips□□□	Library – librarian interview Neighborhood walk Field trip practice□	Social Studies 1.5	

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October	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book First Six Weeks of School</i> □	Sharing How can we help our community? Who is a community helper? What do your parents do? secret handshake, community helper packet, other greetings (Hickety pickety bumble bee-syllables) What kind of Plastics do you have in your lunch? Graph Collecting plastics for science unit We Recycle book, 4Rs Community helper interviews morning message focus - punctuation and capitals, word wall words,	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM □
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	WS 1, WSA 2, PA 4-6, 8, WSA 3, LS 6, SP 1-3 (starting with a, o, e) RTA Vocab development (words from read alouds - community helpers, ezra jack keats, etc). WTW Sorts # 5-8 Sight words	WA 1.4, 1.3, 1.5, 1.7, 1.8, 1.9, 1.11, 1.15	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing</i> □	Book 1- Finish Launching the Writers Workshop Lessons 15-17 Book 2- Small Moments lessons 1-6, 9-10, 13-15 Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall correctly □	WS 1.1, 1.2, 1.3, 2.1 □ WC 1.3, 1.5, 1.6, 1.7, 1.8 □	Writers workshop work Weekend journals
Reading Workshop <i>Guided Reading Read Think Apply Read Alouds Literacy Centers</i> □	Retell central ideas Review Title, Author, Illustrator Discuss the role of an author and an illustrator RTA – Continue making connections, vocab development (step it up and bury it/ RIP happy, sad)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6 Listening and Speaking 1.3 □	Literacy centers -guided reading extensions RTA worksheets
Math Workshop <i>Marilyn Burns Scott Foresman Math Coach Problem Solver</i>	Calendar Math patterns, daily depositor, counting days of the week, tens/ones, weather discussion Ten Sly Piranhas – subtraction sentences with read aloud	NS 2.1, 2.5, 1.1, 1.2, 1.4 A&F 1.1, 1.2, 1.3 SDA 1.2, 2.1 MR 1.1, 1.2, 2.2	SF workbook, base 10 and tiles packet MB games worksheets Problem Solver workbook

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<p><i>Calendar Math</i></p> <p>☐</p>	<p>SF Ch. 2-3 except 2.7, 2.8, 2.12 MB games – snap it!, Empty the Bowl, handfuls, How many ___ in a Min?, five towers Other games: Addition bingo (+1), Base 10 packet, Counting Tile Packet Problem Solver # 4-7 (one per week) - organized list☐</p>		<p>Calendar math participation☐☐</p>
<p>Science/Social Studies</p> <p><i>Connected and Respected Tribes</i></p> <p><i>First Six Weeks of School</i></p> <p><i>FOSS kits</i></p>	<p>Continue Connected and Respected lessons Community Helper Project - continue interviews FOSS Solids and Liquids - Invest. 1.1 Sorting Solids 1.2 Properties of Solids, Making Solid Towers Invest 2: Liquids in bottles, properties of liquids, liquid levels, Invest 3 : Bits and Pieces (exploring small solids, skip beads lesson)☐☐</p>	<p>Social Studies 1.1 Science PS 1a-b IE 4a-c</p>	<p>Observation of behavior Science journals Class discussions</p>
<p>Field Trips☐☐☐</p>	<p>Fire Station - interview Emeryville Art Exhibition - focus on collage Civicorps Recycling Plant☐</p>	<p>Social Studies 1.5</p>	

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November	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i> □	Sharing Pop, greetings, phonics related morning messages Community helper interviews, poems morning message focus - punctuation and capitals, word wall words	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM □ □
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	SP 1-3 (with i, u), PA 9-10 RTA Vocab development (words from read alouds - community helpers, ezra jack keats, etc). WTW Sorts # 9-11 Sight words	WA 1.4, 1.5, 1.7, 1.11, 1.15	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing</i> □	Book 3: Writing for Readers lessons 1-6, edit and celebrate Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, using spaces □	WS 1.1, 1.2, 1.3, 2.1 WC 1.3, 1.5, 1.6,1.7, 1.8 □	Writers workshop work Weekend journals
Reading Workshop <i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i> □	Sequencing (beg, middle, end) Continue Retell central ideas RTA – making and confirming predictions, vocab development (step it up and bury it/ RIP fun, play, big)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1 Listening and Speaking 1.3 □	Literacy centers -guided reading extensions RTA worksheets
Math Workshop <i>Marilyn Burns Scott Foresman Math Coach Problem Solver Calendar Math</i> □	Calendar Math patterns, daily depositor, counting days of school , tens/ones, weather discussion * subtraction unit may run into Nov. SF Ch. 6 all, 6.11 (2x), except 6.7, 6.14 MB games – Empty the Bowl with subtraction, handfuls, pinch a ten, five towers Other games: subtraction bingo (-1), into the trash it goes (GEMS), Base 10 packet, Counting Tile Packet Problem Solver # 8-10 (one per week) - use or make a table □	NS 2.1, 2.5, 1.1, 1.2, 1.4 A&F 1.1, 1.2, 1.3 SDA 1.2, 2.1 MR 1.1, 1.2, 2.2	SF workbook, base 10 and tiles packet, MB games worksheets Problem Solver workbook Calendar math participation Fall interim assessment □ □
Science/Social Studies <i>Connected and Respected</i>	Continue Connected and Respected lessons Community Helper Project - continue interviews FOSS Solids and Liquids	Social Studies 1.1 Science PS 1a-b IE 4a-c,e	Observation of behavior Science journals Class discussions

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Tribes
FOSS kits
Field Trips□□□

Invest. 4 Mixing and Changing
Solids & Liquids

Social Studies 1.5

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December	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i>	Sharing Pop, greetings, phonics related morning messages, weather related poems morning message focus - punctuation and capitals, word wall words, scrambled sentences	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM ☐☐
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	PA 11, LK 14 (centers-consonants vs. vowels) LS 7 (with tr, gr, fr, cr, pr) Culminating sorts with LS 7 RTA Vocab development (words from read alouds - weather) WTW Sorts # 19, 20 Sight words	WA 1.1, 1.3, 1.4, 1.7, 1.8, 1.11	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing</i>	Writing for Community Helpers Book , thank you letters, graphic organizers, expository text Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces)	WA 2.1, 2.2 WS 1.1, 1.2, 1.3 WC 1.3, 1.4, 1.5, 1.6,1.7, 1.8☐☐	Writers workshop work Weekend journals
Reading Workshop <i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i>	Identify elements of plot, setting, and characters Science nonfiction (characteristics of nonfiction) – weather Continue Sequencing (beg, middle, end) RTA –making and confirming predictions, vocab development (step it up and bury it/ RIP said, run)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1, 2.6 Listening and Speaking 1.3 ☐	Literacy centers - guided reading extensions RTA worksheets- reading assessments
Math Workshop <i>Marilyn Burns Scott Foresman Math Coach Problem Solver Calendar Math</i>	Calendar Math patterns, daily depositor, counting days of school , tens/ones, weather calendar/graph SF Ch. 4 except 4.6 MB games (a collection of math lessons) – Cows and Chickens, Fish Bowl, Empty the Bowl with subtraction, handfuis, pinch a ten, five towers Other games: subtraction bingo (-1), into the trash it goes (GEMS), Base 10 packet, Counting Tile Packet Problem Solver # 11-12 (one	NS 2.1, 2.2, 2.5, 1.2, 1.3 A&F 1.1, 1.2, 1.3 SDA 1.2, 2.1 MR 1.1, 1.2, 2.2	SF workbook, base 10 and tiles packet MB games worksheets Problem Solver workbook Calendar math participation☐

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	per week) – Using Logical Reasoning		
Science/Social Studies	Continue Connected and Respected lessons Community Helper Project - making collages for book	Social Studies 1.1 Science PS 1a IE 4a, b, d, e	Observation of behavior Science journals Class discussions
<i>Connected and Respected Tribes</i>	FOSS Air and Weather – Invest.		
<i>FOSS kits</i>	1.1 Air is there 1.2 , 1.3, 1.4, 1.6		
Field Trips	Chabot Space and Science Center	Social Studies 1.5	

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January	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i>	Sharing Pop, greetings, phonics related morning messages, weather related poems, The PEACE Book by Todd Parr (what is Peace? book) morning message focus - punctuation and capitals, word wall words, scrambled sentences, The weather is ____.	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM☐☐
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	LS 8 (poetry center) LS 9, LK 15 (in centers) LS 10, 11 (l and r clusters) SP 5 (long a), SP 5 (long i), SP 5 (long a vs. long i), SP 5 (long o), SP 5 (long u), SP 5 (o vs. u), SP 5 (ee, ea) LS 12 (long vs. short vowel a) RTA Vocab development (words from read alouds - weather, books that line up with who, what, where, when Qs?, Patricia Palloco) WTW Sorts # 15, 16, 17 Sight words	WA 1.5, 1.8, 1.10, 1.11, 1.15	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing Handwriting without Tears – My Printing Book</i>	New Year's Resolution writing Newspaper Unit (created by KC Bull) – newspaper sections, parts of an article (headline, author, picture, caption), conventions used in newspapers, choose a section, read children's articles, writing good leads, writing an article (getting started, interviewing people, using capitals/punctuation/word wall words, title, writing a good ending) Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces) HWT	WA 2.1, 2.2☐WS 1.1, 1.2, 1.3, WC 1.3, 1.4, 1.5, 1.6, 1.7, 1.8☐☐	Newspaper article work Weekend journals
Reading Workshop <i>Guided Reading ReadThinkApply</i>	Who, What, Where, When, Why Continue Identify elements of plot, setting, and characters Science non-fiction	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1, 2.2, 2.6 Listening and Speaking 1.3 ☐	Literacy centers -guided reading extensions RTA worksheets☐

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February	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i>	Sharing Pop, greetings, phonics related morning messages, weather related poems morning message focus - punctuation and capitals, word wall words, scrambled sentences, The weather is ____.	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM☐☐
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	LS 12 (i, o, u, e x 2), short vs long a/e, LS 15, LS 16, SP 7, WM 3, WS 3 x2, WS 5 RTA Vocab development (words from read alouds - weather, books that line up with who, what, where, when Qs?, Patricia Palloco) WTW Sorts # 36, 37, 38, 18 Sight words	WA 1.5, 1.8, 1.10, 1.11, 1.15, 1.14, 1.17☐☐	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing Handwriting without Tears – My Printing Book</i>	Book 5 – Authors as Mentors (Whole book), Ezra Jack Keats and Angela Johnson Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces) HWT	WA 2.1, 2.2 WS 1.1, 1.2, 1.3 WC 1.3, 1.4, 1.5, 1.6,1.7, 1.8☐☐	Writers Workshop work Weekend journals
Reading Workshop <i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i>	Continue Who, What, Where, When, Why? Continue Identify elements of plot, setting, and characters RTA – clarifying, vocab development (teach transition words (instead of and), step it up and bury it/ RIP mad, went)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1, 2.2, 2.6 Listening and Speaking 1.3 ☐	Literacy centers -guided reading extensions RTA worksheets writers workshop☐
Math Workshop <i>Marilyn Burns. Scott Foresman Math Coach Problem Solver Calendar Math GEMS</i>	Calendar Math patterns, daily depositor, counting days of school , tens/ones, weather calendar/graph MB Geometry Unit – Triangle, Rocket, Hold and Fold, Shapes with Patterns Blocks, Cloak for a Dreamer SF 5.1, 5.4, 5.5, 5.6 Centers: pattern blocks, geo-boards, tile packet, base 10 packet, into the trash it goes, 0, 1, 2, 3	NS 2.1, 2.2, 2.5, 1.3 A&F 1.1, 1.2, 1.3 SDA 1.1, 1.2, 2.1 MR 1.1, 1.2, 2.2 M&G 2.1-2.4	SF workbook, base 10 and tiles packet GEMS/centers games worksheets Problem Solver workbook Calendar math participation☐

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<p>Science/Social Studies</p> <p><i>Connected and Respected Tribes FOSS kits</i></p> <p>Field Trips</p>	<p>Pre-assess and reteach Problem Solver # 16-19 (one per week) – Make a List, Guess and Check</p> <p>Continue Connected and Respected lessons</p> <p>Flat Stanley – USA (directions N, E, S, W), locate CA on US map</p> <p>Continue collecting addresses, start writing letters, find state/country on map</p> <p>FOSS Air and Weather – Invest 3.3-3.5</p> <p>Start Plant and Animals unit (invest. 1- grass and grain seeds, plant edible alfalfa, rye), 2 (Stems – cuttings, observation and measuring) gardening</p> <p>Spiral Gardens</p>	<p>Social Studies 1.1, 1.2, 1.3, 1.5</p> <p>Science</p> <p>ES 3a-c</p> <p>LS 2b, c, e</p> <p>IE 4 a, b, c, d, e□□□</p> <p>LS 2b, e</p>	<p>Observation of behavior</p> <p>Weather, plant journals</p> <p>Class discussions</p> <p>Flat Stanley letters</p>
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March	Description	Standards	Assessment
Morning Meeting	Sharing	LS 1.1,1.2, 1.4, 1.5	Writers' workshop
<i>Responsive Classroom Morning Meeting Book</i>	Pop, greetings, phonics related morning messages, plant/animal related poems and read-alouds, Cesar Chavez morning message focus - punctuation and capitals, word wall words, scrambled sentences, The weather is ____.	Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Oral during MM□□
Language and Word Study	WSA 9, WSA 10, WSA 11, WSA 12, LS 17	WA 1.5, 1.8, 1.10, 1.11, 1.15, 1.14, 1.17□□	phonics extensions literacy centers words their way workbook
<i>F&P Phonics Lessons Words Their Way</i>	sh, th, th/sh sort, ch, sh/ch/th, wh, wh/sh/ch/th sort RTA Vocab development (words from read alouds - plants/animals, books that line up with who, what, where, when Qs?, Patricia Palloco) WTW Sorts # 22, 23, 12, 13, 14 Sight words		
Writing Workshop	Book 5 – Finish Authors as Mentors (Whole book) Ezra Jack Keats and Angela Johnson	WA 2.1, 2.2 WS 1.1, 1.2, 1.3 WC 1.3, 1.4, 1.5, 1.6,1.7, 1.8□□	Writers Workshop work Weekend journals
<i>Lucy Calkins Primary Writing Handwriting without Tears – My Printing Book</i>	Writing a fiction story Unit Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces, exclamation and question marks) HWT		
Reading Workshop	Using context to resolve ambiguities	LRA 3.1- 3.3 WA 1.14, 1.16	Literacy centers - guided reading extensions
<i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i>	Review plot (beg, middle, end), setting, characters RTA – clarifying, vocab development (teach transition words (instead of and), step it up and bury it/ RIP – teacher's discretion)	RC 1.6, 2.1, 2.2, 2.6, 2.4, Listening and Speaking 1.3 □	RTA worksheets- writers workshop□
Math Workshop	Calendar Math patterns, daily depositor, counting days of school , tens/ones, weather calendar/graph	NS 2.1, 2.2, 2.5, 1.3, 2.7 A&F 1.1, 1.2, 1.3 SDA 1.1, 1.2, 2.1 MR 1.1, 1.2, 2.1, 2.2, 3.0 M&G 2.1-2.4	SF workbook, base 10 and tiles packet GEMS/centers games worksheets Problem Solver workbook Calendar math participation
<i>Marilyn Burns Scott Foresman Math Coach Problem Solver Calendar Math GEMS</i>	SF Ch. 7 (except 7.9), Start Ch. 8 (through 8.4) Centers: fact family triangles, grab bag addition/subtraction, timed fast facts, tile packet, base		

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	10 packet, into the trash it goes, 0, 1, 2, 3 Problem Solver # 20-23 (one per week) – Guess and Check, Look for a Pattern		
Science/Social Studies	Continue Connected and Respected lessons Flat Stanley – Flat Stanley read alouds from all over the world, continents and oceans, concept webs, continue writing letters, locate places on map flat Stanley has been to FOSS Plants and Animals - (cont. invest. 1 - grass and grain seeds, plant edible alfalfa, rye) 2 - stems – cuttings, observation and measuring, bulbs and roots lesson (grow a garlic bulb) gardening	Social Studies 1.1, 1.2, 1.3, 1.5 Science LS 2b, c, e IE 4 a, b, c, d, e	Observation of behavior Plants journals Class discussions Flat Stanley letters
<i>Connected and Respected Tribes FOSS kits</i>			
Field Trips	Monterey Bay Aquarium	LS 2b, e	

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April	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i>	Sharing Pop, fact family greeting, greetings, phonics related morning messages, plant/animal related poems and read-alouds, math/literacy related activities, Climb Inside a Poem Cathleen Michaels poem compilation morning message focus - punctuation and capitals, word wall words, scrambled sentences, The weather is ____.	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM□□
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	WS 7 (Contractions – will, is, am), WS 7 (are, not), WS 8 (had, have), WS 9, LS 19 (silent e), LS 20 (r controlled- ar, or, er, ir, ur, + 2 days comparing), RTA Vocab development (words from read alouds - plants/animals, Flat Stanley read alouds) WTW Sorts # 28, teacher determines as needed Sight words	WA 1.5, 1.8, 1.10, 1.11, 1.15, 1.14, 1.17. 1.3□□	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing Handwriting without Tears – My Printing Book□ Reading and Writing Poetry Across the Year</i>	LC Book 7- Poetry RWP 1.8 (natural objects), 1.9 (walk), 2.9 (line breaks), 3.4 (seeing with poets eyes), 3.5 (small, ordinary things) Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces, exclamation and question marks) HWT	WA 2.1, 2.2 WS 1.1, 1.2, 1.3 WC 1.3, 1.4, 1.5, 1.6,1.7, 1.8□□	Writers Workshop work Weekend journals, Poems HWT book
Reading Workshop <i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i>	Problem /Solution Continue using context to resolve ambiguities RTA – clarifying, vocab development (teach transition words (instead of and), step it up and bury it/ RIP – teachers discretion)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1, 2.2, 2.6, 2.4, Listening and Speaking 1.3 □	Literacy centers - guided reading extensions RTA worksheets - writers workshop□
Math Workshop <i>Marilyn Burns Scott Foresman</i>	Calendar Math patterns, daily depositor, counting days of school , tens/ones, weather calendar/graph, problem solving	NS 1.5, 2.1, 2.2, 2.5, 1.3, 2.7 A&F 1.1, 1.2, 1.3 SDA 1.1, 1.2, 2.1 MR 1.1, 1.2, 2.1, 2.2, 3.0	SF workbook, base 10 and tiles packet GEMS/centers games worksheets

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<p><i>Math Coach</i> <i>Problem Solver</i> <i>Calendar Math</i> <i>GEMS</i></p>	<p>Finish Ch. 8 (skip 8.8, 8.9, 8.14) Addition/Subtraction Strategies SF Ch. 9 Money (9.1, 9.2) MB Money (pennies in a bank, 25 cents for a fairy) SF 9.3-9.7, 9.9, 9.10 Centers: MB money centers, fact family triangles, grab bag addition/subtraction, timed fast facts, tile packet, base 10 packet, into the trash it goes, 0, 1, 2, 3 Problem Solver # 24-26 (one per week) – Acting out/using objects</p>	<p>M&G 2.1-2.4</p>	<p>Problem Solver workbook Calendar math participation</p>
<p>Science/Social Studies <i>Connected and Respected Tribes</i> <i>FOSS kits</i></p>	<p>Continue Connected and Respected lessons Flat Stanley – Flat Stanley read alouds from all over the world, cont. continents and oceans, concept webs, continue writing letters, locate places on map flat Stanley has been to, country report FOSS Plants and Animals- start Invest 3 – Terrariums / Habitats (cont. invest. 1- grass and grain seeds, plant edible alfalfa, rye) 2 (Stems – cuttings, observation and measuring) Bulbs and Roots lesson (grow a garlic bulb) Habitat gardening and integration</p>	<p>Social Studies 1.1, 1.2, 1.3, 1.5 Science LS 2b, c, e IE 4 a, b, c, d, e</p>	<p>Observation of behavior Plants, terrarium journals Class discussions Flat Stanley letters</p>
<p>Field Trips</p>	<p>Special guests from other countries Oakland Museum – habitat exhibit</p>	<p>SS 1.1, 1.2, 1.3, 1.5 LS 2a,b,c</p>	

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May	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i>	Sharing Pop, fact family greeting, greetings, phonics related morning messages, plant/animal related poems and read-alouds, math/literacy related activities, Climb Inside a Poem, Cathleen Michaels poem compilation morning message focus - punctuation and capitals, word wall words, scrambled sentences, The weather is _____	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM□□
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	LS 21 (consonants with 2 sounds - 2x with c, g, c/g), possessive pronouns- mine, yours, ours, his, hers, theirs), sentence editing (capitals), spelling editing (long vowels), punctuation RTA Vocab development (words from read alouds - plants/animals, Flat Stanley read alouds) WTW Sorts- teacher determines as needed Sight words	WA 1.5, 1.8, 1.10, 1.11, 1.15, 1.14, 1.17. 1.3 WC 1.2-1.8□□	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing Handwriting without Tears – My Printing Book</i>	LC Book 6 - Non-Fiction Writing: Procedures and Reports (connect to Flat Stanley and Plants/Animals) Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces, exclamation and question marks) HWT	WA 2.1, 2.2 WS 1.1, 1.2, 1.3 WC 1.3, 1.4, 1.5, 1.6,1.7, 1.8□□	Writers Workshop work Reports, pamphlets, Weekend journals, HWT book
Reading Workshop <i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i>	Myths, fables, folktales read-alouds Plot, Character, Setting – Q & A (myths) Main idea and details for non-fiction (reading comprehension toolkit) RTA –clarifying, vocab development (step it up and bury it/ RIP – teacher's discretion)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1, 2.2, 2.6, 2.4, Listening and Speaking 1.3 □	Literacy centers -guided reading extensions RTA worksheets□- writers workshop□
Math Workshop	Calendar Math patterns, daily depositor, counting days of	NS 1.5, 2.1, 2.2, 2.5, 1.3, 2.7, 2.6	SF workbook, base 10 and tiles packet

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<p>Marilyn Burns Scott Foresman Math Coach Problem Solver Calendar Math GEMS</p>	<p>school , tens/ones, weather calendar/graph, problem solving SF Ch.12 (no regrouping) Double Digit Addition and Subtraction Ch. 10 Time Centers: MB money centers, fact family triangles, grab bag addition/subtraction, timed fast facts, tile packet, base 10 packet, into the trash it goes, 0, 1, 2, 3 Problem Solver # 27-30 (one per week) – Acting out/using objects Make a Table</p>	<p>A&F 1.1, 1.2, 1.3 SDA 1.1, 1.2, 2.1 MR 1.1, 1.2, 2.1, 2.2, 3.0 M&G 1.2, 2.1-2.4</p>	<p>GEMS/centers games worksheets Problem Solver workbook Calendar math participation</p>
<p>Science/Social Studies Connected and Respected Tribes FOSS kits</p>	<p>Continue Connected and Respected lessons Flat Stanley – Flat Stanley read alouds from all over the world, cont. continents and oceans, concept webs, continue writing letters, locate places on map flat Stanley has been to, country report FOSS Plants and Animals- start Invest 3 – Terrariums / Habitats (cont. invest. 1- grass and grain seeds, plant edible alfalfa, rye) 2 (Stems – cuttings, observation and measuring) Bulbs and Roots lesson (grow a garlic bulb) Habitat gardening and integration</p>	<p>Social Studies 1.1, 1.2, 1.3, 1.5 Science LS 2b, c, e IE 4 a, b, c, d, e</p>	<p>Observation of behavior Plants, terrarium journals Class discussions Flat Stanley letters</p>
<p>Field Trips</p>	<p>Special guests from other countries Exploratorium Cal Performances</p>	<p>SS 1.1, 1.2, 1.3, 1.5 LS 2a,b,c</p>	

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June	Description	Standards	Assessment
Morning Meeting <i>Responsive Classroom Morning Meeting Book</i>	Sharing Pop, fact family greeting, greetings, phonics related morning messages, plant/animal related poems and read-alouds, math/literacy related activities, Climb Inside a Poem, Cathleen Michaels poem compilation morning message focus - punctuation and capitals, word wall words, scrambled sentences, The weather is _____.	LS 1.1,1.2, 1.4, 1.5 Writing 1.4, 1.7 WA 1.3, 1.11 WC 1.1 Listening 1.1-1.5 Speaking 2.1-2.4	Writers' workshop Oral during MM ☐☐
Language and Word Study <i>F&P Phonics Lessons Words Their Way</i>	sentence editing: Mixed Practice RTA Vocab development (words from read alouds - plants/animals, Flat Stanley read alouds) Assessment WTW Sorts - teacher determines as needed Sight words	WA 1.5, 1.8, 1.10, 1.11, 1.15, 1.14, 1.17, 1.3 WC 1.2-1.8 ☐☐	phonics extensions literacy centers words their way workbook
Writing Workshop <i>Lucy Calkins Primary Writing Handwriting without Tears – My Printing Book</i>	Finish up writing for Showcase brochures, pamphlets Student Choice Writing – myth, non-fiction, poetry, letter, Conventions Goal: capitalization of names, the word I, and first word in a sentence, complete sentences, using a period, spell word wall words correctly, commas, using spaces, exclamation and question marks) Teach quotations HWT	WA 2.1, 2.2 WS 1.1, 1.2, 1.3 WC 1.3, 1.4, 1.5, 1.6,1.7, 1.8 ☐☐	Writers Workshop work Reports, pamphlets, Weekend journals, HWT book
Reading Workshop <i>Guided Reading ReadThinkApply Read Alouds Literacy Centers</i>	Myths, fables, folktales read alouds Plot, Character, Setting – Q & A (myths) Main idea and details for non-fiction (reading comprehension toolkit) Comparing Stories RTA – clarifying, vocab development (step it up and bury it/ RIP – teachers discretion)	LRA 3.1- 3.3 WA 1.14, 1.16 RC 1.6, 2.1, 2.2, 2.6, 2.4, Listening and Speaking 1.3 ☐	Literacy centers - guided reading extensions RTA worksheets writers workshop ☐
Math Workshop <i>Marilyn Burns Scott Foresman Math Coach</i>	Calendar Math patterns, daily depositor, counting days of school, tens/ones, weather calendar/graph, problem solving Ch. 10 Continue Time	NS 1.5, 2.1, 2.2, 2.5, 1.3, 2.7, 2.6, A&F 1.1, 1.2, 1.3 SDA 1.1, 1.2, 2.1 MR 1.1, 1.2, 2.1, 2.2, 3.0	SF workbook, base 10 and tiles packet GEMS/centers games worksheets Problem Solver

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<p><i>Problem Solver</i> <i>Calendar Math</i> <i>GEMS</i></p>	<p>Ch. 11 Measurement (skip 11.4, M&G 1.1, 1.2, 2.1-2.4 11.7, 11.9, 11.10) Centers: Time games and centers, MB money centers, fact family triangles, grab bag addition/subtraction, timed fast facts, tile packet, base 10 packet, into the trash it goes, 0, 1, 2, 3 Problem Solver # 31-32 (one per week) – Looking for a Pattern</p>	<p>workbook Calendar math participation</p>	
<p>Science/Social Studies <i>Connected and Respected Tribes</i> <i>FOSS kits</i></p>	<p>End of the Year activities, yearbook/reflection Flat Stanley – finish up flat Stanley FOSS Plants and Animals- cont. Invest 3 – Terrariums / Habitats (cont. invest. 1- grass and grain seeds, plant edible alfalfa, rye) 2 (Stems – cuttings, observation and measuring) Bulbs and Roots lesson (grow a garlic bulb) Habitat gardening and integration</p>	<p>Social Studies 1.1, 1.2, 1.3, 1.5 Science LS 2b, c, e IE 4 a, b, c, d, e</p>	<p>Observation of behavior Plants, terrarium journals Class discussions Flat Stanley letters</p>
<p>Field Trips</p>	<p>Special guests from other countries Berkeley Marina</p>	<p>SS 1.1, 1.2, 1.3, 1.5</p>	

**Civicorps Elementary School
Second Grade Scope and Sequence 2010-2011**

September	Description	Standards	Assessment
Civic Literacy	<p>Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center and other community projects.</p> <p>Life Practice focus: Respect</p>		
Language and Word Study	<p><u>Words Their Way</u> workbook sorts and activities.</p> <p>Consonant blends (sm,br,tr, sk, cr) and syllabication.</p> <p>Introduction to parts of speech- nouns and verbs.</p> <p>Making Words</p> <p>Hi-frequency word practice and support through in class and homework activities.</p>	<p>RW 1.1 Decode grade level words</p> <p>RW 1.2 Syllabication Rules</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Guided Reading</p> <p>Observations</p>
Writing Workshop	<p>Set the stage for <u>Writers' Workshop</u>.</p> <p>Focus on Narrative writing with an introduction to Ideas, Organization and Word Choice.</p> <p>Writing activities include: personal narrative, 4 R's books, informational post-cards, letters, thank you notes, weekend news reports, reading responses.</p>	<p>WS 1.1 Relate ideas/Focus</p> <p>WS 1.3 Reference materials</p> <p>WC 1.1 Write in complete sentences</p> <p>WC 1.3 Parts of Speech</p> <p>WC 1.7 Irregular spelling</p> <p>WC 1.8 Spelling patterns</p>	<p>Ongoing Authentic Assessment</p> <p>Observation</p> <p>Reflections on daily assignments</p> <p>Conferences</p>
Reading Workshop	<p>Integration of 4 R's and Heroes/Heroine Themes through: building background activities, selected shared literature (books, articles), personal stories and experiences, 4 R's ABC books, various writing application activities (informational post-cards/brochures)</p> <p>Setting expectations for good reading practices for guided,</p>	<p>RC 2.2 Reader's purpose</p> <p>RC 2.4 Ask clarifying questions</p> <p>R.C 2.5 Restate important facts and details</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Guided Reading</p> <p>Observations</p>

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	<p>partner, and independent reading. Book talk questions and responses, how to take care of books, setting the structure of the Readers' Workshop.</p>		
Math Workshop	<p>Data Collection and graphing (<i>Would You Rather</i>) Looked at attributes of objects. Patterning Place Value, Fact Families Review concepts of addition and subtraction Games introduced: Top-It, Double War, Roll 2 Dice, Treasure Boxes, The Place Game, Marcy Cook Tile Packets, Race to a Flat</p>		
Science/Social Studies			
Field Trips	<p>Urban Ore, Civicorps Recycling Center</p>		

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October	Description	Standards	Assessment
Civic Literacy	<p>Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.</p> <p>Life Practice focus: Responsibility</p>		
Language and Word Study	<p><u>Words Their Way</u> Workbook sorts and activities. Short/long vowels (a, o, i) . Parts of speech - nouns and verbs, adjectives, articles and common prepositions. Homophones/homonyms, plural nouns. Making Words Hi-frequency word practice and support through in class and homework activities.</p>	<p>RW 1.5 Plurals RW 1.3 Decode multi-syllabic words</p>	<p>Ongoing Authentic Assessment Observations Reflections on daily assignments Conferences Guided Reading Observations Interim Assessment</p>
Writing Workshop	<p>Continue setting the stage for Writers' Workshop with good writing practices. Focus on Narrative writing with and continued focus on Ideas, Organization, Word Choice, Planning and Conventions. Review the writing process from planning to publishing. Writing activities include: personal narrative, 4 R's books, informational post-cards, letters, thank you notes, weekend news reports, reading responses. Fictional stories.</p>	<p>WS 1.1 Relate ideas/Focus WS 1.3 Reference materials (*not done in '09 because of a lack of resource materials) WC 1.1 Write in complete sentences WC 1.3 Parts of Speech WC 1.7 Irregular spelling WC 1.8 Spelling patterns</p>	<p>Ongoing Authentic Assessment Observations Reflections on daily assignments Independent conferences</p>
Reading Workshop	<p>Integration of 4 R's and Heroes/Heroine Themes through: building background activities, selected shared</p>	<p>RC 2.2 Reader's purpose RC 2.4 Ask clarifying questions R.C 2.5 Restate important</p>	<p>Ongoing Authentic Assessment Observations Reflections on daily</p>

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	<p>literature (books, articles), personal stories and experiences, 4 R's ABC books, various writing application activities (informational post-cards/brochures)</p> <p>Continue setting expectations for good reading practices for independent, partner and guided reading.</p> <p>Book talk questions and responses, how to take care of books, partner reading.</p> <p>Strategies for decoding multisyllabic words, review making connections and predictions about texts.</p>	<p>facts and details</p> <p>RL 3.1 Compare setting, plot, characters</p>	<p>assignments</p> <p>Conferences</p> <p>Guided Reading</p> <p>Observations</p>
Math Workshop	<p>Place Value, Fact Families, $<$ $>$ =, counting, reading and writing whole numbers to 1,000</p> <p>Review concepts of addition and subtraction</p> <p>Games introduced: Top-It, Double War, Roll 2 Dice, Treasure Boxes, The Place Game, Marcy Cook Tile Packets, Race to a Flat, Grab Bag Subtraction, Race to 50 cents</p>		
Science/Social Studies			
Field Trips	Hidden Villa Over-night (One Class)		

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November	Description	Standards	Assessment
Civic Literacy	<p>Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.</p> <p>Life Practice focus: Collaboration</p>		
Language and Word Study	<p><u>Words Their Way</u> Workbook sorts and activities. Short/long vowels (u, e, review all). Proper nouns, compound words, prefixes/suffixes. Making Words</p> <p>Hi-frequency word practice and support through in class and homework activities.</p>	<p>RW 1.8 Use knowledge of words to identify compound words</p> <p>RW 1.9 Prefixes/Suffixes</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Guided Reading</p> <p>Observations</p> <p>Interim Assessment</p>
Writing Workshop	<p>Use Writers' Workshop format to continue focus on Narrative writing with attention to Ideas, Organization, Word Choice, Conventions and Voice.</p> <p>Writing activities include: personal narrative, <i>I Am From</i> poems, moving stories (related to social studies themes), thank you notes, weekend news reports, reading responses.</p>	<p>WS 1.1 Relate ideas/Focus</p> <p>WS 1.3 Reference materials (*not done in '09 because of a lack of resource materials)</p> <p>WC 1.1 Write in complete sentences</p> <p>WC 1.3 Parts of Speech</p> <p>WC 1.7 Irregular spelling</p> <p>WC 1.8 Spelling patterns</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Independent conferences</p> <p>Pre-assessment for narrative writing</p>
Reading Workshop	<p>Integration of social studies theme of "Why Move?" through: building background activities, selected shared literature (books, articles), personal stories, experiences, and guest visits.</p> <p>Continue developing strategies for decoding multisyllabic words.</p> <p>Use folktales as a springboard</p>	<p>RC 2.2 Reader's purpose</p> <p>RC 2.4 Ask clarifying questions</p> <p>R.C 2.5 Restate important facts and details</p> <p>RC 2.1 Text Features</p> <p>RC 2.6 Cause and Effect</p> <p>RL 3.2 Alternative Endings</p> <p>RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Guided Reading</p> <p>Observations</p>

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	to explore alternative endings (Stone Soup, fractured fairytales, etc.) Continued guided, partner, independent reading.		
Math Workshop	Continue understanding of Place Value to 1000 Commutative property for + - Double and Triple digit + - using varied strategies Geometry- describe and classify the attributes of solid and plane shapes (edges, vertices, faces)		
Science/Social Studies	Integration of social studies theme of "Why Move?" through: building background activities, selected shared literature (books, articles), personal stories, experiences, and guest visits. Explore and compare folktales.		
Field Trips	Hidden Villa Over Night (one class), Angel Island		

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December	Description	Standards	Assessment
Civic Literacy	<p>Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.</p> <p>Life Practice focus: Caring</p>		
Language and Word Study	<p>Final /k/ sound spelled -ck, -ke, or -k</p> <p>Short a (cvc) and long a (CVCe and CVVC)</p> <p>Short o (cvc) and long o (CVCe and CVVC)</p>	<p>RW 1.8 Use knowledge of words to identify compound words</p> <p>RW 1.9 Prefixes/Suffixes WC 1.6 Capitalization of proper nouns</p> <p>WC 1.1 Write in complete sentences</p> <p>WC 1.3 Parts of Speech</p> <p>WC 1.7 Irregular spelling</p> <p>WC 1.8 Spelling patterns</p> <p>WC 1.4 Commas in a greeting</p>	
Writing Workshop	<p><u>Words Their Way</u> Workbook sorts and activities.</p> <p>Use Writers' Workshop format to continue focus on Narrative writing with attention to Ideas, Organization, Word Choice, Conventions and Voice.</p> <p>Writing activities include: personal narrative, <i>I Am From</i> poems, moving stories (related to social studies themes), moving timelines, thank you notes, weekend news reports, reading responses.</p>	<p>WS 1.1 Relate ideas/Focus</p> <p>WS 1.3 Reference materials</p> <p>WC 1.1 Write in complete sentences</p> <p>WC 1.3 Parts of Speech</p> <p>WC 1.7 Irregular spelling</p> <p>WC 1.8 Spelling patterns</p> <p>WC 1.4 Commas in a greeting</p> <p>WC 1.6 Capitalization of proper nouns</p>	<p>Ongoing Authentic Assessment</p> <p>Observation</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Second Interim Assessment</p>
Reading Workshop	<p>Integration of social studies theme of "Why Move?" through: building background activities, selected shared literature (books, articles), personal stories, experiences, and guest visits.</p>	<p>RC 2.2 Reader's purpose</p> <p>RC 2.4 Ask clarifying questions</p> <p>R.C 2.5 Restate important facts and details</p> <p>RC 2.1 Text Features</p> <p>RC 2.6 Cause and Effect</p> <p>RL 3.2 Alternative Endings</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Guided Reading</p>

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	<p>Use folktales as a springboard to explore alternative endings (Stone Soup, fractured fairytales, etc.) Continued guided, partner, independent reading.</p>	<p>RL 3.4 Identify literary elements (rhythm, rhyme, alliteration) RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)</p>	<p>Observations Second Interim Assessment Fountas and Pinnell Reading Assessment</p>
Math Workshop	<p>Continue understanding of Place Value to 1000 Commutative property for + - Double and Triple digit + - using varied strategies Geometry- describe and classify the attributes of solid and plane shapes (edges, vertices, faces) Measure the length of objects through iteration. Introduce and practice using inches and feet. Estimate measurements</p>		
Science/Social Studies	<p>Build stringed instruments to demonstrate how vibrations and sound are connected.</p>	<p>Physical Science- g) Students know sound is made by vibrating objects and can be described by its pitch and volume.</p>	
Field Trips	<p>Library, Urban Ore</p>		

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January	Description	Standards	Assessment
Civic Literacy	<p>Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.</p> <p>Life Practice focus: Honesty</p>		
Language and Word Study	<p><u>Words Their Way</u> Workbook sorts and activities.</p> <p>Short u (cvc) and long u (CVCe and CVVC)</p> <p>Short e (cvc) and long e (CVCe and CVVC)</p> <p>More Short e and Long</p> <p>Review CVVC Patterns ai, oa ee, ea</p> <p><u>Making Words</u></p>	<p>RW 1.8 Use knowledge of words to identify compound words</p> <p>RW 1.7 Antonyms and Synonyms</p> <p>RW 1.10 Identify multiple meaning words</p>	
Writing Workshop	<p>Use Writers' Workshop format for Expository Writing with attention to Ideas, Organization, Word Choice, Conventions, Sentence Fluency and Voice.</p> <p>Students will focus on writing simple biographies - focusing on people that move - dancers, acrobats, athletes, martial artists, etc., including, but not limited to, people with disabilities.</p>	<p>WS 1.1 Relate Ideas</p> <p>WS 1.3 Reference Materials</p> <p>WS 1.4 Revise drafts for sequence and detail</p> <p>WC 1.5 Quotation Marks</p>	<p>Ongoing Authentic Assessment</p> <p>Observation</p> <p>Reflections on daily assignments</p> <p>Conferences</p>
Reading Workshop	<p>Integration of social studies theme of "How do people make positive change in their world/community?" and science theme of "How do people navigate their world physically?" (Balance and Motion) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits,</p>	<p>RC 2.1 Text Features</p> <p>RC 2.2 Reader's purpose</p> <p>RC 2.3 Author's Purpose</p> <p>RC 2.4 Ask clarifying questions</p> <p>R.C 2.5 Restate important facts and details</p> <p>RC 2.6 Cause and Effect</p> <p>RC 2.7 Interpret Information</p> <p>RC 2.8 Two-step directions</p> <p>RL 3.2 Alternative Endings</p> <p>RL 3.4 Identify literary</p>	<p>Ongoing Authentic Assessment</p> <p>Observations</p> <p>Reflections on daily assignments</p> <p>Conferences</p> <p>Guided Reading Observations</p> <p>Report Cards</p> <p>Fountas and Pinnell Reading Assessment</p>

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	<p>wheelchair experiences, audits of school environment. What would we need in our school if we had a disability?, simulations.</p> <p>Connection with Elders and how they get around.</p> <p>Continued guided, partner, independent reading.</p> <p>Practice Fact Finder roles, text features, clarifying questions, interpreting information and following and reading two-step directions.</p>	<p>elements (rhythm, rhyme, alliteration)</p> <p>RL 3.2 Alternative Endings</p> <p>RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)</p>	
Math Workshop	<p>Introduce the concept of multiplication using repeated addition, counting by multiples, arrays.</p> <p>Introduce simple division and fractions</p> <p>Practice measuring with centimeters</p> <p>Estimate measurements</p>		
Science/Social Studies	<p>Integration of social studies theme of "How do people make positive change in their world/community?" and science theme of "How do people navigate their world physically?" (Balance and Motion) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits, wheelchair experiences, audits of school environment. What would we need in our school if we had a disability?, simulations.</p> <p>Connection with Elders and how they get around.</p>		
Field Trips	<p>Cal Performances - Peeking Acrobats</p>		

February	Description	Standards	Assessment
Civic Literacy	<p>Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.</p> <p>Life Practice focus: Fairness</p>		
Language and Word Study	<p><u>Words Their Way</u> Workbook sorts and activities.</p> <p>Short a (CVC and CVVC) and Long e (CVVC-ai, and Open Syllable -ay)</p> <p>Short o (CVC and CVVC) and Long o (CVVC--oa, and Open Syllable -ow)</p> <p>Short u (CVC and CVVC) and Long u (CVVC-ew, and Open Syllably -ue)</p> <p>Short i (CVC and CVVC) and Long i (CVVC-igh and Open Syllably -y)</p> <p><u>Making Words</u></p>		
Writing Workshop	<p>Use Writers' Workshop format to Expository Writing with attention to Ideas, Organization, Word Choice, Conventions, Sentence Fluency and Voice. Students will focus on writing simple biographies - focusing on people that move - dancers, acrobats, athletes, martial artists, etc., including, but not limited to people with disabilities.</p>	<p>WS 1.1 Relate ideas/Focus WS 1.3 Reference materials WC 1.1 Write in complete sentences WC 1.3 Parts of Speech WC 1.7 Irregular spelling WC 1.8 Spelling patterns WC 1.4 Commas in a greeting WC 1.6 Capitalization of proper nouns</p>	<p>Ongoing Authentic Assessment Observation Reflections on daily assignments Conferences</p>
Reading Workshop	<p>Integration of social studies theme of "How do people make positive change in their world/community?" and science theme of "How do people navigate their world physically?" (Balance and Motion) through: building background activities,</p>	<p>RC 2.1 Text Features RC 2.2 Reader's purpose RC 2.3 Author's Purpose RC 2.4 Ask clarifying questions R.C 2.5 Restate important facts and details RC 2.6 Cause and Effect</p>	<p>Ongoing Authentic Assessment Observations Reflections on daily assignments Conferences Guided Reading Observations</p>

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	<p>selected shared literature (books, articles), personal stories, experiences, guest visits, wheelchair experiences, audits of school environment-What would we need in our school if we had a disability?, simulations. Connection with Elders and how they get around.</p>	<p>RC 2.7 Interpret Information RC 2.8 Two-step directions RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration) RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)</p>	
Math Workshop	<p>Introduce the concept of multiplication using repeated addition, counting by multiples, arrays. Introduce simple division and fractions. Practice measuring with centimeters and inches and compare the length of difference. Estimate measurements.</p>		
Science/Social Studies	<p>Integration of social studies theme of "How do people make positive change in their world/community?" and science theme of "How do people navigate their world physically?" (Balance and Motion) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits, wheelchair experiences, audits of school environment-What would we need in our school if we had a disability?, simulations. Connection with Elders and how they get around.</p>		
Field Trips			

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March	Description	Standards	Assessment
Civic Literacy	Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.		
Language and Word Study	<p><u>Words Their Way</u> Review Long Vowel Patterns r-influenced Vowel Patterns ar, are, air r-influenced Vowel Patterns er, ear, eer r-influenced Vowel Patterns ore, oar r-influenced Vowel Patterns ure, ur, _e <u>Making Words</u></p>		
Writing Workshop	Use Writers' Workshop format to Expository Writing with attention to Ideas, Organization, Word Choice, Conventions, Sentence Fluency and Voice. Begin to focus on exploring poetry.		Ongoing Authentic Assessment Observation Reflections on daily assignments Conferences School Wide Writing Assessment
Reading Workshop	Integration of science theme of "How do the Earth's materials affect how we live?" (Pebbles, Sand and Silt FOSS unit) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits. Non-fiction text exploration continues. Continued guided, partner, independent reading. Practice Fact Finder roles, text features, clarifying questions, interpreting information and	RC 2.1 Text Features RC 2.2 Reader's purpose RC 2.3 Author's Purpose RC 2.4 Ask clarifying questions R.C 2.5 Restate important facts and details RC 2.6 Cause and Effect RC 2.7 Interpret Information RC 2.8 Two-step directions RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration) RL 3.2 Alternative Endings RL 3.4 Identify literary	Ongoing Authentic Assessment Observations Reflections on daily assignments Conferences Guided Reading Observations Report Cards Fountas and Pinnell Reading Assessment

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	following and reading two-step directions. Begin introducing group/independent RTA structures.	elements (rhythm, rhyme, alliteration)	
Math Workshop	Continue practicing math skills with + - x Review and expand understanding of money and time. Solve related problems involving time and money. How to make change.		
Science/Social Studies			
Field Trips	Lawrence Hall of Science		

April	Description	Standards	Assessment
Civic Literacy	Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.		
Language and Word Study	<u>Words Their Way</u> Review of ar, Schwa Plus r, and or Diphthongs oi, oy Silent Beginning Consonants kn, wr, gn <u>Making Words</u>		
Writing Workshop	Use Writers' Workshop format to Expository Writing with attention to Ideas, Organization, Word Choice, Conventions, Sentence Fluency and Voice. Continue writing poems and focusing on learning about Odes.		
Reading Workshop	Integration of science theme of "How do the Earth's materials affect how we live?" (Pebbles, Sand and Silt FOSS unit), and "Why do living things have different cycles of life?" (Plants and Insects) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits. Non-fiction text exploration continues. Continued guided, partner, independent reading. Practice Fact Finder roles, asking clarifying questions, wondering, predicting, summarizing and interpreting information. Continuing introducing	RC 2.1 Text Features RC 2.2 Reader's purpose RC 2.3 Author's Purpose RC 2.4 Ask clarifying questions R.C 2.5 Restate important facts and details RC 2.6 Cause and Effect RC 2.7 Interpret Information RC 2.8 Two-step directions RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration) RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)	

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	group/independent RTA structures.		
Math Workshop	Continue practicing math skills with + - x Continue investigation of money and time and practice and write related problems. Use decimal notation and the dollar and cent symbols for money.		
Science/Social Studies	Integration of science theme of "How do the Earth's materials affect how we live?" (Pebbles, Sand and Silt FOSS unit), and "Why do living things have different cycles of life?" (Plants and Insects) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits.		
Field Trips			

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May	Description	Standards	Assessment
Civic Literacy	Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.		
Language and Word Study	<u>Words Their Way</u> Consonant Diagraphs Plus r-Blends and squ Hard Soft c and g Word Endings –ce, -ve, -se Triple r-Blends scr, str, spr <u>Making Words</u>		
Writing Workshop	Use Writers' Workshop format to Expository Writing with attention to Ideas, Organization, Word Choice, Conventions, Sentence Fluency and Voice. Investigative reporting. Preview paragraphing.		
Reading Workshop	"Why do living things have different cycles of life?" (Plants and Insects) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits. Practice Fact Finder roles, asking clarifying questions, wondering, predicting, summarizing and interpreting information. Continuing introducing group/independent RTA structures. Genre study - Information texts with focus on magazines and newspapers.	RC 2.1 Text Features RC 2.2 Reader's purpose RC 2.3 Author's Purpose RC 2.4 Ask clarifying questions R.C 2.5 Restate important facts and details RC 2.6 Cause and Effect RC 2.7 Interpret Information RC 2.8 Two-step directions RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration) RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)	CST 4 th Interim Assessment Report Cards Fountas and Pinnell Reading Assessment
Math Workshop	Review and practice previously covered standards		

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	and support and expand facility and learning as needed.		
Science/Social Studies	"Why do living things have different cycles of life?" (Plants and Insects) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits.		
Field Trips	Botanical Garden		

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June	Description	Standards	Assessment
Morning Meeting	Morning Meeting, and a variety of community building activities are used to build community and practice the guiding principles and Life Practices. It is also a way to reinforce specific academic skills and understanding through daily routines. These activities also include our service learning projects, i.e. bi-monthly visits to the Elder Center other community projects.		
Language and Word Study			
Writing Workshop	Use Writers' Workshop format to Expository Writing with attention to Ideas, Organization, Word Choice, Conventions, Sentence Fluency and Voice. Investigative reporting. Preview paragraphing. Celebrate writing and set future writing goals!		
Reading Workshop	Practice Fact Finder roles, asking clarifying questions, wondering, predicting, summarizing and interpreting information. Continuing introducing group/independent RTA structures. Genre study - Information texts with focus on magazines and newspapers. Personal reflection and goal setting for summer and fall reading. Writing book recommendations.	RC 2.1 Text Features RC 2.2 Reader's purpose RC 2.3 Author's Purpose RC 2.4 Ask clarifying questions R.C 2.5 Restate important facts and details RC 2.6 Cause and Effect RC 2.7 Interpret Information RC 2.8 Two-step directions RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration) RL 3.2 Alternative Endings RL 3.4 Identify literary elements (rhythm, rhyme, alliteration)	
Math Workshop	Review previously covered standards as needed and pre-teach for next year.		
Science/Social Studies	"Why do living things have different cycles of life?" (Plants		

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	<p>and Insects) through: building background activities, selected shared literature (books, articles), personal stories, experiences, guest visits. Answer year-long guiding question "How do people change their community? What will you do to make a difference and make your mark?"</p>		
Field Trips	Wilderness Day		

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September	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers. Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons—</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons</p> <p>Oral responses</p> <p>Word hunts in context</p> <p>Spelling/ vocabulary tests</p> <p>Dictionary Skills—</p> <p>Spelling/ vocabulary test</p> <p>Dictionary worksheet</p> <p>Daily Oral Language—</p> <p>Oral responses</p> <p>Spot check of work</p>

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary 1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language— Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>6-Traits Introducing one trait a week -Ideas -Organization -Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising, editing, conferencing, and</p>	<p>6-Traits/Narrative 2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: -Show awareness of the</p>	<p>6-Traits/Narrative Published pieces Peer-review rubric Writing prompt Conferencing</p>

	publishing)	<p>knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p>	
Reading Workshop	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading -Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p>	
<p>Science/Social Studies</p>	<p>Social Studies Landforms -What is in our area? Mapping -How to read a map -Create a map of our classroom and community—walking field work. -Sell maps to community</p> <p>Study people in another community, break into groups and study, ask questions, write letters, look at maps and find out about specific landscapes and people</p> <p>Science Foss Kit program Life sciences -Plants and animals -Adaptations Look at our local area and the landforms. What plants and animals are found? How do they adapt to their environment Look at other areas of country/world. Use the same reasoning skills Structures and reproduction of animals and plants in environments Understand different kinds</p>	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>-Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>-Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)</p> <p>Life Sciences -Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: --Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. --Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. --Students know living things cause changes in the environment in which they live: some of these</p>	<p>Maps of School/Community Foss Assessments —I-Check</p>

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	<p>of environments: tundra, grasslands, oceans, deserts, forests, and wetlands</p>	<p>changes are detrimental to the organism or other organisms, and some are beneficial. --Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. --Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</p>	
<p>Field Trips</p>			

October	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers</p> <p>Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons—</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons</p> <ul style="list-style-type: none"> -Oral responses -Word hunts in context -Spelling/ vocabulary tests <p>Dictionary Skills—</p> <ul style="list-style-type: none"> -Spelling/ vocabulary test -Dictionary worksheet <p>Daily Oral Language—</p> <ul style="list-style-type: none"> -Oral responses -Spot check of work

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>6-Traits Introducing one trait a week -Ideas -Organization -Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising,</p>	<p>6-Traits/Narrative</p> <p>2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>2.3 Write personal and formal letters, thank-you notes, and invitations:</p>	<p>6-Traits/Narrative Published pieces Peer-review rubric Writing prompt Conferencing</p>

	<p>editing, conferencing, and publishing)</p>	<p>-Show awareness of the knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading -Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p>	
<p>Science/Social Studies</p>	<p>Social Studies Landforms -What is in our area? Mapping -How to read a map -Create a map of our classroom and community—walking field work. -Sell maps to community Study people in another community, break into groups and study, ask questions, write letters, look at maps and find out about specific landscapes and people</p> <p>Science Foss Kit program Life sciences -Plants and animals -Adaptations Look at our local area and the landforms. What plants and animals are found? How do they adapt to their environment? Look at other areas of country/world. Use the same reasoning skills.</p>	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. -Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). -Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)</p> <p>Life Sciences Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: -Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. -Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. -Students know living things cause changes in the environment in</p>	<p>Maps of School/Community Foss Assessments —I-Check</p>

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	<p>Structures and reproduction of animals and plants in environments</p> <p>Understand different kinds of environments, tundra, grasslands, oceans, deserts, forests, and wetlands</p>	<p>which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.</p> <p>-Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</p> <p>-Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today</p>	
Field Trips	Plastiki or Civicorps Recycling Plant	4 R's	Letters to the organization

November	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers. Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons</p> <ul style="list-style-type: none"> -Oral responses -Word hunts in context -Spelling/ vocabulary tests <p>Dictionary Skills—</p> <ul style="list-style-type: none"> -Spelling/ vocabulary test -Dictionary worksheet <p>Daily Oral Language—</p> <ul style="list-style-type: none"> -Oral responses -Spot check of work

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary--1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language— Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>6-Traits Introducing one trait a week -Ideas -Organization -Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising, editing, conferencing, and</p>	<p>6-Traits/Narrative</p> <p>2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>2.3 Write personal and formal letters, thank-you notes, and invitations: -Show awareness of the</p>	<p>6-Traits/Narrative -Published pieces -Peer-review rubric -Writing prompt -Conferencing</p>

	publishing)	<p>knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare</p>	
Reading Workshop	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>written instructions (e.g., how to assemble a product or play a board game).</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p>	
<p>Science/Social Studies</p>	<p>Social Studies</p> <p>Ohlone native life, jigsaws, ways of living..etc</p> <p>-Create an assessment, timeline and such</p> <p>-Compare life now and then</p> <p>-What did they do for their food/reuse and use their resources</p> <p>Spanish explorers—very brief, how life was and how it changed for the Spanish</p> <p>Different sections of history in the community of Oakland, through the years and how the life affected the land/resources?</p> <p>-Access and equity to food</p> <p>-MLK</p> <p>Science</p> <p>Foss Kits</p>	<p>Social Studies</p> <p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>-Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>-Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>-Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>-Discuss the interaction of new settlers with the already established Indians of the region</p> <p>Physical Sciences</p> <p>Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:</p> <p>-Students know energy comes from the Sun to Earth in the form of light.</p> <p>-Students know sources of stored energy take many forms, such as food, fuel, and batteries.</p>	<p>Foss Kit—I- Assessments</p> <p>Create a timeline</p> <p>Jigsaw process sheets</p> <p>Brief report on Native life</p>

		<ul style="list-style-type: none"> -Students know machines and living things convert stored energy to motion and heat. -Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. -Students know matter has three forms: solid, liquid, and gas. -Students know evaporation and melting are changes that occur when the objects are heated. -Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. -Students know all matter is made of small particles called atoms, too small to see with the naked eye. -Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements 	
Field Trips			

December	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<ul style="list-style-type: none"> -Check for understanding through questions and answers -Have children correct their homework aloud, to see where success and challenges arise.
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons—</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons</p> <ul style="list-style-type: none"> -Oral responses -Word hunts in context -Spelling/ vocabulary tests <p>Dictionary Skills—</p> <ul style="list-style-type: none"> -Spelling/ vocabulary test -Dictionary worksheet <p>Daily Oral Language—</p> <ul style="list-style-type: none"> -Oral responses -Spot check of work

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>6-Traits Introducing one trait a week -Ideas -Organization -Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising,</p>	<p>6-Traits/Narrative 2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations:</p>	<p>6-Traits/Narrative Published pieces Peer-review rubric Writing prompt Conferencing</p>

	<p>editing, conferencing, and publishing)</p>	<p>-Show awareness of the knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Narrative Analysis of Grade-Level-Appropriate Text 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p>	
<p>Science/Social Studies</p>	<p>Social Studies Ohlone native life, jigsaws, ways of living, etc -Create an assessment, timeline and such -Compare life now and the -What did they do for their food/reuse and use their resources Spanish explorers—very brief, how life was like and changed for the Spanish Different sections of history in the community of Oakland, through the years and how the life affected the land/resources? -Access and equity to food -MLK Science Foss Kits</p>	<p>Social Studies 3.2 Students describe the American Indian nations in their local region long ago and in the recent past. -Describe national identities, religious beliefs, customs, and various folklore traditions. -Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). -Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. -Discuss the interaction of new settlers with the already established Indians of the region Physical Sciences Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept: -Students know energy comes from the Sun to Earth in the form of light. -Students know sources of stored</p>	<p>Foss Kit—I- Assessments Create a timeline Jigsaw process sheets Brief report on Native life</p>

		<p>energy take many forms, such as food, fuel, and batteries.</p> <ul style="list-style-type: none"> -Students know machines and living things convert stored energy to motion and heat. -Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. -Students know matter has three forms: solid, liquid, and gas. -Students know evaporation and melting are changes that occur when the objects are heated. -Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. -Students know all matter is made of small particles called atoms, too small to see with the naked eye. -Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements 	
Field Trips	Coyote Hills	3.2 Students describe the American Indian nations in their local region long ago and in the recent past	

January	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<ul style="list-style-type: none"> -Check for understanding through questions and answers -Have children correct their homework aloud, to see where success and challenges arise.
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons</p> <p>Oral responses</p> <p>Word hunts in context</p> <p>Spelling/ vocabulary tests</p> <p>Dictionary Skills—</p> <p>Spelling/ vocabulary test</p> <p>Dictionary worksheet</p> <p>Daily Oral Language—</p> <p>Oral responses</p> <p>Spot check of work</p>

		<p>homographs to determine the meanings of words.</p> <p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>Information Research Paper</p> <p>Use encyclopedia, Internet, and various other forms of books/magazines to research a topic of interest.</p> <p>-Example—historical figures, animals, countries, major historical events,</p>	<p>Informational Research Paper</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>Organization and Focus</p> <p>1.1 Create a single paragraph:</p> <p>-Develop a topic sentence.</p> <p>-Include simple supporting facts</p>	<p>Informational Research Paper</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p> <p>Checking process sheets</p>

	<p>Native American nations, etc.</p>	<p>and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.3 Demonstrate comprehension by identifying answers in the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p> <p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection</p>	
<p>Science/Social Studies</p>	<p>Social Studies</p> <p>Ohlone native life, jigsaws, ways of living, etc</p> <p>-Create an assessment, timeline and such</p> <p>-Compare life now and the</p> <p>-What did they do for their food/reuse and use their resources</p> <p>Spanish explorers—very brief, how life was like and changed for the Spanish</p> <p>Different sections of history in the community of Oakland, through the years and how the life affected the land/resources?</p> <p>-Access and equity to food</p> <p>-MLK</p> <p>Science</p> <p>Foss Kits</p>	<p>Social Studies</p> <p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>-Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>-Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>-Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>-Discuss the interaction of new settlers with the already established Indians of the region</p> <p>Physical Sciences</p> <p>Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:</p> <p>-Students know energy comes</p>	<p>Foss Kit—I-</p> <p>Assessments</p> <p>Create a timeline</p> <p>Jigsaw process sheets</p> <p>Brief report on Native life</p>

		<p>from the Sun to Earth in the form of light.</p> <ul style="list-style-type: none"> -Students know sources of stored energy take many forms, such as food, fuel, and batteries. -Students know machines and living things convert stored energy to motion and heat. -Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. -Students know matter has three forms: solid, liquid, and gas. -Students know evaporation and melting are changes that occur when the objects are heated. -Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. -Students know all matter is made of small particles called atoms, too small to see with the naked eye. -Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements 	
Field Trips			

February	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers</p> <p>Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons—</p> <ul style="list-style-type: none"> Oral responses Word hunts in context Spelling/ vocabulary tests Dictionary Skills— Spelling/ vocabulary test Dictionary worksheet Daily Oral Language— Oral responses Spot check of work

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>Information Research Paper Use encyclopedia, Internet, and various other forms of books/magazines to research a topic of interest. -Example—historical figures, animals, countries, major historical events, Native American nations, etc.</p>	<p>Informational Research Paper 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>Informational Research Paper Published pieces Peer-review rubric Writing prompt Conferencing Checking process sheets</p>

		<p>Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.3 Demonstrate comprehension by identifying answers in the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Narrative Analysis of Grade-Level-Appropriate Text 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p> <p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection</p>	
<p>Science/ Social Studies</p>	<p>Study city council</p> <ul style="list-style-type: none"> -Possible visit -Letters to the mayor -Ask community what they need/want and what the kids/school want us to share with the mayor and city council -Who is in charge of recycling? -What about compost? -Taxes <p>Science Foss Kit</p>	<p>Social Studies</p> <p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <ul style="list-style-type: none"> -Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. -Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. -Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). -Understand the three branches of government, with an emphasis on local government. -Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government 	<p>Social Studies</p> <p>Letters to the mayor and city council</p> <p>Survey of community wants and needs</p> <p>Science Foss Kits—I- Assessment</p>

		<p>Science</p> <p>Physical Sciences</p> <p>Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> -Students know energy comes from the Sun to Earth in the form of light. -Students know sources of stored energy take many forms, such as food, fuel, and batteries. -Students know machines and living things convert stored energy to motion and heat. -Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. -Students know matter has three forms: solid, liquid, and gas. -Students know evaporation and melting are changes that occur when the objects are heated. -Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. -Students know all matter is made of small particles called atoms, too small to see with the naked eye. -Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements 	
Field Trips			

March	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers</p> <p>Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons—</p> <p>Oral responses</p> <p>Word hunts in context</p> <p>Spelling/ vocabulary tests</p> <p>Dictionary Skills—</p> <p>Spelling/ vocabulary test</p> <p>Dictionary worksheet</p> <p>Daily Oral Language—</p> <p>Oral responses</p> <p>Spot check of work</p>

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>Choose your own genre of writing</p> <p>Information Research Paper</p> <p>Use encyclopedia, Internet, and various other forms of books/magazines to research a topic of interest.</p> <p>-Example—historical figures, animals, countries, major historical events, Native American nations, etc.</p> <p>6-Traits</p> <p>Introducing one trait a week</p> <p>-Ideas</p> <p>-Organization</p>	<p>Informational Research Paper</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>Organization and Focus</p> <p>1.1 Create a single paragraph:</p> <p>-Develop a topic sentence.</p> <p>-Include simple supporting facts and details.</p> <p>Evaluation and Revision</p> <p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>Informational Research Paper</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p> <p>Checking process sheets</p> <p>6-Traits/Narrative</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p>

	<p>-Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising, editing, conferencing, and publishing)</p>	<p>Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p> <p>6-Traits/Narrative 2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: -Show awareness of the knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature</p> <p>Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details.</p> <p>Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression</p>	
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		<p>of ideas by using an established rubric.</p> <p>Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.3 Demonstrate comprehension by identifying answers in the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Narrative Analysis of Grade-Level-Appropriate Text 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p> <p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection</p>	
<p>Science/ Social Studies</p>	<p>Study city council</p> <ul style="list-style-type: none"> -Possible visit -Letters to the mayor -Ask community what they need/want and what the kids/school want us to share with the mayor and city council -Who is in charge of recycling? -What about compost? -Taxes <p>Science Foss Kit</p>	<p>Social Studies</p> <p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <ul style="list-style-type: none"> -Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. -Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. -Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). -Understand the three branches of government, with an emphasis on local government. -Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government <p>Earth Sciences</p> <p>Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:</p>	<p>Social Studies</p> <p>Letters to the mayor and city council</p> <p>Survey of community wants and needs</p> <p>Science Foss Kits—I- Assessment</p>

		<p>-Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</p> <p>-Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</p> <p>-Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</p> <p>-Students know that Earth is one of several planets that orbit the Sun and that Moon orbits Earth.</p> <p>-Students know the position of the Sun in the sky changes during the course of the day and from season to season.</p> <p>Life Sciences</p> <p>Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:</p> <p>-Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.</p> <p>-Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p> <p>-Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.</p> <p>-Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</p>	
Field Trips			

April	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers.</p> <p>Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Picture Word Inductive Model (PWIM)</p> <ul style="list-style-type: none"> -Students find words in picture -Students sort the words based on specific sounds <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use PWIM words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and</p>	<p>WTW/Phonics Lessons—</p> <ul style="list-style-type: none"> Oral responses Word hunts in context Spelling/ vocabulary tests Dictionary Skills— Spelling/ vocabulary test Dictionary worksheet Daily Oral Language— Oral responses Spot check of work

		<p>homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>Choose your own genre of writing</p> <p>Information Research Paper</p> <p>Use encyclopedia, Internet, and various other forms of books/magazines to research a topic of interest.</p> <p>-Example—historical figures, animals, countries, major historical events, Native American nations, etc.</p> <p>6-Traits</p> <p>Introducing one trait a week</p> <p>-Ideas</p> <p>-Organization</p>	<p>Informational Research Paper</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>Organization and Focus</p> <p>1.1 Create a single paragraph:</p> <p>-Develop a topic sentence.</p> <p>-Include simple supporting facts and details.</p> <p>Evaluation and Revision</p> <p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>Informational Research Paper</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p> <p>Checking process sheets</p> <p>6-Traits/Narrative</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p>

	<p>-Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising, editing, conferencing, and publishing)</p>	<p>Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p> <p>6-Traits/Narrative 2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: -Show awareness of the knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression</p>	
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		<p>of ideas by using an established rubric.</p> <p>Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.3 Demonstrate comprehension by identifying answers in the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Narrative Analysis of Grade-Level-Appropriate Text 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p> <p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection</p>	
<p>Science/ Social Studies</p>	<p>Social Studies -Needs and wants -Equity/access to food and resources -How does our economy work? -Look at nutrition in the area.</p> <p>Science Foss Kits</p>	<p>Social Studies 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. -Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. -Understand that some goods are made locally, some elsewhere in the United States, and some abroad. -Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. -Discuss the relationship of students' "work" in school and their personal human capital</p> <p>Science Earth Sciences Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept: -Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. -Students know the way in which the Moon's appearance changes during the four-week lunar cycle. -Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the</p>	<p>Social Studies Needs and wants collages Graphs Nutrition information cards Science Foss Kits—I- Assessments</p>

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		<p>planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</p> <p>-Students know that Earth is one of several planets that orbit the Sun and that Moon orbits Earth.</p> <p>-Students know the position of the Sun in the sky changes during the course of the day and from season to season.</p>	
Field Trips			

May	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers.</p> <p>Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Words Their Way (WTW)</p> <ul style="list-style-type: none"> -Weekly lessons based on specific sounds -Word hunts in context <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use WTW words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences <p>Phonics lessons</p> <ul style="list-style-type: none"> -Fountas and Pinnell workbook 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p>	<p>WTW/Phonics Lessons</p> <p>Oral responses</p> <p>Workbook and worksheet</p> <p>Word hunts in context</p> <p>Spelling/ vocabulary tests</p> <p>Dictionary Skills—</p> <p>Spelling/ vocabulary test</p> <p>Dictionary worksheet</p> <p>Daily Oral Language—</p> <p>Oral responses</p> <p>Spot check of work</p>

		<p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>Choose your own genre of writing</p> <p>Information Research Paper</p> <p>Use encyclopedia, Internet, and various other forms of books/magazines to research a topic of interest.</p> <p>-Example—historical figures, animals, countries, major historical events, Native American nations, etc.</p>	<p>Informational Research Paper</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>Organization and Focus</p> <p>1.1 Create a single paragraph:</p> <p>-Develop a topic sentence.</p> <p>-Include simple supporting facts and details.</p> <p>Evaluation and Revision</p>	<p>Informational Research Paper</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p> <p>Checking process sheets</p> <p>6-Traits/Narrative</p> <p>Published pieces</p> <p>Peer-review rubric</p>

	<p>6-Traits Introducing one trait a week -Ideas -Organization -Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising, editing, conferencing, and publishing)</p>	<p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p> <p>6-Traits/Narrative 2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: -Show awareness of the knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph:</p>	<p>Writing prompt Conferencing</p>
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		<p>-Develop a topic sentence. -Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.3 Demonstrate comprehension by identifying answers in the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Narrative Analysis of Grade-</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>Level-Appropriate Text 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Determine the underlying theme or author's message in fiction and nonfiction text 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection</p>	
<p>Science/Social Studies</p>	<p>Social Studies -Needs and wants -Equity/access to food and resources -How does our economy work? -Look at nutrition in the area.</p> <p>Science Foss Kits</p>	<p>Social Studies 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. -Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. -Understand that some goods are made locally, some elsewhere in the United States, and some abroad. -Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. -Discuss the relationship of students' "work" in school and their personal human capital Science</p> <p>Earth Sciences Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept: -Students know the patterns of</p>	<p>Social Studies Needs and wants collages Graphs Nutrition information cards</p> <p>Science Foss Kits—I- Assessments</p>

		<p>stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</p> <p>-Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</p> <p>-Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</p> <p>-Students know that Earth is one of several planets that orbit the Sun and that Moon orbits Earth.</p> <p>-Students know the position of the Sun in the sky changes during the course of the day and from season to season.</p>	
Field Trips	Chabot Science Center	Earth Sciences (above)	

June	Description	Standards	Assessment
Morning Meeting	<p>Community Building</p> <ul style="list-style-type: none"> -Greeting and game while reviewing the morning message -Discuss the day's activities -Go over mission and rules/expectations <p>Homework Review</p>	<p>CB--2.3 Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.</p> <p>HW-- Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Check for understanding through questions and answers</p> <p>Have children correct their homework aloud, to see where success and challenges arise.</p>
Language and Word Study	<p>Words Their Way (WTW)</p> <ul style="list-style-type: none"> -Weekly lessons based on specific sounds -Word hunts in context <p>Dictionary Skills</p> <ul style="list-style-type: none"> -Use WTW words to find the definitions of the words and write a sentence based on the definition. <p>Daily Oral Language Review</p> <ul style="list-style-type: none"> -Review sentence structure and correct incorrect sentences <p>Phonics lessons</p> <ul style="list-style-type: none"> -Fountas and Pinnell workbook 	<p>WTW/Phonics Lessons--</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p> <p>Vocabulary and Concept Development</p>	<p>WTW/Phonics Lessons</p> <p>Oral responses</p> <p>Workbook and worksheet</p> <p>Word hunts in context</p> <p>Spelling/ vocabulary tests</p> <p>Dictionary Skills—</p> <p>Spelling/ vocabulary test</p> <p>Dictionary worksheet</p> <p>Daily Oral Language—</p> <p>Oral responses</p> <p>Spot check of work</p>

		<p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>Dictionary—</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>1.9 Arrange words in alphabetic order</p> <p>Daily Oral Language—</p> <p>Capitalization</p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p>Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	
<p>Writing Workshop</p>	<p>Choose your own genre of writing</p> <p>Information Research Paper</p> <p>Use encyclopedia, Internet, and various other forms of books/magazines to research a topic of interest.</p> <p>-Example—historical figures, animals, countries, major historical events, Native American nations, etc.</p>	<p>Informational Research Paper</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>Organization and Focus</p> <p>1.1 Create a single paragraph:</p> <p>-Develop a topic sentence.</p> <p>-Include simple supporting facts and details.</p> <p>Evaluation and Revision</p>	<p>Informational Research Paper</p> <p>Published pieces</p> <p>Peer-review rubric</p> <p>Writing prompt</p> <p>Conferencing</p> <p>Checking process sheets</p> <p>6-Traits/Narrative</p> <p>Published pieces</p>

	<p>6-Traits Introducing one trait a week -Ideas -Organization -Voice -Conventions -Sentence Fluency Narrative -Creating and using a rubric to evaluate their work and their partner's work -Learning and using the writing process (drafting, peer reviewing, revising, editing, conferencing, and publishing)</p>	<p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p> <p>6-Traits/Narrative 2.1 Write narratives: -Provide a context within which an action takes place. -Include well-chosen details to develop the plot. -Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: -Show awareness of the knowledge and interests of the audience and establish a purpose and context. -Include the date, proper salutation, body, closing, and signature Organization and Focus 1.1 Create a single paragraph: -Develop a topic sentence.</p>	<p>Peer-review rubric Writing prompt Conferencing</p>
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		<p>-Include simple supporting facts and details. Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)</p>	
<p>Reading Workshop</p>	<p>Whole Group/Mini-Lesson Work-time -Buddy reading -Guided reading -Literature circles/ reciprocal teaching -Independent reading Closing -Logging-in</p>	<p>1.2 Decode regular multisyllabic words 1.6 Use sentence and word context to find the meaning of unknown words 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text 2.3 Demonstrate comprehension by identifying answers in the text 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>Responses to Literature Log-in sheets Literature circle summary Fountas and Pinnell Reading Assessment</p>

		<p>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text</p> <p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection</p>	
<p>Science/Social Studies</p>	<p>Social Studies</p> <ul style="list-style-type: none"> -Needs and wants -Equity/access to food and resources -How does our economy work? -Look at nutrition in the area. <p>Science</p> <p>Foss Kits</p>	<p>Social Studies</p> <p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <ul style="list-style-type: none"> -Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. -Understand that some goods are made locally, some elsewhere in the United States, and some abroad. -Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. -Discuss the relationship of students' "work" in school and their personal human capital <p>Science</p> <p>Earth Sciences</p> <p>Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> -Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars 	<p>Social Studies</p> <ul style="list-style-type: none"> Needs and wants collages Graphs Nutrition information cards Science Foss Kits—I- Assessments

		<p>can be seen in different seasons.</p> <ul style="list-style-type: none"> -Students know the way in which the Moon's appearance changes during the four-week lunar cycle. -Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye. -Students know that Earth is one of several planets that orbit the Sun and that Moon orbits Earth. -Students know the position of the Sun in the sky changes during the course of the day and from season to season. 	
Field Trips	Oakland Museum of History	<p>3.1 Students describe physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <ul style="list-style-type: none"> -Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). -Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). <p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <ul style="list-style-type: none"> -Describe national identities, religious beliefs, customs, and various folklore traditions. -Discuss the ways in which 	

		<p>physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>-Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>-Discuss the interaction of new settlers with the already established Indians of the region</p>	
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**Civicorps Elementary School
Fourth Grade Scope and Sequence 2010-2011**

September	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book</i></p> <p><i>First Six Weeks of School</i></p>	<p>Phase in structures related to Morning Meeting (greeting, sharing, activity, news and announcements).</p> <p>Citizen Leaders and Learners - What do they look like and sound like?</p> <p>School-wide expectations, school song and Life Practices - what, why and how.</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p>	<p>Writer's Workshop</p> <p>Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review</i></p> <p><i>High Incident Academic Word List</i></p> <p><i>Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration.</p> <p>Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears</i></p> <p><i>Lucy Calkins Writing Write Source</i></p> <p><i>Six + 1 Traits</i></p>	<p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive. Use the Write Source and Six +1 Traits to overview the entire writing process (pre-write, draft, revise, edit and publish) and overview of all of the traits following traits (ideas, organization, voice, word choice, sentence fluency and conventions).</p>	<p>Writing Strategies 1.1, 1.3, 1.4 and 1.10</p> <p>Writing Applications 2.1</p>	<p>Writer's Notebook, published pieces</p> <p>Individual and small group conferences.</p>
<p>Reading Workshop</p> <p><i>ReadThinkApply</i></p> <p><i>Guided Reading</i></p> <p><i>Independent Reading</i></p> <p><i>Read Naturally</i></p>	<p>RTA – Phases 1-3</p> <p>Strategies: Clarify, wonder and predict</p> <p>Skills: main event, character's action and figurative language (simile, metaphor, hyperbole and personification).</p>	<p>RC 2.2 and 2.3</p> <p>RL 3.2, 3.3 and 3.5</p>	<p>RTA skill sheets</p> <p>GR extension sheets and word work.</p> <p>Independent work assignment sheets.</p>

	<p>Independent Reading: Establish expectations and routines for independent reading (1st 20 days Fountas and Pinnell). Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Based on reading assessments, load and schedule students 1-2x week.</p>		
<p>Math Workshop <i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: Place value through millions Exact versus estimated numbers Comparing and ordering numbers Identify patterns Rounding Positive and negative numbers and their applications Estimating sums and differences and determining if it is enough Adding two-, three-digit and greater number Subtracting two-, three-digit and greater number Subtracting across zeros Mental math and solve a simpler problem strategies – problem solving strategy #1 and 2 Expressions with addition and subtraction Equations Using money (may be eliminated should time not permit) Properties of multiplication and multiplication facts Rules of division and division</p>	<p>Number Sense 1.1, 1.2, 1.3, 1.4, 1.8, 2.1, 2.2, (5th grade standards --2.3, 2.6, 3.0, 3.1 and 3.3) Mathematical Reasoning 1.1, 2.1, 2.2 2.3, 2.5 and 3.2 Algebra and Functions 1.1, 1.2, 1.3, 1.5 and 2.0 Statistics, Data and Probability 1.3</p>	

Civicorps Elementary School Fourth Grade Scope and Sequence 2010-2011

	<p>facts How to choose the correct operation to solve a problem (key words in word problems) Using parenthesis with computation Expressions with multiplication and division Drawing a picture and using pictographs</p>		
<p>Science/Social Studies</p> <p><i>Kids for the Bay</i> <i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i></p>	<p>Social studies section in the text book – The Geography of California</p>	<p>History Social Science Standards 4.1,4.1.2, 4.1.3, 4.1.4, 4.1.5, and 4.4.9</p>	
Field Trips	Oakland Public Library		

Civicorps Elementary School Fourth Grade Scope and Sequence 2010-2011

October	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc.</p> <p>Friday share, word problem, graph and poem of the week.</p> <p>Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>LS Strategies: 1.0-1.9</p> <p>WC: 1.1, 1.3, 1.4, 1.6 and 1.7</p>	<p>Writer's Workshop</p> <p>Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review High Incident Academic Word List Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration.</p> <p>Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>RC: 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears Lucy Calkins Writing Write Source Six + 1 Traits</i></p>	<p>GENRE: Personal Narrative 1</p> <p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive</p> <p>Writing process focus: planning, drafting and revising</p> <p>Six +1 Traits: Ideas, organization, voice and word choice.</p> <p>Lucy Calkins Book 1: Launching the Writing Workshop lessons 1-10 as appropriate.</p>	<p>Writing Strategies 1.1, 1.3, 1.4 and 1.10</p> <p>Writing Applications 2.1</p>	<p>Writer's Notebook</p> <p>Planning rubrics</p> <p>Individual and small group conferences.</p>
<p>Reading Workshop</p>	<p>RTA – Phases 1-3</p>	<p>RC 2.2 and 2.3</p>	<p>RTA skill sheets</p>

<p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>Strategies: Clarify, wonder and predict Skills: main event, character's action and figurative language (simile, metaphor, hyperbole and personification). Independent Reading: Response to literature – heavily model and provide exemplars for responses. Create and establish an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on. Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>RL 3.2, 3.3 and 3.5</p>	<p>GR extension sheets and word work. Independent work assignment sheets.</p>
<p>Math Workshop <i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: -Place value through millions -Exact versus estimated numbers -Comparing and ordering numbers -Identify patterns -Rounding -Positive and negative numbers and their applications -Estimating sums and differences and determining if it is enough -Adding two-, three-digit and greater number -Subtracting two-, three-digit and greater number -Subtracting across zeros -Mental math and solve a simpler problem strategies –</p>	<p>Number Sense 1.1, 1.2, 1.3, 1.4, 1.8, 2.1, 2.2, (5th grade standards --2.3, 2.6, 3.0, 3.1 and 3.3) Mathematical Reasoning 1.1, 2.1, 2.2 2.3, 2.5 and 3.2 Algebra and Functions 1.1, 1.2, 1.3, 1.5 and 2.0 Statistics, Data and Probability 1.3</p>	

	<p>problem solving strategy #1 and 2</p> <ul style="list-style-type: none"> -Expressions with addition and subtraction -Equations -Using money (may be eliminated should time not permit) -Properties of multiplication and multiplication facts -Rules of division and division facts -How to choose the correct operation to solve a problem (key words in word problems) -Using parenthesis with computation -Expressions with multiplication and division -Drawing a picture and using pictographs 		
<p>Science/Social Studies</p> <p><i>Kids for the Bay</i> <i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i></p>	<p>Science – Kids for the Bay Lesson One: Our Watershed</p> <ul style="list-style-type: none"> -Students describe their local watershed and how their local watershed is connected to the larger San Francisco Bay Area Watershed. They will also be able to explain how and why salt water is denser than fresh water. <p>Lesson Two: Taking Action for a Healthy Watershed</p> <ul style="list-style-type: none"> -Students describe four reasons why their watershed should be kept clean and healthy, complete a neighborhood urban run-off pollution survey and clean up and summarize the findings, and list at least six types of pollution that should be kept out of storm drains. <p>Social studies – Section in the text book– The First Californians</p>	<p>H-SS 4.1 #4</p> <p>Science Investigation and Experiences - 6a, b, c and e</p> <p>History Social Science Standards 4.2 and 4.2.1</p>	
<p>Field Trips</p>			

November	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc.</p> <p>Friday share, word problem, graph and poem of the week.</p> <p>Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written Conventions: 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7</p>	<p>Writer's Workshop</p> <p>Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review</i></p> <p><i>High Incident Academic Word List</i></p> <p><i>Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration.</p> <p>Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears</i></p> <p><i>Lucy Calkins Writing Write Source</i></p> <p><i>Six + 1 Traits</i></p>	<p>GENRE: Personal Narrative 1</p> <p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive</p> <p>Writing process focus: editing and publishing</p> <p>Six +1 Traits: sentence fluency, word choice, conventions and presentation that will support the publishing of our first narrative piece.</p> <p>Lucy Calkins Book 1: Launching the Writing Workshop lessons 11-17 as appropriate.</p>	<p>Writing Strategies 1.1, 1.3, 1.4 and 1.10</p> <p>Writing Applications 2.1</p>	<p>Writer's Notebook</p> <p>Individual and small group conferences.</p> <p>Personal narrative editing rubrics (student –peer-editing)</p> <p>Publishing paper 1st published piece -- personal narrative.</p> <p>Teacher grading 5-part narrative rubric</p>

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<p>Reading Workshop <i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>RTA – Phases 1-3 Strategies: Clarify, wonder, predict and summarize Skills: compare/contrast, structural features of lit. Independent Reading: Response to literature – heavily model and provide exemplars for responses. Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on. Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>RC 2.5 RL 3.1</p>	<p>RTA skill sheets GR extension sheets and word work. Independent work assignment sheets.</p>
<p>Math Workshop <i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: -Mental math with multiples of 10, 100 and 1,000 -How to solve multistep problems -How to estimate products -Multiplying two-, three- digit and greater numbers -Multiplying with and using money -Make a table – problem solving strategy #3 -Determine if presented with too much or too little information – problem solving strategy #4 -Multiplying by and with multiples of 10 -Multiplying by two digit and greater numbers -Make a list – problem solving</p>	<p>Number Sense 2.4 (5th grade), 3.0, 3.2 and 3.3 Mathematical Reasoning 1.0, 1.1, 2.1, 2.3 and 2.4</p>	

	strategy #5 -Learn to use operations		
<p>Science/Social Studies</p> <p><i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American Adventure: The Gold Rush</i></p>	<p>Science – Lesson Three: Watershed Environmental Health and Food Chains -Students learn about the work of Cesar Chavez. -Describe how pesticides sink into ground water and seep into creeks, spreading throughout the watershed. -Describe how pollution in the watershed can harm humans through the food chain through the process of biomagnifications of pollution. Lesson Four: Bay Organisms and Water Conservation -Describe at least three anatomical features of a striped bass and a Dungeness crab. -Compare the amount of fresh water to the amount of salt water on Earth.</p> <p>Social studies – Section in the text book– Spanish California and Mexican California</p>	<p>Life Science – 2a, b and 3b, c and Investigation and Experimentation – 6e, f</p> <p>History Social Science Standards 4.1.2, 4.1.4, 4.2, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.3.1, 4.3.2 and 4.3.3</p>	
Field Trips	Oakland Zoo – Zoo School		

December	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc. Friday share, word problem, graph and poem of the week. Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written Conventions: 1.1, 1.2, 1.3, 1.4, 1.6 and 1.7</p>	<p>Writer's Workshop Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review High Incident Academic Word List Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration. Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears Lucy Calkins Writing Write Source Six + 1 Traits</i></p>	<p>GENRE: Response to literature (non-fiction and fiction) Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive Provide non-fiction text; teach written supports of text-based responses and inferences based on prior knowledge. Introduce fairytales, fables and myths, teach main event responses and characterization</p>	<p>Writing Strategies 1.1, 1.3, 1.4 and 1.10</p> <p>Writing Applications 2.2</p> <p>Reading 3.0, 3.1, 3.2, 3.3, 3.4 and 3.5</p>	<p>Writer's Notebook Individual and small group conferences. Story-written response pages – scored on a 4 point scale (1-not connected to text, 2- moderately connected to text, 3- well connected to text, 4 – supported fully by text)</p>

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<p>Reading Workshop</p> <p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>RTA – Phases 1-3 Strategies: Clarify, wonder, predict and summarize Skills: compare/contrast, structural features of lit. Independent Reading: Response to literature – heavily model and provide exemplars for responses. Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on. Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>RC 2.5 RL 3.1</p>	<p>RTA skill sheets GR extension sheets and word work. Independent work assignment sheets.</p>
<p>Math Workshop</p> <p><i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: -Mental math with multiples of 10, 100 and 1,000 -How to solve multistep problems -How to estimate products -Multiplying two-, three- digit and greater numbers -Multiplying with and using money -Make a table – problem solving strategy #3 -Determine if presented with too much or too little information – problem solving strategy #4 -Multiplying by and with multiples of 10 -Multiplying by two digit and greater numbers -Make a list – problem solving</p>	<p>Number Sense 2.4 (5th grade), 3.0, 3.2 and 3.3 Mathematical Reasoning 1.0, 1.1, 2.1, 2.3 and 2.4</p>	

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	strategy #5 -Learn to use operations		
Science/Social Studies <i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American Adventure: The Gold Rush</i>	Lesson Five: The Environmental Justice Movement and Taking Action -List at least four reasons why a clean and healthy watershed is important for humans and other living things. Social studies – Section in the text book– California Becomes a State	History Social Science Standards 4.1.3, 4.1.5, 4.3.3, 4.3.4, 4.3.5, 4.4.2, 4.4.3, 4.4.4 and 4.5.2	
Field Trips	Dunsmuir House		

January	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc.</p> <p>Friday share, word problem, graph and poem of the week.</p> <p>Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written Conventions: 1.1-1.7</p>	<p>Writer's Workshop</p> <p>Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review</i></p> <p><i>High Incident Academic Word List</i></p> <p><i>Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration.</p> <p>Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears</i></p> <p><i>Lucy Calkins Writing</i></p> <p><i>Write Source</i></p> <p><i>Six + 1 Traits</i></p>	<p>GENRE: Response to literature (non-fiction and fiction)</p> <p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive</p> <p>Provide non-fiction text; teach written supports of text-based responses and inferences based on prior knowledge.</p> <p>Introduce fairytales, fables and myths, teach main event responses and characterization</p>	<p>Writing Strategies 1.1, 1.3, 1.4 and 1.10</p> <p>Writing Applications 2.2</p> <p>Reading 3.0, 3.1, 3.2, 3.3, 3.4 and 3.5</p>	<p>Writer's Notebook</p> <p>Individual and small group conferences.</p> <p>Story-written response pages.</p>

<p>Reading Workshop</p> <p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>RTA – Phases 1-5 Strategies: Clarify, wonder, predict and summarize Skills: Compare and contrast tales from different cultures. Independent Reading: Response to literature – heavily model and provide exemplars for responses. Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on. Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>RC 2.1, 2.4 and 2.6</p> <p>RL 3.4</p>	<p>RTA skill sheets GR extension sheets and word work. Independent work assignment sheets.</p>
<p>Math Workshop</p> <p><i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: -Mental math – dividing by multiples of 10, 100 and 1,000 -Dividing two-digit numbers with and with our remainders -Learning to interpret remainders -Learning to estimate quotients -Dividing multi-digit numbers -Learning rules for zeros in the quotient -Write a number sentence – problem solving strategy #6 -Factoring numbers -Finding averages -Learning how to use data -Properties of equality -Use fractions to represent parts of a region and parts of a set -Fractions on a number line</p>	<p>Number Sense 1.4, 1.5, 1.7, 1.9, (5th grade standards -- 2.3, 3.2, 3.4 and 4.2)</p> <p>Mathematical Reasoning 1.1, 2.1, 2.3, 2.4 and 3.1</p> <p>Algebra and Functions 2.1</p> <p>Statistics, Data and Probability 1.1, 1.3, 2.0, 2.1 and 2.2</p>	

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	<ul style="list-style-type: none"> -Mixed numbers -Fractions and division -Discovering if your answer is reasonable -Equivalent fractions -Comparing and ordering fractions -Work backwards– problem solving strategy #7 -Understanding and finding probability -Listing outcomes -Making predictions -Adding and subtracting fractions -Adding and subtracting mixed numbers -Choosing the correct operation -Adding and subtracting fractions with unlike denominators -Make a table– problem solving strategy #8 -Use circle graphs 		
<p>Science/Social Studies</p> <p><i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i></p>	<p>Social studies – Section in the text book– <u>Joining with the Nation and A Growing State</u></p>	<p>History Social Science Standards 4.1.3, 4.1.4, 4.1.5, 4.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.6 and 4.4.7</p>	
Field Trips	Exploratorium		

February	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc. Friday share, word problem, graph and poem of the week. Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written and Oral Conventions: 1.1-1.7</p>	<p>Writer's Workshop Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review High Incident Academic Word List Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration. Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears Lucy Calkins Writing Write Source Six + 1 Traits</i></p>	<p>GENRE: Expository Text responses</p> <p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive</p> <p>Students learn to use the computer, the almanac, the encyclopedia to locate information</p> <p>Students take frequent trips to the library to pick topics and research them</p> <p>Students compile data gleaned and present it in written format</p>	<p>Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10</p> <p>Writing Applications 2.3</p>	<p>Writer's Notebook Individual and small group conferences. Informational report #1 published</p>

<p>Reading Workshop</p> <p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>RTA – Phases 1-5 Strategies: Clarify, wonder, predict and summarize Skills: Compare and contrast tales from different cultures. Independent Reading: Response to literature – heavily model and provide exemplars for responses. Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on. Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>RC 2.1, 2.4 and 2.6 RL 3.4</p>	<p>RTA skill sheets GR extension sheets and word work. Independent work assignment sheets.</p>
<p>Math Workshop</p> <p><i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: -Mental math – dividing by multiples of 10, 100 and 1,000 -Dividing two-digit numbers with and with our remainders -Learning to interpret remainders -Learning to estimate quotients -Dividing multi-digit numbers -Learning rules for zeros in the quotient -Write a number sentence – problem solving strategy #6 -Factoring numbers -Finding averages -Learning how to use data -Properties of equality -Use fractions to represent parts of a region and parts of a set -Fractions on a number line</p>	<p>Number Sense 1.4, 1.5, 1.7, 1.9, (5th grade standards -- 2.3, 3.2, 3.4 and 4.2) Mathematical Reasoning 1.1, 2.1, 2.3, 2.4 and 3.1 Algebra and Functions 2.1 Statistics, Data and Probability 1.1, 1.3, 2.0, 2.1 and 2.2</p>	

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	<ul style="list-style-type: none"> -Mixed numbers -Fractions and division -Discovering if your answer is reasonable -Equivalent fractions -Comparing and ordering fractions -Work backwards– problem solving strategy #7 -Understanding and finding probability -Listing outcomes -Making predictions -Adding and subtracting fractions -Adding and subtracting mixed numbers -Choosing the correct operation -Adding and subtracting fractions with unlike denominators -Make a table– problem solving strategy #8 -Use circle graphs 		
<p>Science/Social Studies</p> <p><i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i></p>	<p>Social studies – Section in the text book– A Stronger California</p>	<p>History Social Science Standards 4.1, 4.4, 4.4.5, 4.4.6 and 4.4.9</p>	
<p>Field Trips</p>	<p>Tilden Park – Little Farm</p>		

March	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc. Friday share, word problem, graph and poem of the week. Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written Conventions: 1.1-1.7</p>	<p>Writer's Workshop Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review High Incident Academic Word List Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration. Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears Lucy Calkins Writing Write Source Six + 1 Traits</i></p>	<p>GENRE: Expository Text responses Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive Students learn to use the computer, the almanac, the encyclopedia to locate information Students take frequent trips to the library to pick topics and research them Students compile data gleaned and present it in written format</p>	<p>Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10</p> <p>Writing Applications 2.3</p>	<p>Writer's Notebook Individual and small group conferences. Informational report #2 published</p>

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<p>Reading Workshop</p> <p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>RTA – Phases 1-5</p> <p>Strategies and skills: This is the time to double back and explicitly reteach strategies and skills students are still weak using at grade level.</p> <p>Independent Reading: Response to literature – heavily model and provide exemplars for responses.</p> <p>Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on.</p> <p>Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>NO new standards introduced</p>	<p>RTA skill sheets GR extension sheets and word work. Independent work assignment sheets.</p>
<p>Math Workshop</p> <p><i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication</p> <p>Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below</p> <p>Teach content information on the following mathematical concepts:</p> <p>Relating fractions and mixed numbers to decimals</p> <p>Decimal place value</p> <ul style="list-style-type: none"> -Comparing and ordering decimals -Fractions, decimals and the number line -Solving multistep problems -Rounding decimals -Draw a picture – problem solving strategy #9 -Adding and subtracting decimals -Comparing prices -Collecting and organizing data -Making a bar graph -Stem-and-leaf plots -Line plots and outliers 	<p>Number Sense 1.2, 1.6, 1.7, 1.9, 2.1 and 2.2</p> <p>Mathematical Reasoning 1.1, 1.2, 2.3, 2.4, 2.5 and 2.6</p> <p>Algebra and Functions 1.2 and 1.5</p> <p>Statistics, Data and Probability 1.0, 1.1, 1.2 and 1.3</p> <p>Measurement and Geometry 2.0, 2.1, 2.2 and 2.3</p>	

Civicorps Elementary School Fourth Grade Scope and Sequence 2010-2011

	<ul style="list-style-type: none"> -Understanding and reading line graphs -Make a graph – problem solving strategy #10 -Graphing ordered pairs -Distances on coordinate grids -Graphing equations -Ways to represent data 		
<p>Science/Social Studies <i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i></p>	<p>Make Environmentally Safe Pesticides Students learn about the harmful effects of chemical pesticides on ground water and the environment and investigate natural alternatives. Students use recipes to create natural pesticides using ingredients such as jalapeno juice and garlic Informational Video, Skit, Play or Puppet Show Students write, direct and act in a movie that teaches others about watershed issues (e.g. skits about ways to reduce urban runoff pollution). Students then present their video to other classes and family members.</p> <p>Social studies – Section in the text book– World War II to the Seventies</p>	<p>History Social Science Standards 4.1.5, 4.4, 4.4.5, 4.4.6 and 4.4.9</p>	
<p>Field Trips</p>	<p>Camp Arroyo Kids For The Bay – Berkeley Marina Kids For The Bay – Slide Ranch</p>		

April	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc.</p> <p>Friday share, word problem, graph and poem of the week.</p> <p>Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written Conventions: 1.1-1.7</p>	<p>Writer's Workshop</p> <p>Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review</i></p> <p><i>High Incident Academic Word List</i></p> <p><i>Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration.</p> <p>Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears</i></p> <p><i>Lucy Calkins Writing Write Source</i></p> <p><i>Six + 1 Traits</i></p>	<p>GENRE: Poetry</p> <p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive</p> <p>Students produce “I AM” poems using figurative language</p> <p>Create poems that use multiple meaning words and homophones</p> <p>Use the thesaurus to deliver words with more “punch” (synonyms and idioms)</p> <p>Students orally present their</p>	<p>Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,1.9 and 1.10</p> <p>Reading 1.2, 1.5 and 1.6</p> <p>Literary Response and Analysis 3.5</p> <p>Speaking Applications 2.4</p> <p>Listening and Speaking Strategies 1.9</p>	<p>Writer’s Notebook</p> <p>Individual and small group conferences.</p> <p>Published poems</p> <p>Oral presentations of poems in “Poetry Slam Contest”</p>

	own and other artists' poems using appropriate inflection and volume.		
<p>Reading Workshop</p> <p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>RTA – Phases 1-5</p> <p>Strategies and skills: This is the time to double back and explicitly reteach strategies and skills students are still weak using at grade level.</p> <p>Independent Reading: Response to literature – heavily model and provide exemplars for responses.</p> <p>Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on.</p> <p>Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	NO new standards introduced	<p>RTA skill sheets</p> <p>GR extension sheets and word work.</p> <p>Independent work assignment sheets.</p>
<p>Math Workshop</p> <p><i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication</p> <p>Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below</p> <p>Teach content information on the following mathematical concepts:</p> <ul style="list-style-type: none"> -Relating fractions and mixed numbers to decimals -Decimal place value Comparing and ordering decimals -Fractions, decimals and the number line -Solving multistep problems -Rounding decimals -Draw a picture – problem solving strategy #9 -Adding and subtracting decimals -Comparing prices -Collecting and organizing data 	<p>Number Sense 1.2, 1.6, 1.7, 1.9, 2.1 and 2.2</p> <p>Mathematical Reasoning 1.1, 1.2, 2.3, 2.4, 2.5 and 2.6</p> <p>Algebra and Functions 1.2 and 1.5</p> <p>Statistics, Data and Probability 1.0, 1.1, 1.2 and 1.3</p> <p>Measurement and Geometry 2.0, 2.1, 2.2 and 2.3</p>	

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	<ul style="list-style-type: none"> -Making a bar graph -Stem-and-leaf plots -Line plots and outliers -Understanding and reading line graphs -Make a graph – problem solving strategy #10 -Graphing ordered pairs -Distances on coordinate grids -Graphing equations -Ways to represent data 		
<p>Science/Social Studies</p> <p><i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i></p>	<p>Make Environmentally Safe Pesticides Students learn about the harmful effects of chemical pesticides on ground water and the environment and investigate natural alternatives. Students use recipes to create natural pesticides using ingredients such as jalapeno juice and garlic Informational Video, Skit, Play or Puppet Show Students write, direct and act in a movie that teaches others about watershed issues (e.g. skits about ways to reduce urban runoff pollution). Students then present their video to other classes and family members.</p> <p>Social studies – Section in the text book– New Steps Forward</p>	<p>History Social Science Standards 4.1.4, 4.4, 4.4.6, 4.4.8 and 4.4.9</p>	
<p>Field Trips</p>	<p>East Bay MUD</p>		

May	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc. Friday share, word problem, graph and poem of the week. Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9 Written Conventions: 1.1-1.7</p>	<ul style="list-style-type: none"> • Writer's Workshop • Community Meeting
<p>Language and Word Study</p> <p><i>Daily Language Review High Incident Academic Word List Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration. Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears Lucy Calkins Writing Write Source Six + 1 Traits</i></p>	<p>GENRE: Functional Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive Teach professional/business letter writing style and create letters to a local or DC statesmen. Bring and compile recipes for class cookbook themed according to a class vote for topics Write play dialogue for showcase video and DVD</p>	<p>Listening and Speaking Strategies 1.1, 1.2 1.5, 1.6, 1.7, 1.8 and 1.9</p> <p>Speaking Application 2.2</p>	<p>Published letter to statesmen about current environmental issue. Creation of themed recipe cookbook DVD cover for DVD about K4TB material K4TB play to go on the DVD Letter writing rubric</p>

<p>Reading Workshop</p> <p><i>Guided Reading</i> <i>ReadThinkApply</i> <i>Read Alouds</i> <i>Independent Reading</i></p>	<p>covers information</p> <p>RTA – Phases 1-5</p> <p>Strategies and skills: Focus should explicitly be on test taking strategies and skills although they should have been introduced and covered throughout the year.</p> <p>Independent Reading: Response to literature – heavily model and provide exemplars for responses. Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on.</p> <p>Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>	<p>NO new standards introduced</p>	<p>RTA skill sheets</p> <p>GR extension sheets and word work.</p> <p>Independent work assignment sheets.</p>
<p>Math Workshop</p> <p><i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication</p> <p>Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below</p> <p>Teach content information on the following mathematical concepts:</p> <ul style="list-style-type: none"> -Points, lines, segments, rays and angles -Polygons, -Triangles -Quadrilaterals -Spatial reasoning -Circles -Congruent figures <p>Use logical reasoning – problem solving strategy #11</p> <ul style="list-style-type: none"> -Line symmetry -Slides, flips and turns of figures -Rotational symmetry -Solid figures -Drawing patterns for solids -Using congruent figures 	<p>Number Sense 1.8</p> <p>Mathematical Reasoning 1.1, 2.2, 2.4 and 3.1</p> <p>Algebra and Functions 1.1 and 1.4</p> <p>Measurement and Geometry 1.1, 1.2, 1.3, 1.4, 3.0, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7 and 3.8</p>	

	<ul style="list-style-type: none"> -Using customary units of measurement -Using metric units of measurement -Determining if your answer is reasonable -Using customary and metric units to measure temperature -Choose a strategy – problem solving strategy #11 -Perimeter -Area -Areas of irregularly shaped figures -Determine if two rectangles have the same area and perimeter -Using perimeter and area 		
<p>Science/Social Studies</p> <p><i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American Adventure: The Gold Rush</i></p>	<p>Make Environmentally Safe Pesticides</p> <p>Students learn about the harmful effects of chemical pesticides on ground water and the environment and investigate natural alternatives. Students use recipes to create natural pesticides using ingredients such as jalapeno juice and garlic</p> <p>Informational Video, Skit, Play or Puppet Show</p> <p>Students write, direct and act in a movie that teaches others about watershed issues (e.g. skits about ways to reduce urban runoff pollution). Students then present their video to other classes and family members.</p> <p>Social Studies</p> <p>Section in the textbook– The Gold Rush Years</p> <p>All social studies sections in American Adventures</p>	<p>History Social Science Standards 4.1, 4.2, 4.3, 4.3.3, 4.3.4, 4.4.2, 4.4.3 and 4.4.4</p>	
<p>Field Trips</p>	<p>Mother Lode</p>		

June	Description	Standards	Assessment
<p>Morning Meeting</p> <p><i>Responsive Classroom Morning Meeting Book, First Six Weeks of School</i></p>	<p>Monthly School-wide Values: caring, responsibility, respect, collaboration, environmental stewardship, etc.</p> <p>Friday share, word problem, graph and poem of the week.</p> <p>Morning message conventions correction (spelling, verb usage, punctuation, capitalization, simple and compound sentences).</p>	<p>Listening and Speaking Strategies: 1.0-1.9</p> <p>Written Conventions: 1.1-1.7</p>	<p>Writer's Workshop</p> <p>Community Meeting</p>
<p>Language and Word Study</p> <p><i>Daily Language Review</i></p> <p><i>High Incident Academic Word List</i></p> <p><i>Words Their Way</i></p>	<p>Daily Language Review – Students edit sentences and make corrections to punctuation, capitalization, and grammar. They also complete items that practice a variety of language and reading skills. Pick 16 to 20 words from the high incident academic word list each week. Students complete various activities with the words during the week, some include Spelling Wheel of Fortune, Spelling board game and Spelling concentration.</p> <p>Words Their Way – Students look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections.</p>	<p>Reading 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.6 and 3.5</p> <p>Writing 1.7 and 1.8</p> <p>Written and Oral Conventions 1.3, 1.4, 1.6 and 1.7</p>	<p>Daily Language – formative assessment, writing workshop, and pop quizzes. Administer a Spelling Inventory each trimester and unit assessment/ spelling test weekly or as needed (Words Their Way).</p>
<p>Writing Workshop</p> <p><i>Handwriting w/out Tears</i></p> <p><i>Lucy Calkins Writing Write Source</i></p> <p><i>Six + 1 Traits</i></p>	<p>GENRE: Self reflection and new student letters</p> <p>Teach posture, paper, and pencil skills, letter, word and sentence skills for the purpose of teaching students proper handwriting habits – cursive</p> <p>Teach letter personal writing</p> <p>Introduce self evaluation procedures.</p>		<p>Writer's Notebook</p> <p>Individual and small group conferences.</p> <p>Published self reflection</p> <p>Published letter to an incoming 4th grader</p>
<p>Reading Workshop</p> <p><i>Guided Reading</i></p> <p><i>ReadThinkApply</i></p> <p><i>Read Alouds</i></p> <p><i>Independent</i></p>	<p>RTA – Phases 1-5</p> <p>Strategies and skills: Focus should explicitly be on test taking strategies and skills although they should have been introduced and covered</p>	<p>NO new standards introduced</p>	<p>RTA skill sheets</p> <p>GR extension sheets and word work.</p> <p>Independent work assignment</p>

<p><i>Reading</i></p>	<p>throughout the year. Independent Reading: Response to literature – heavily model and provide exemplars for responses. Maintain and update an independent menu based on the resources you have available and are consistent with either the content previously taught or presently being focused on. Read Naturally: Computer-based reading program that guides students through vocabulary and comprehension skills. Monitor student progress and adjust accordingly.</p>		<p>sheets.</p>
<p>Math Workshop <i>Marilyn Burns</i> <i>Scott Foresman</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Weekly assess fast fact level for multiplication Use Math Coach and Marilyn Burns to fill in gaps on any of the math concepts below Teach content information on the following mathematical concepts: -Points, lines, segments, rays and angles -Polygons, -Triangles -Quadrilaterals -Spatial reasoning -Circles -Congruent figures -Use logical reasoning – problem solving strategy #11 -Line symmetry -Slides, flips and turns of figures -Rotational symmetry -Solid figures -Drawing patterns for solids -Using congruent figures -Using customary units of measurement -Using metric units of measurement -Determining if your answer is reasonable -Using customary and metric</p>	<p>Number Sense 1.8 Mathematical Reasoning 1.1, 2.2, 2.4 and 3.1 Algebra and Functions 1.1 and 1.4 Measurement and Geometry 1.1, 1.2, 1.3, 1.4, 3.0, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7 and 3.8</p>	

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	units to measure temperature -Choose a strategy – problem solving strategy #11 -Perimeter -Area -Areas of irregularly shaped figures -Determine if two rectangles have the same area and perimeter -Using perimeter and area		
Science/Social Studies <i>FOSS Kits</i> <i>Houghton Mifflin</i> <i>History and Social Science CA Studies</i> <i>American</i> <i>Adventure: The Gold Rush</i>	Social studies Section in the textbook– The 21 st Century	History Social Science Standards 4.1, 4.1.3, 4.1.5, 4.4.6, 4.4.7, 4.5, 4.5.1, 4.5.2, 4.5.3, 4.5.4 and 4.5.5	
Field Trips			

	Notes
Morning Meeting	<ul style="list-style-type: none"> • Tailor the teaching and learning of the written and oral convention standards to your particular classroom needs. Remember, this is not the main area where these standards should be covered, but more so review and spiraling back.
Language and Word Study	<ul style="list-style-type: none"> • Differentiating Words Their Way – Based on the Spelling Inventory you can group students according to their spelling level using notebooks A-E after you establish routines and structures. • High Incident Academic Word games are teacher created and templates can be accessed on the Q Drive under curriculum for 2009-2010. Spelling Wheel of Fortune asks students to solve phrase puzzles that include spelling words. Each student is on a team and they work together to solve the puzzle. Each consonant is worth a certain amount of points and each vowel cost a certain number of points. Solving can happen at any time. The team with the most points at the end of six puzzles wins.
Writing Workshop	<ul style="list-style-type: none"> • Informational reports will be linked to science and social studies standards – creating reports reflective of the material that we are learning in those content areas. • DVD creation project is connected to K4TB curriculum and is also our Showcase material.
Reading Workshop	
Math Workshop	<ul style="list-style-type: none"> • Scott Foresman Chapters 1-3 covered in September and October (7 weeks – tested on Interim #1) • Scott Foresman Chapters 4-5 covered in November and December (5 weeks – tested on Interim #2) • Scott Foresman Chapters 6-8 covered in January and February (7 weeks – tested on Interim #3) • Scott Foresman Chapters 9-10 covered in March and April (5 weeks – tested on Interim #4) • Scott Foresman Chapters 11-12 covered in May and June (2.5 weeks)
Science/Social Studies	
Field Trips	

**Civcorps Elementary School
Fifth Grade Scope and Sequence 2010-2011**

Aug./Sept.	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School</i> <i>Morning Mtg. Book</i> <i>Responsive Classroom L1</i></p>	<p>Establish the "why" and "how" of each component with the goal of gradual release to independence.</p> <p>Greeting: Simple and common greetings to establish expectations for greetings.</p> <p>Sharing: Guided practice of protocols for interactive sharing – sharer and audience. Decide on a sharing system – sign-up or calendar?</p> <p>Activities: Partner, table and whole group cooperative activities.</p> <p>News and Announcements: Reading and reviewing written message. Briefly go over school wide expectations before actual application.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessment Student participation in MM pg. 67</p> <p>RC Level I – Send letter to parents about MM pg. 205</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lessons 5.1 and 5.2</i> <i>Making Connections & (+) Environment</i></p>	<p>Students will begin to learn about every student in the class.</p> <p>Students will brainstorm qualities that make for a safe and caring classroom.</p> <p>Students will develop class agreements.</p>	<p>Competencies: Self-Awareness Relationship Skills Social Awareness</p>	<p>Review previous content – theory and practice</p> <p>Oral and written check-ins</p> <p>Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics</i> <i>Words Their Way: Levels C-E Word Study</i></p>	<p>Conduct baseline inventory and group students into developmental stages.</p> <p>Use level D or E, review weeks 1-5 whole group, to establish routines and procedures in preparation for small group differentiation.</p> <p>Intro., practice sort, apply skill, words in context and complete sort – five day template</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>WTW: 1 of 4 baseline spelling inventories pg. 13.</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work</i> <i>The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Conduct baseline running records.</p> <p>Explicit teaching of strategies (monitor comp. (f) and activate and connect (n-f)) and skills via whole group. Mon.-Tues.</p> <p>Explicit teaching of small group routines and procedures related to guided reading GR → reciprocal teaching (RT). Wed.-Fri.</p>	<p>2.3 Reading Comp. (n-f): Main idea</p> <p>3.2 Lit. Response (f): Main problem, plot, conflict and resolution</p>	<p>Fiction Running Record: 1 of 4.</p> <p>Strategy assessment rubrics</p> <p>Skills application sheets</p> <p>Small group work rubric</p> <p>Small group anecdotal info.</p>

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<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>Conduct R.A.F.T.S. (role, audience, format, topic and strong verb) assessment. Introduce purpose of each component.</p> <p>Overview of the writing process via an introduction to paragraph writing using the six traits, "All About Me – Past, Present, and Future."</p> <p>Establish teacher conference and peer review structures.</p>	<p>1.2, 1.6 Writing Strategies: Multiple exp. paragraph, evaluate and revise</p> <p>Writing Application: N/A</p> <p>1.2, 1.4, 1.5 Conventions: Grammar, capitalization and spelling</p>	<p>Upper grade rubric/assessment R.A.F.T.S. prompt Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Cooperative group activities, establishment of fast facts levels and overall diagnostic assessment.</p> <p>Place value through billions and rounding whole numbers. Adding and subtracting whole numbers.</p> <p>Algebra: Addition properties and variables.</p>	<p>1.1 Number Sense</p> <p>1.2, 1.3 Algebra and Functions</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Living System FOSS</i> <i>Kit</i></p>	<p>(Life) – Students study four related human body transport systems that provide all the cells water, food, gas exchange, and waste disposal.</p>	<p>2a-2d, I&E6d Life Sciences: Living cells.</p>	<p>Pretest Embedded assessment Science notebook Response sheets Teacher obs. Benchmark assessment I-Check 1</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin –</i> <i>United States</i> <i>History (Early Years)</i></p>			

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October	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Diversify and add complexity to greetings based on class ability. Sharing: Interactive sharing (sharer/audience). Activities: Rotate between academic/social activities – M/T and Th/F. News and Announcements: Read and review written message.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments Student participation in MM (pg. 67)</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lessons 5.3 and 5.4 Similar/Different & Work Cooperatively</i></p>	<p>Students will recognize ways they are similar to and different from one another and be able to assess and articulate the value of being unique. Students will be attentive to the needs of others in order to complete a project.</p>	<p>Competencies: Self-Awareness Relationship Skills Social Awareness</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Form three groups – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Weekly game introduction.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>Weekly or biweekly spell checks</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (activate and connect (n-f) and ask questions) and skills via whole group. Mon-Tues. Introduce GR → RT fishbowl to make small group expectations explicit. Wed.-Fri. Students begin collaboratively reading text together using GR/RT structures with teacher facilitation.</p>	<p>2.4 Reading Comp. (n-f): Infer, draw conclusions 3.3 Lit. Response (f): Character analysis</p>	<p>Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>
<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits Write Source Lucy Calkins Writing Handwriting w/out</i></p>	<p>Narrative writing - short story with a few characters and one conflict or problem. Elements include a setting, characters, and a plot with a beginning, rising action, a high point, and the ending – prewriting, writing and revising.</p>	<p>1.1 Writing Strategies: Multiple nar. paragraph 2.1 Writing App: Write narrative 1.2-1.5 Conventions: Grammar, punctuation,</p>	<p>Upper grade rubric/assessment Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>

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<i>Tears</i>		capitalization and spelling.	
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman Marilyn Burns Math Coach Problem Solver Fast Facts</i></p>	<p>Multiply whole numbers. Perimeter, area, surface area and volume.</p>	<p>2.1 Number Sense</p> <p>1.1, 1.3 Measurement and Geometry</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Living System FOSS Kit</i></p>	<p>(Life) – Students study four related human body transport systems that provide all the cells water, food, gas exchange, and waste disposal. (Life) – Students investigate the transport system in vascular plants and learn about specialized structures, xylem and phloem tubes.</p>	<p>2a-2e, I&E6 a-d, f-i Life Sciences: Living cells, vascular plants.</p>	<p>Embedded Assessment Science notebook Response sheets Teacher obs.</p> <p>Benchmark assessment I-Check ½</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin – United States History (Early Years)</i></p>			

November	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School</i> <i>Morning Mtg. Book</i> <i>Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings, intro. 1-2 new greetings per week. Sharing: partner, focused, interactive and whole group. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lessons 5.5 and 5.6</i> <i>Point of View & Exploring Conflict</i></p>	<p>Students will be able to describe what influences someone’s point of view and begin to understand the importance of understanding another’s point of view in order to resolve conflicts. Students will be able to place conflicts into categories as a way of understanding differences in conflict resolution strategies.</p>	<p>Competencies: Self-Awareness Self-Management Relationship Skills</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics</i> <i>Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots. 1.5 Conventions: Spelling.</p>	<p>Weekly or biweekly spell checks</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader’s Workshop</i> <i>Strategies That Work</i> <i>The Comp. Toolkit</i> <i>Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (infer meaning) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri. Teacher works with individual groups as needed and based on GR → RT readiness.</p>	<p>2.5 Reading Comp. (n-f): Fact and opinion 3.4 Lit. Response (f): Theme</p>	<p>Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>

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<p>Writing Workshop req: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>Narrative writing - short story with a few characters and one conflict or problem. Elements include a setting, characters, and a plot with a beginning, rising action, a high point, and the ending – editing and publishing. Respond to literature in various ways, including a paragraph, book review essay and different forms of literature (quotes, poems, articles, etc.).</p>	<p>1.1 Writing Strategies: Multiple nar. paragraph</p> <p>2.1, 2.2 Writing App: Write narrative and responses to literature</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>Upper grade rubric/assessment Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Perimeter, area, surface area and volume. Division</p>	<p>2.2 Number Sense</p> <p>1.1, 1.3 Measurement and Geometry</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Living System FOSS Kit</i></p>	<p>(Life) – Students investigate the transport system in vascular plants and learn about specialized structures, xylem and phloem tubes.</p>	<p>2a, 2e, I&E6a-c, f-i Life Sciences: Vascular plants</p>	<p>Embedded Assessment Science notebook Response sheets Benchmark assessment I-Check 2</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin – United States History (Early Years)</i></p>			

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December	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings, intro. 1-2 new greetings per week. Sharing: Interactive sharing. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lesson 5.7 Conflict Escalation</i></p>	<p>Students will identify what makes conflict escalate and de-escalate and personal escalators. Students will share de-escalating techniques and strategies.</p>	<p>Competencies: Self-Awareness Relationship Skills</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots. 1.5 Conventions: Spelling.</p>	<p>WTW: 2 of 4 baseline spelling inventories pg. 13</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (determine importance) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri. Teacher works with individual groups as needed and based on GR → RT readiness. All small groups are varied in independent reading, reciprocal teaching, or guided reading at their independent or instructional level.</p>	<p>Reading Comp (n-f): 2.2 Sequence Lit. Response (f): N/A</p>	<p>Non-Fiction Running Record: 2 of 4. Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>
<p>Writing Workshop</p>	<p>Respond to literature in various</p>	<p>1.2, 1.3 Writing Strategies:</p>	<p>Upper grade</p>

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<p>Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>ways, including a paragraph, book review essay and different forms of literature (quotes, poems, articles, etc.). Build research skills by learning how to gather info, locating sources and using reference material in preparation for research report.</p>	<p>Multiple exp. paragraph, use org. features of printed text</p> <p>2.2, 2.3 Writing App: Write responses to literature, research reports</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>rubric/assessment R.A.F.T.S. prompt Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Division. Decimals: Place value and multiply and dividing.</p>	<p>2.1, 2.2 Number Sense</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment Fall interim</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Mixtures and</i> <i>Solutions FOSS Kit</i></p>	<ul style="list-style-type: none"> (Physical) – Students make mixtures of water and solid materials and separate the mixtures with screens and filters. 	<p>1f, 1g and I&E6c, f Physical Sciences: Separating mixtures</p>	<p>Pretest Embedded Assessment Science notebook Response sheets Teacher obs. Benchmark assessment I-Check 1</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin –</i> <i>United States</i> <i>History</i> <i>(Early Years)</i></p>			

January	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings. Sharing: Interactive sharing. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments. Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lessons 5.8 and 5.9 Exploring Anger & Active Listening</i></p>	<p>Students will 1) describe ways people communicate and physically react when angry 2) be able to articulate things that cause them to be angry 3) distinguish between constructive and destructive responses and 4) identify personal techniques for managing anger. Students will 1) identify elements of active listening 2) paraphrase and reflect feelings and 3) understand the importance of listening as a way to de-escalate conflicts.</p>	<p>Competencies: Self-Awareness Social Awareness Self-Management Relationship Skills</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>Weekly or biweekly spell checks</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (determine importance and summarize and synthesize) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri.</p>	<p>2.1 Reading Comp (n-f): Text features 3.5 Lit. Response (f): Literary device</p>	<p>Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>

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	<p>Teacher works with individual groups as needed and based on GR → RT readiness.</p> <p>All small groups are varied in independent reading, reciprocal teaching, or guided reading at their independent or instructional level.</p>		
<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>Build research skills by learning how to gather info, locating sources and using reference material in preparation for research report.</p> <p>Write a research report about important ideas, issues, or events by using specific guidelines – prewriting, writing and revising.</p>	<p>1.3 Writing Strategies: Use org. features of printed text</p> <p>2.3 Writing App: Write research reports</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>Upper grade rubric/assessment Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Decimals: Place value, multiply and dividing, comparing fractions to decimals.</p> <p>Fractions: Compare fractions to decimals and percents, understand fractions and mixed numbers.</p>	<p>1.2, 1.5, 2.3 Number Sense</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Mixtures and Solutions FOSS Kit</i></p>	<p>(Physical) – Students make mixtures of water and solid materials and separate the mixtures with screens and filters.</p> <p>(Physical) – Students systematically mix combinations of solid materials with water and observe changes that occur.</p>	<p>1b, 1f, 1g, 1i and I&E6c, f, h, i Physical Sciences: Separating mixtures, fizz quiz</p>	<p>Embedded Assessment Science notebook Response sheets Teacher obs. Benchmark assessment I-Check 1/2</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin – United States History (Early Years)</i></p>			

February	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings. Sharing: partner, focused, interactive and whole group. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments. Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lesson 5.15 Bullying Behavior</i></p>	<p>Students will 1) identify ways to respond to bullying behavior 2) identify boundaries for when to intervene and when not to 3) discuss the responsibility of being an involved bystander and 4) be introduced to strategies for ways bystanders can intervene.</p>	<p>Competencies: Self-Management Relationship Skills</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Vocab - Two sort words per week. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>Weekly or biweekly spell checks</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (summarize and synthesize) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri. Teacher works with individual groups as needed and based on GR → RT readiness. All small groups are varied in independent reading, reciprocal teaching, or guided reading at</p>	<p>Reading Comp (n-f): 2.4 Infer, draw conclusions</p> <p>Lit. Response (f): 3.7 Author's technique</p>	<p>Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>

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	their independent or instructional level.		
<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>Write a research report about important ideas, issues, or events by using specific guidelines – editing and publishing.</p>	<p>1.3 Writing Strategies: Use org. features of printed text</p> <p>2.3 Writing App: Write research reports</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>Upper grade rubric/assessment Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Fractions: Understand fractions and mixed numbers and fractional computation.</p>	<p>1.2, 1.5, 2.3 Number Sense</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Mixtures and Solutions FOSS Kit</i></p>	<p>(Physical) – Students systematically mix combinations of solid materials with water and observe changes that occur.</p>	<p>1a, 1b, 1d, 1f and I&Ef-i Physical Sciences: Fizz quiz</p>	<p>Embedded Assessment Science notebook Response sheets Teacher obs. Benchmark assessment I-Check 2</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin – United States History (Early Years)</i></p>			

March	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings. Sharing: Interactive sharing. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments. Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lessons 5.10 and 5.11 I-Messages & Negotiating Win-Win</i></p>	<p>Students will 1) describe ways people communicate and physically react when angry 2) be able to articulate things that cause them to be angry 3) distinguish between constructive and destructive responses and 4) identify personal techniques for managing anger. Students will 1) identify elements of active listening 2) paraphrase and reflect feelings and 3) understand the importance of listening as a way to de-escalate conflicts.</p>	<p>Competencies: Self-Awareness Social Awareness Self-Management Relationship Skills</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Vocab - Two sort words per week. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots. 1.5 Conventions: Spelling.</p>	<p>WTW: 3 of 4 baseline spelling inventories (pg. 13).</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (ALL/Explicit Re-teach of one) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri.</p>	<p>Reading Comp (n-f): Spiral/ TBD on class needs Lit. Response (f): Spiral/TBD on class needs</p>	<p>FICTION Running Record: 3 of 4. Strategy assessment rubrics Skills application sheets Small group work rubric Small group</p>

	Teacher works with individual groups as needed and based on GR → RT readiness. All small groups are varied in independent reading, reciprocal teaching, or guided reading at their independent or instructional level.		anecdotal info.
<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out Tears</i></p>	Students will compose persuasive paragraphs and essays across the curriculum, all the while evaluating various persuasive essays and media forms – prewriting, writing and revision.	<p>Writing Strategies: N/A</p> <p>2.4 Writing App: Write persuasive compositions</p> <p>1.7, 1.8 Listen-Speak: Understand persuasive tech, analyze media use of persuasion</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>Upper grade rubric/assessment R.A.F.T.S. prompt Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Cott Foresman</i> <i>Marilyn-Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	Fractions: Relating fractions to ratios and percents. Integers (positive and negative numbers). Geometry.	<p>1.2, 2.1 Number Sense</p> <p>1.2, 1.3 Measurement and Geometry</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment Winter interim</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Water Planet FOSS Kit</i></p>	(Earth) – Students systematically mix combinations of solid materials with water and observe changes that occur.	<p>5a-c and I&Ea, g Earth Sciences: Solar system</p>	<p>Pretest Embedded Assessment Science notebook Benchmark assessment I-Check 1</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin – United States History (Early Years)</i></p>			

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April	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings. Sharing: Interactive sharing. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments. Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lesson 5.13 What is Prejudice?</i></p>	<p>Students will be able to define prejudice and explain how it affects people.</p>	<p>Competencies: Self-Awareness Social Awareness</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>Weekly or biweekly spell checks</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>The Genre of Test Reading unit All small groups are varied in independent reading, reciprocal teaching, or guided reading at their independent or instructional level.</p>	<p>Reading Comp (n-f): Spiral/TBD on class needs</p> <p>Lit. Response (f): Spiral/ TBD on class needs</p>	<p>Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>
<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits Write Source Lucy Calkins Writing Handwriting w/out Tears</i></p>	<p>Students will compose persuasive paragraphs and essays across the curriculum, all the while evaluating various persuasive essays and media forms – editing and publishing. Students will experiment with various forms of poetry and utilize special poetry techniques, in addition to celebrating multi-cultural poets and the significance of poetry</p>	<p>Writing Strategies: N/A</p> <p>2.4 Writing App: Write persuasive compositions</p> <p>1.7, 1.8 Listen-Speak: Understand persuasive tech, analyze media use of persuasion</p> <p>3.1, 3.5 Lit. Response: Author's purpose, reason for</p>	<p>Upper grade rubric/assessment Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>

Civicorps Elementary School Fifth Grade Scope and Sequence 2010-2011

	month – prewriting, writing and revising.	common literary devices 1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.	
Math Freq: 5x week 60 mins. <i>Scott Foresman Marilyn Burns Math Coach Problem Solver Fast Facts</i>	Geometry. Coordinate graphing. STAR test prep. review	1.1, 1.4, 1.5 Algebra and Functions 2.1, 2.2 Measurement and Geometry	Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment
Science Freq: 2x month 60-75 mins. <i>Water Planet FOSS Kit</i>	(Earth) – Students systematically mix combinations of solid materials with water and observe changes that occur. (Earth) – Students inventory Earth's water and learn that the water cycle redistributes water worldwide.	3a, 3c, 3d, 3e and 4b-d and 5a-c and I&Ea, g Earth Sciences: Solar system, weather	Embedded Assessment Science notebook Quick write Benchmark assessment I-Check 1/5
History/SS Freq: 2x month 60-75 mins. <i>Houghton Mifflin – United States History (Early Years)</i>			

Civicorps Elementary School Fifth Grade Scope and Sequence 2010-2011

May (STAR Test)	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom L1</i></p>	<p>Greeting: Student led greetings. Sharing: partner, focused, interactive and whole group. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I – Obs./assessments. Student participation in MM pg. 67</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lesson 5.14 Inequality</i></p>	<p>Students will be able to identify remedies for things that are unfair, including prejudice and discrimination.</p>	<p>Competency: Social Awareness</p>	<p>Review previous content – theory and practice Oral and written check-ins Embedded obs./reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>Weekly or biweekly spell checks</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (ALL/Explicit Re-teach of one -) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri. Teacher works with individual groups as needed and based on GR → RT readiness. All small groups are varied in independent reading, reciprocal teaching, or guided reading at their independent or instructional level.</p>	<p>Reading Comp (n-f): N/A</p> <p>Lit. Response (f): 3.6 Literary criticism</p>	<p>Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>
<p>Writing Workshop Freq: 4x week</p>	<p>Students will experiment with various forms of poetry and</p>	<p>3.1, 3.5 Lit. Response: Author's purpose, reason for</p>	<p>Upper grade rubric/assessment</p>

Civicorps Elementary School Fifth Grade Scope and Sequence 2010-2011

<p>45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>utilize special poetry techniques, in addition to celebrating multi-cultural poets and the significance of poetry month – editing and publishing.</p>	<p>common literary devices</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>Anecdotal notes pg. 95</p> <p>Scoring guide pgs. 116-119</p>
<p>Math</p> <p>Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Multiplication and division of fractions. Measurement with comparing units</p>	<p>2.4, 2.5 Number Sense</p> <p>1.4 Measurement and Geometry</p>	<p>Diagnostic checkpoints</p> <p>Problem-solving test prep.</p> <p>Cumulative review</p> <p>Performance assessment</p>
<p>Science</p> <p>Freq: 2x month 60-75 mins.</p>	<p>Review all content taught to date, focusing on smallest gaps of misunderstanding in preparation for state test.</p>	<p>TBD as needed</p>	<p>Embedded Assessment</p> <p>Benchmark assessment</p>
<p>History/SS</p> <p>Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin –</i> <i>United States</i> <i>History</i> <i>(Early Years)</i></p>			

Date	Description	Standards	Assessments
<p>Morning Meeting Freq: M, T, Th, F 20-30 mins.</p> <p><i>First Six Weeks of School Morning Mtg. Book Responsive Classroom Level I</i></p>	<p>Greeting: Student led greetings. Sharing: Interactive sharing. Activities: Student led - rotate between academic/social activities – M/T and Th/F. News and Announcements: Read, review AND respond to written message. Tie in conventions and math skills for student input and interaction.</p>	<p>1.1-1.5 Conventions: Sentence structure, grammar, punctuation, capitalization and spelling.</p>	<p>RC Level I Reflection/Memory book pgs. 244-247</p>
<p>Civic Literacy Freq: 1x week, Wed. 15-20 mins.</p> <p><i>ESR Lessons – RECAP Summarize ESR learning and implications for next year</i></p>	<p>Students will 1) identify ways to respond to bullying behavior 2) identify boundaries for when to intervene and when not to 3) discuss the responsibility of being an involved bystander and 4) be introduced to strategies for ways bystanders can intervene.</p>	<p>Competencies: Self-Management Relationship Skills</p>	<p>Review previous content – theory and practice Students perform a summative assessment and written reflection</p>
<p>Language and Word Study Freq: 5x week 30 mins.</p> <p><i>Month-by-Month Phonics Words Their Way: Levels A-E Word Study</i></p>	<p>Reform three groups as needed – majority of students, letter-name and derivational relations. Align sort lessons with standards requirements. Intro., practice sort, apply skill, words in context and complete sort – five day template. Vocab - Two sort words per week. Weekly game.</p>	<p>1.2-1.4 Word Analysis: Word origins, synonyms, antonyms and homographs, Greek and Latin roots.</p> <p>1.5 Conventions: Spelling.</p>	<p>WTW: 4 of 4 baseline spelling inventories pg. 13.</p>
<p>Reading Workshop Freq: 5x week 60-75 mins.</p> <p><i>Reader's Workshop Strategies That Work The Comp. Toolkit Guiding Readers and Writers</i></p>	<p>Continue explicit teaching of strategies (ALL/Explicit Re-teach of one -) and skills via whole group. Mon.-Tues. Students collaboratively read text together using a combination of strategies and one skill application using GR/RT structures with teacher facilitation. Wed.-Fri. Teacher works with individual groups as needed and based on GR → RT readiness. All small groups are varied in independent reading, reciprocal teaching, or guided reading at their independent or</p>	<p>Reading Comp (n-f): 2.2 Sequence Lit. Response (f): 3.1 Genre characteristics</p>	<p>Non-Fiction Running Record: 4 of 4. Strategy assessment rubrics Skills application sheets Small group work rubric Small group anecdotal info.</p>

Civicorps Elementary School Fifth Grade Scope and Sequence 2010-2011

	instructional level.		
<p>Writing Workshop Freq: 4x week 45-60 mins.</p> <p><i>Six + 1 Traits</i> <i>Write Source</i> <i>Lucy Calkins Writing</i> <i>Handwriting w/out</i> <i>Tears</i></p>	<p>A Yearbook of Reflections writing that will allow students to capture memorable moments from throughout the year.</p>	<p>Writing Strategies: N/A Writing App: N/A</p> <p>1.2-1.5 Conventions: Grammar, punctuation, capitalization and spelling.</p>	<p>Upper grade rubric/assessment R.A.F.T.S. prompts Anecdotal notes pg. 95 Scoring guide pgs. 116-119</p>
<p>Math Freq: 5x week 60 mins.</p> <p><i>Scott Foresman</i> <i>Marilyn Burns</i> <i>Math Coach</i> <i>Problem Solver</i> <i>Fast Facts</i></p>	<p>Return to concepts that are weak in student abilities. Use math games, projects and investigations to strengthen algebraic reasoning.</p>	<p>Number Sense Measurement and Geometry Algebra and Functions SDAP</p>	<p>Diagnostic checkpoints Problem-solving test prep. Cumulative review Performance assessment Spring interim</p>
<p>Science Freq: 2x month 60-75 mins.</p> <p><i>Water Planet FOSS Kit</i></p>	<p>(Earth) – Students inventory Earth’s water and learn that the water cycle redistributes water worldwide.</p>	<p>3a, 3c, 3d, 3e and 4b-d Earth Sciences: Weather</p>	<p>Embedded Assessment Science notebook Quick write Benchmark assessment I-Check 5</p>
<p>History/SS Freq: 2x month 60-75 mins.</p> <p><i>Houghton Mifflin – United States History (Early Years)</i></p>			

Notes

Morning Meeting - Students gather as a whole class each morning to greet one another, share news, participate in a group activity and listen to news and announcements for the day ahead.

Civic Literacy - ESR - Connected and Respected is framed on five themes: Making Connections, Emotional Literacy, Caring and Effective Communication, Cultural Competence and Social Responsibility, and Conflict Management and Responsible Decision-Making. ESR lessons will be held in lieu of Wednesday morning meetings. All school meetings are also held on Wednesday mornings.

Month to Month Phonics – Use of components dependent on overall classroom needs.

Words Their Way - Word study, spelling, vocabulary, and phonics activities in a developmental sequence from Letter-Name through the Derivational Relations stage.

Reading Workshop – Using the Read, Think, Apply (RTA) structures to teach the six reading strategies identified in the Comprehension Toolkit and standards based reading skills in various small group settings (guided reading → reciprocal teaching/literature circles) based on ability and readiness.

Writing Workshop – The goal of daily HWT will be to publish pieces in cursive. The Write Source Skills book will be used as Daily Oral Language.

Math – Daily math fact fluency. Wednesday will be dedicated to problem-solving activities and discussions but not exclusive. Mental math can be integrated into MM activity and throughout the day. SDAP and math reasoning standards will be addressed throughout each week and as result are documented above.

Science – Each trimester will be devoted to one of the major areas of science as outlined in the CA standards – physical, life and earth, keeping in mind students are tested by the state in this subject in 5th grade. Investigations and experiments will be conducted throughout.

Signature Field Trip - Camp Arroyo is a 4-day field trip. Consider scheduling after STAR test when possible.

Homework Schedule

Monday	Tuesday	Wednesday	Thursday
Math Reading Comp.	Math Science/Health	Math – Problem Solving Conventions/Writing	Math History/Social Science

ELA Standards Integration Matrix

Month	Comp. Strategies	Non-Fiction Skill Reading Comp. - 21%	Fiction Skill Lit. Response/Analysis - 16%	Writing Strat./ App. - 21%	Writing Conventions - 23%
Aug./ Sept.	Monitor Comp./Activate and Connect	2.3 Main idea	3.2 Main problem, plot, conflict and resolution		
Oct.	Activate and Connect/ Ask Questions	2.4 Infer, draw conclusions	3.3 Character analysis		
Nov.	Infer Meaning	2.5 Fact and opinion	3.4 Theme		
Dec.	Determine Importance	2.2 Sequence	N/A		
1st Tri End					
Jan.	Determine Importance/ Summarize and Synthesize	2.1 Text features	3.5 Literary device		
Feb.	Summarize and Synthesize	2.4 Infer, draw conclusions	3.7 Author's technique		
Mar.	ALL strategies/Expli cit Re-teaching of:	Spiral/ TBD on class needs	Spiral/ TBD on class needs		
2nd Tri End					
Apr.	The Genre of Test Reading	Spiral/ TBD on class needs	Spiral/ TBD on class needs		
May	ALL strategies/Expli cit Re-teaching of:	N/A	3.6 Literary criticism		
Jun.	ALL strategies/Expli cit Re-teaching of:	2.2 Sequence	3.1 Genre characteristics		
3rd Tri End					

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Kindergarten and First Grade

Trimester 1	Testing Window/Deadline	MPO
Baseline Assessment: Fountas and Pinnell Phonics	September 7-30	Set baseline.
Baseline Assessment: Math	September 7-30	Set baseline.
Baseline Assessment: Writing	August 30-September 3	Set baseline.
Cumulative CST Pre-Test (2-5)	N/A	N/A
Fountas and Pinnell Reading Benchmark and Phonics Assessment (Level 1)	November 8-19	Benchmark Reading Assessment: 80% of K students @ or above level A, 1 st Grade @ or above level C Phonics Assessment: 20% growth from baseline
Fountas and Pinnell Benchmark Assessments Level 2 (3-5)	N/A	N/A
Writing Assessment: Six Traits Rubric	November 1-5	All students will progress 1+ level(s) on a five point rubric
Scott Foresman/Bay Area Math Project Math Benchmark Assessment	November 8-19	80% of students will score at 80% or higher
Science	2 FOSS labs/month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	All students will be able to verbally articulate their learning during First Trimester Student Led Conferences
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios
Trimester 2	Testing Window/Deadline	MPO
Cumulative CST Post-Test	N/A	N/A
Fountas and Pinnell Reading Benchmark and Phonics Assessment (Level 1)	March 21-April 1	Benchmark Reading Assessment: 80% of students: K @ or above level B, 1 st @ or above level F (or 1-2 or levels of growth) Phonics Assessment: 20% growth from First Trimester Assessment
Fountas and Pinnell Benchmark Assessments Level 2	N/A	N/A
Writing Assessment: Six Traits Rubric	March 14-18	All students will progress 1+ level(s) on a five point rubric
Scott Foresman/Bay Area Math Project Benchmark Assessment	March 21-April 1	80% of students will score at 80% or higher

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Science	2 FOSS labs/ month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	All students will be able to verbally articulate their learning during Second Trimester Student Led Conferences
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios
Trimester 3	Testing Window/Deadline	MPO
Fountas and Pinnell Benchmark and Phonics Assessment (Level 1)	May 16-26	Benchmark Reading Assessment: 80% of students: K @ or above level C, 1 st @ or above level I (or 1-2 or more levels of growth) Phonics Assessment: 20% growth from baseline with 80% of students at 80% or above
Fountas and Pinnell Benchmark Assessments Level 2	N/A	N/A
Writing Assessment: Six Traits Rubric	May 9-13	All students will progress 1+ level(s) on a five point rubric
Scott Foresman//Bay Area Math Project Benchmark Assessment	May 16-26	80% of students will score at 80% or higher
Science	2 FOSS labs/ month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	-
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios

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Second and Third Grade

Trimester 1	Testing Window/Deadline	MPO
CST Diagnostic Test #1 (Language Arts and Math)	October 11-15	Set baseline
Fountas and Pinnell Benchmark Assessments Level 1 and Phonics Assessment	N/A	N/A
Fountas and Pinnell Reading Benchmark Assessments (Level 2)	November 8-19	80% of 2 nd Grade students @ or above level J, 3 rd Grade @ or above level M
Writing Assessment (Narrative/Memoir): Six Traits Rubric	November 8-19	80% of students will score 4+ on a five point rubric
Scott Foresman/Bay Area Math Project Math Benchmark Assessment	November 8-19	80% of students will score at 80% or higher
Science	2 FOSS labs/ month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	All students will be able to articulate their learning during First Trimester Student Led Conferences
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios
Trimester 2	Testing Window/Deadline	MPO
CST Diagnostic Test #2 (Language Arts and Math)	January 25-28	Individual goals set based on baseline
Fountas and Pinnell Benchmark Assessments Level 1 and Phonics Assessment	N/A	N/A
Fountas and Pinnell Reading Benchmark Assessments (Level 2)	March 14-24	80% of 2 nd Grade students @ or above level L, 3 rd Grade @ or above level O
Writing Assessment (Expository/Informational): Six Traits Rubric	March 24	80% of students will score a 4+ on a five point rubric

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Scott Foresman/Bay Area Math Project Math Benchmark Assessment	March 24	80% of students will score at 80% or higher
Science	2 FOSS Labs/month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	All students will be able to articulate their learning during Second Trimester Student Led Conferences
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios

Trimester 3	Testing Window/Deadline	MPO
CST Diagnostic Test #3	April 4-8	Individual goals set based on baseline
Fountas and Pinnell Benchmark Assessments Level 1 and Phonics Assessment	N/A	N/A
Fountas and Pinnell Benchmark Assessments (Level 2)	May 23-June 3	80% of 2 nd Grade students @ or above level N, 3 rd Grade @ or above level P+
Writing Assessment (Fiction): Six Traits Rubric	May 23-June 3	80% of students will score 4+ on a five point rubric
Scott Foresman/Bay Area Math Project Math Benchmark Assessment	May 23-June 3	80% of students will score at 80% or higher
Science	2 FOSS labs/month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	-

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Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios
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Grades 4 and 5

Trimester 1	Testing Window/Deadline	MPO
CST Diagnostic Test #1 (Language Arts and Math)	October 11-15	Baseline to be set for each student for each content standard
<i>Words Their Way</i> Feature Inventory Benchmark Assessment	August 31 – September 10	At least 80% of 4 th grade students will score within the Syllables and Affixes range At least 80% of 5 th grade students will score within the Middle-Late Syllables and Affixes range
Fountas and Pinnell Reading Benchmark Assessments Level 2	September 20-October 1	At least 80% of 4 th grade students will score at levels O-P At least 80% of 4 th grade students will score at levels S-T
Writing Assessment (Narrative/Memoir): Six Traits Rubric	November 1-5	80% of students will score 4+ on a five point rubric
Scott Foresman//Bay Area Math Project Math Benchmark Assessment	September 13-17	80% of students will score at 80% or higher
Science	2 FOSS labs/month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	All students will be able to verbally articulate their learning during First Trimester Student Led Conferences
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios
Trimester 2	Testing Window/Deadline	MPO
CST Diagnostic Test #2 (Language Arts and Math)	January 25-28	Individual goals set based on baseline
<i>Words Their Way</i> Feature Inventory Benchmark Assessment	November 29-December 3	At least 80% of 4 th grade students will score within the Syllables and Affixes range

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		At least 80% of 5 th grade students will score within the Middle-Late Syllables and Affixes range
Fountas and Pinnell Reading Benchmark Assessments Level 2	November 29-December 3	At least 80% of 4 th grade students will score at levels Q-R At least 80% of 5 th grade students will score at levels S-T
Writing Assessment (Expository/Informational): Six Traits Rubric	February 28-March 11	80% of students will score 4+ on a five point rubric
Scott Foresman//Bay Area Math Project Math Benchmark Assessment	November 8-16	80% of students will score at 80% or higher
Science	2 FOSS Labs/ month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ngoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ngoing	All students will be able to verbally articulate their learning during Second Trimester Student Led Conferences
Service Learning	ngoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios
Trimester 3	Testing Window/Deadline	MPO
CST Diagnostic Test #3 (Language Arts and Math)	April 4-8	Individual goals set based on baseline
<i>Words Their Way</i> Feature Inventory Benchmark Assessment	June 1-10	At least 80% of 4 th grade students will score within the Middle-Late Syllables and Affixes range At least 80% of 5 th grade students will score within the Derivational Relations range
Fountas and Pinnell Reading Benchmark Assessments Level 2	June 1-10	At least 90% of 4 th grade students will score at levels S-T At least 90% of 5 th grade students will score at levels U-W

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Writing Assessment (Fiction): Six Traits Rubric	June 1-10	80% of students will score 4+ on a five point rubric
Scott Foresman//Bay Area Math Project Math Benchmark Assessment	June 1-10	80% of students will score at 80% or higher
Science	2 FOSS labs/month	All students will participate in 2 hands-on, grade level FOSS Science labs per month that include one of the following scientific areas: Physical Sciences, Life Sciences, Earth Sciences and Investigation and Experimentation. 80% of students will demonstrate mastery of skills learned on FOSS unit assessments/checklists.
Social Studies	ongoing	All students will score at 4+ on a standards based report card rubric
Portfolio Linked to Report Card Standards	ongoing	-
Service Learning	ongoing	All students will produce Service Learning Signature Projects as archived in electronic Service Learning Portfolios

Civicorps Elementary School – Kindergarten Report Card

Student:	Academic Year: 2010-11	Teacher:
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Grading Scale		
5	Advanced	Consistently grasps, applies and <u>extends</u> the state and school standards
4	Proficient	Grasps and applies the state and school standards
3	Basic	Moving towards proficiency level of the state and school standards
2	Below Basic	Beginning to grasp and apply the state and school standards
1	Far Below Basic	Not grasping the state and school standards
X		Not evaluated at this time

Language Arts	1	2	3
Word Analysis, Fluency, Systematic Vocabulary Development			
Social Studies	1	2	3
Demonstrates understanding of "Learning and Working Now and Long Ago."			
Identifies concepts of print (left to right, spacing, words, top to bottom)			
Names upper case letters (26)			
Names lower case letters (26)			
Names and identifies all letter sounds	Consonants		
	Vowels		
Phonemic Awareness (oral)	Blends Sounds		
	Substitutes Sounds		
	Segments Sounds		
	Identifies / Produces Rhyming words	Identify	
Distinguishes beginning and ending sounds	Produce		
	Beginning		
Reads Sight words and CVC words	Ending		
	Sight words		
	CVC		
Identifies the number of words in sentences and syllables in words			

Reading Comprehension / Literary Response / Fluency	1	2	3
Uses pictures and context to make predictions about story content			
Retells familiar stories including character setting and important events			
Asks and answers questions about story elements			

Writing	1	2	3
Writes name correctly	First		
	Last		
Writes upper and lower case letters independently			
Writes consonant-vowel-consonant words			
Writes from Left to Right and Top to Bottom with proper spacing			
Writes words and brief sentences that are legible			
Uses letter and phonetically spelled words to write about a specific topic			

Listening and Speaking	1	2	3
Shares ideas using complete sentences			
Recites short poems, rhymes and songs			
Narrates personal experience			

Mathematics	1	2	3
Number Sense			
Counts objects accurately to 30			
Represents 10 or less by grouping objects			
Understands: more than/less than/equal			
Counts By	1		
	2		
	5		
	10		
Recognizes numbers up to 30			
Writes numbers to 30			
Uses estimation strategies			
Demonstrates the concept of +/- with objects			

Algebra and Functions	1	2	3
Identifies, sorts and classifies objects by attribute			

Measurement and Geometry	1	2	3
Compares length, weight and volume			
Understands time concepts			
Names days of the week			
Identifies geometric shapes: (Square, Circle, Triangle, Rectangle)			
Describes common geometric shapes			
Identifies 3-dimensional shapes (Sphere, Cone, Cube, Cylinder)			

Statistics/Data Analysis/Probability	1	2	3
Understands and uses pictographs			
Recognizes/describes/extends patterns			

Mathematical Reasoning	1	2	3
Models and explains problems / solutions			

Science – Physical, Life, Earth	1	2	3
Observes, measures and predicts properties of materials			
Observes plants and animals			
Observes that earth is composed of land, air, water			
Develops questions and performs investigations			

Communicates findings and observations			
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Civicorps Elementary School – Kindergarten Report Card

Student: _____

Attendance	1	2	3
Total Days			
Days Tardy			
Days Absent			

Academic Year: 2010-11

Scale:

- + – Strength
- Y – Meets Expectations
- N – Area of Concern

Physical Development	1	2	3
Gross motor skills (i.e. hop, balance, ball skills, etc.)			
Fine motor skills (i.e. cut, copy, pencil control, etc.)			

Student is receiving support services	1	2	3

Comments/Student Goals: (Trimester 1)

Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 2)





Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 3)

Conference:

“Let Your Life Speak”	1	2	3
Respects others and their property			
Takes responsibility for own actions			
Cooperates with adults			
Resolves conflict verbally			
Participates in classroom activities			

Visual Arts	1	2	3
 MAKING	Explores new art materials		
	Works carefully using art materials and tools		
	Practices artistic skills and techniques		
 CARING	Shows appreciation for the subject		
	Collaborates with peers		
	Asks critical questions about the subject		
 THINKING	Reflects on his/her artwork and process		
	Uses art vocabulary		
 LOOKING	Makes artistic observations about the world		
	Analyzes the work of other artists		
	Pays attention to their creative choices as artists		

Study Skills	1	2	3
Follows directions			
Completes tasks in a timely manner			
Works neatly and carefully			
Maintains appropriate attention span			
Works independently			
Works well with others			
Follows classroom routines			
Exhibits organizational skills			
Returns notes and homework			

Civicorps Elementary School – First Grade Report Card

Student: _____

Academic Year: 2010-11

Teacher: _____

Grading Scale		
5	Advanced	Consistently grasps, applies and <u>extends</u> the state and school standards
4	Proficient	Grasps and applies the state and school standards
3	Basic	Moving towards proficiency level of the state and school standards
2	Below Basic	Beginning to grasp and apply the state and school standards
1	Far Below Basic	Not grasping the state and school standards
X		Not evaluated at this time

Language Arts	1	2	3
Word Analysis, Fluency, Systematic Vocabulary Development			
Blends phonemes into recognizable words (c/a/t = cat)			
Segments words into recognizable phonemes (c/a/t = cat)			
Uses letters, letter patterns, long/short vowels to blend into words			
Reads common irregular sight words (e.g. the, have, said, come, give, of)			

Reading Comprehension / Literary Response / Fluency	1	2	3
Reads and understands grade level appropriate text			
Reads aloud with fluency in a manner that sounds like natural speech			
Retells the central idea of a story using beginning, middle and end			
Responds to who, what, when, where and how questions			
Identifies and describes plot, setting and characters			

Writing Strategies, Applications, Conventions	1	2	3
Spells short vowel words and grade level appropriate sight words			
Writes in complete sentences			
Prints legibly and spaces letters, words and sentences			
Uses descriptive words when writing			
Uses appropriate punctuation and capitalization			
Writes on one focused topic (autobiographical, observational & fictional)			

Listening and Speaking	1	2	3
Participates in activities and discussions			
Listens and stays on topic when speaking			
Relates personal experiences in a simple sequences			

Social Studies	1	2	3
Demonstrates understanding of a child's place in time and space			

Mathematics	1	2	3
Number Sense			
Counts/reads/writes whole numbers to 100	50		
	70		
	100		
Compares and orders whole numbers to 100 using the symbols <, =, >			
Counts/groups objects into ones and tens (3 tens and 4 ones = 34 or 30+4)			
Shows combinations of coins that equal up to 30 cents			
Counts and writes by 2's, 5's, and 10's	2		
	5		
	10		
Creates and uses fact families (6 + 2 = 8, 8 - 2 = 6)			
Commits to memory and recalls basic addition and subtraction facts to:	7		
	12		
	20		
Solves addition and subtraction problems with one- and two-digit numbers			
Algebra and Functions			
Understands the use of symbols of +, -, and =			
Measurement and Geometry			
Estimates and measures length, weight and volume using nonstandard units			
Tells time to the nearest half hour			
Identifies / describes / compares 3-dimensional shapes and objects			
Statistics/Data Analysis/Probability			
Organizes, represents and compares data by category on graphs and charts			
Describes, extends and explains patterns			
Mathematical Reasoning			
Makes decisions about how to set up a problem			

Science -- Physical, Life, Earth	1	2	3
Distinguishes materials, solids, liquids, gas			
Observes plants and animals			
Observes, measures, describes weather			
Develops questions and performs investigations			
Communicates findings and observations			

Civicrops Elementary School -- First Grade Report Card

Student: _____

Academic Year: 2010-11

Attendance	1	2	3
Total Days			
Days Tardy			
Days Absent			

Exhibits organizational skills			
Completes class assignments			
Completes and returns homework			
Exhibits neat and legible work			
Works independently			
Demonstrates effort			

Student is receiving support services	1	2	3

Comments/Student Goals: (Trimester 1)

Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 2)





Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 3)

Conference:

Scale:
 + - Strength
 Y - Meets Expectations
 N - Area of Concern

Visual Arts		1	2	3
 MAKING	Explores new art materials			
	Works carefully using art materials and tools			
	Practices artistic skills and techniques			
 CARING	Shows appreciation for the subject			
	Collaborates with peers			
	Asks critical questions about the subject			
 THINKING	Reflects on his/her artwork and process			
	Uses art vocabulary			
 LOOKING	Makes artistic observations about the world			
	Analyzes the work of other artists			
	Pays attention to their creative choices as artists			

Physical Education	1	2	3
Demonstrates appropriate social skills			
Actively participates in activities			
Demonstrates age appropriate large motor skills			

"Let Your Life Speak"	1	2	3
Exhibits a positive attitude			
Respects people and property			
Cooperates with others			
Follows school rules			
Follows directions			
Demonstrates listening skills			
Takes personal responsibility for behavior			

Study Skills	1	2	3
Contributes to classroom activities			

Civicorps Elementary School – Second Grade Report Card

Student: _____ Academic Year: 2010-11 Teacher: _____

Grading Scale		
5	Advanced	Consistently grasps, applies and <u>extends</u> the state and school standards
4	Proficient	Grasps and applies the state and school standards
3	Basic	Moving towards proficiency level of the state and school standards
2	Below Basic	Beginning to grasp and apply the state and school standards
1	Far Below Basic	Not grasping the state and school standards
X		Not evaluated at this time

Language Arts	1	2	3
Word Analysis, Fluency, Systematic Vocabulary Development			
Recognizes and uses phonetic patterns			
Decodes multi-syllabic words			
Understand and uses vocabulary concepts			
Reads grade level text aloud fluently with expression			

Reading Comprehension / Literary Response	1	2	3
Reads and comprehends grade level text			
Uses titles, table of contents and heading to locate information			
Uses a variety of strategies to interpret text			
Follows two-step written instructions			
Compares and contrasts plot, setting and character including different versions of the same story that reflect different cultures			
Identifies rhythm and rhyme in poetry			

Writing Strategies, Applications, Conventions	1	2	3
Writes complete sentences that are grammatically correct			
Writes a paragraph that develops a central idea			
Uses the writing process			
Writes descriptive narratives in a logical sequence			
Writes a friendly letter with correct format			
Uses correct punctuation and capitalization in written work			
Spells sight words and basic word patterns in written work			

Listening and Speaking	1	2	3
Listens critically and gives a focused response			
Delivers an organized oral presentation			

Social Studies	1	2	3
Articulates an understanding of "People Who Make a Difference"			

Science -- Physical, Life, Earth	1	2	3
Observes, measures motion of objects			
Articulates life cycles of plants, animals			
Identifies Earth's distinct materials and resources for human activities			
Develops questions and performs investigations			
Communicates findings and observations			

Mathematics	1	2	3
Number Sense			
Memorizes and understands addition/subtraction facts up to 20			
Counts/reads/writes whole numbers to 1000	100		
	500		
	1000		
Understands concept of place value to 1,000 using words, models and expanded forms			
Orders/compares numbers to 1000 Using symbols <, =, >	100		
	500		
	1000		
Solves addition problems	2-digit		
	3-digit		
	w/regroup		
Solves subtraction problems	2-digit		
	3-digit		
	w/regroup		
Memorizes/uses multiplication facts	2's		
	5's		
	10's		
Recognizes/uses simple fractions to represent parts of a whole and parts of a group (ex. 2/3, 1/4)			
Solves problems using combinations of coins/bills including the use of decimal notation and the dollar and cent symbols			
Uses estimation strategies in computation and problem solving that involve numbers to 1000			
Algebra and Functions	1	2	3
Uses the commutative and associative rules to simplify mental calculations and to check results			
Measurement and Geometry	1	2	3
Measures/compares objects to the nearest inch and centimeter			
Tells time to the nearest quarter hour			
Describes/classifies plane and solid geometric shapes using face, edges and vertices			
Statistics/Data Analysis/Probability	1	2	3
Collects numerical data and records, organizes, displays, interprets using charts, graphs, etc.			
Recognizes, describes and extends patterns			
Mathematical Reasoning	1	2	3
Uses a variety of methods to solve problems			

Uses mathematical language to explain problem and solution

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Civicorps Elementary School – Second Grade Report Card

Student: _____

Attendance	1	2	3
Total Days			
Days Tardy			
Days Absent			

Academic Year: 2010-11

Scale:
 + – Strength
 Y – Meets Expectations
 N – Area of Concern

Visual Arts		1	2	3
 MAKING	Explores new art materials			
	Works carefully using art materials and tools			
	Practices artistic skills and techniques			
 CARING	Shows appreciation for the subject			
	Collaborates with peers			
	Asks critical questions about the subject			
 THINKING	Reflects on his/her artwork and process			
	Uses art vocabulary			
 LOOKING	Makes artistic observations about the world			
	Analyzes the work of other artists			
	Pays attention to their creative choices as artists			

Physical Education	1	2	3
Demonstrates appropriate social skills			
Actively participates in activities			
Demonstrates age appropriate large motor skills			

“Let Your Life Speak”	1	2	3
Exhibits a positive attitude (caring)			
Respects people and property (respect)			
Cooperates with others			
Follows school rules (honesty)			
Follows directions			
Demonstrates listening skills (fairness)			
Takes personal responsibility for behavior			

Study Skills	1	2	3
Contributes to classroom activities			
Exhibits organizational skills			
Completes class assignments			
Completes and returns homework			
Exhibits neat and legible work			
Works independently			
Demonstrates effort			
Accepts responsibility for individual learning			

Student is receiving support services	1	2	3

Comments/Student Goals: (Trimester 1)

Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 2)

Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 3)

Conference:

_____ Teacher Signature

Civicorps Elementary School – Third Grade Report Card

Student: _____ Academic Year: 2010-11 Teacher: _____

Grading Scale

5	Advanced	Consistently grasps, applies and extends the state and school standards
4	Proficient	Grasps and applies the state and school standards
3	Basic	Moving towards proficiency level of the state and school standards
2	Below Basic	Beginning to grasp and apply the state and school standards
1	Far Below Basic	Not grasping the state and school standards
X		Not evaluated at this time

		1	2	3
Language Arts				
Word Analysis, Fluency, Systematic Vocabulary Development				
Develops questions and performs investigations				
Communicates findings and observations				
Decodes unfamiliar and multi-syllabic words				
Reads aloud fluently, accurately, and with expression				
Uses knowledge of prefixes and suffixes to determine meaning of words				
Uses context clues to find the meaning of unknown words				
Reading Comprehension / Literary Response / Fluency				
Comprehends grade level text and extracts significant information				
Applies comprehension strategies (Predicting, questioning, making connections and inferring)				
Distinguishes main idea and supporting details in expository text				
Writing Strategies, Applications, Conventions				
Applies the writing process to create single topic paragraphs				
Applies writing strategies for:	Narratives			
	Descriptive Paragraphs			
	Personal Letter			
Uses correct capitalization, punctuation and grammar				
Spells and applies grade level words accurately in written work				
Listening and Speaking				
Listens critically and responds appropriately				
Uses effective techniques of oral language in presentations				
Science – Physical, Life, Earth				
Demonstrates knowledge of energy and matter				
Understands light has a source, travels in a direction				
Understands adaptation improves organisms' chances for survival				
Observes objects in the sky move in regular, predictable patterns				
Mathematics				
Number Sense				
Understands place value and expanded notation to 10,000 place				
Uses skills to 10,000	Estimation			
	Rounding			
Adds whole numbers up to 10,000				
Subtracts whole numbers up to 10,000				
Memorizes to automaticity the multiplication tables 1-10				
Understands multiplication and division fact families to 10				
Multiplies 4 digit numbers by a 1-digit number				
Divides 3-digit number by a 1-digit divisor without remainders				
Adds, subtracts and compares simple fractions				
Understands and computes money in decimal notation				
Algebra and Functions				
Writes and solves problems using expressions, equations and inequalities				
Measurement and Geometry				
Understands/uses customary and metric units and tools to measure				
Determines	Perimeter			
	Area			
	Volume of geometric shapes			
Identifies, describes and classifies plane and solid figures				
Statistics/Data Analysis/Probability				
Records outcomes/displays results from probability experiments using graphs, tables and charts				
Mathematical Reasoning				
Applies strategies to solve one and two-step problems				
Uses a variety of methods to show mathematical thinking				
Social Studies				
Demonstrates knowledge of "Continuity and Change"				

Civicorps Elementary School – Third Grade Report Card

Student: _____

Attendance	1	2	3
Total Days			
Days Tardy			
Days Absent			

Academic Year: 2010-11

Scale:

- + -- Strength
- Y – Meets Expectations
- N – Area of Concern

Completes class assignments			
Completes and returns homework			
Exhibits neat and legible work			
Works independently			
Demonstrates effort			
Accepts responsibility for individual learning			

Student is receiving support services	1	2	3

Comments/Student Goals: (Trimester 1)

Conference:

Teacher Signature

Comments/Student Goals: (Trimester 2)





Conference:

Teacher Signature

Comments/Student Goals: (Trimester 3)

Conference:

Teacher Signature

Visual Arts		1	2	3
 MAKING	Explores new art materials			
	Works carefully using art materials and tools			
	Practices artistic skills and techniques			
 CARING	Shows appreciation for the subject			
	Collaborates with peers			
	Asks critical questions about the subject			
 THINKING	Reflects on his/her artwork and process			
	Uses art vocabulary			
 LOOKING	Makes artistic observations about the world			
	Analyzes the work of other artists			
	Pays attention to their creative choices as artists			

Physical Education	1	2	3
Demonstrates good sportsmanship			
Actively participates in activities			

“Let Your Life Speak”	1	2	3
Exhibits a positive attitude			
Respects people and property			
Cooperates with others			
Follows school rules			
Follows directions			
Demonstrates listening skills			
Takes personal responsibility for behavior			

Study Skills	1	2	3
Contributes to classroom activities			
Exhibits organizational skills			

Civicorps Elementary School – Fourth Grade Report Card

Student: _____

Academic Year: 2010-11

Teacher: _____

Grading Scale

5	Advanced	Consistently grasps, applies and <u>extends</u> the state and school standards
4	Proficient	Grasps and applies the state and school standards
3	Basic	Moving towards proficiency level of the state and school standards
2	Below Basic	Beginning to grasp and apply the state and school standards
1	Far Below Basic	Not grasping the state and school standards
X		Not evaluated at this time

Language Arts	1	2	3
Word Analysis, Fluency, Systematic Vocabulary Development			
Reads grade level text fluently and accurately			
Uses knowledge of word origins and word relationships to determine the meaning of vocabulary			

Reading Comprehension / Literary Response / Fluency	1	2	3
Comprehends and analyzes grade level text			
Analyzes informational text using structural patterns (compares/contrasts, text support, subtitles, charts)			
Analyzes character, setting, plot, and purpose in order to comprehend grade level text			
Independently applies reading strategies			

Writing Strategies, Applications, Conventions	1	2	3
Expresses ideas fluently and establishes and maintains focus in multiple paragraph compositions			
Edits and revises selected drafts to improve writing			
Applies writing strategies for	Narratives		
	Information reports		
	Response to literature		
	Summaries		
Uses correct sentences structure, grammar, punctuation and capitalization			
Spells grade level words correctly in written work			

Listening and Speaking	1	2	3
Listens and responds critically to oral communication (asks relevant questions, summarizes)			
Uses effective techniques of oral language in presentations			

Social Studies	1	2	3
Demonstrates understanding of "California: A Changing State."			

Mathematics	1	2	3
Number Sense			
Understands concept of place value of	Whole numbers		
	Decimals		
Rounds whole numbers through millions and decides when rounding is appropriate			
Understands how and when to use estimation when solving problems			
Adds / Subtracts multi-digit numbers	Adds		
	Subtracts		
Mastery of basic multiplication and division facts (Third grade standard)			
Multiplies multi-digit number by 2-digit number			
Divides a multi-digit number by a 1-digit divisor with and without remainders			
Understands concept of negative numbers			
Understands how to	Factor small numbers		
	Identify prime and composite numbers		
Identifies, writes and compares	Fractions		
	Decimals		
Decimals to hundredths place	Adds		
	Subtracts		
Algebra and Functions			
Uses / interprets variables in expressions ($a+3$) and equation ($x+3=5$)			
Interprets / evaluates equations and expressions	Order of operation		
	Parentheses		
	Variables		
Measurement and Geometry			
Measures and calculates area and perimeter of rectangular shapes			
Uses 2 dimensional coordinate grids to represent points and graph lines and simple figures			
Identifies / describes / compares attributes of geometric shapes/objects			
Statistics/Data Analysis/Probability			
Organizes, represents and interprets data			
Makes predictions for simple probability situations			
Mathematical reasoning			
Uses strategies, relationships, skills and concepts in finding solutions			

Civicorps Elementary School – Fourth Grade Report Card

Science – Physical, Life, Earth	1	2	3
Understands electricity and magnetism are related effects and have use in everyday life			
Demonstrates knowledge that all organisms need energy and matter to live and grow			
Understands living organisms depend on one another and environment for survival			
Understands waves, wind, water and ice shape and reshape the Earth's surface			
Develops questions and performs investigations			
Communicates findings and observations			





Student: _____

Attendance	1	2	3
Total Days			
Days Tardy			
Days Absent			

Academic Year: 2010-11

Scale:

- + - Strength
- Y – Meets Expectations
- N – Area of Concern

Visual Arts		1	2	3
 MAKING	Explores new art materials			
	Works carefully using art materials and tools			
	Practices artistic skills and techniques			
 CARING	Shows appreciation for the subject			
	Collaborates with peers			
	Asks critical questions about the subject			
 THINKING	Reflects on his/her artwork and process			
	Uses art vocabulary			
 LOOKING	Makes artistic observations about the world			
	Analyzes the work of other artists			
	Pays attention to their creative choices as artists			

“Let Your Life Speak”	1	2	3
Exhibits a positive attitude			
Respects people and property			
Cooperates with others			
Follows school rules			
Follows directions			
Demonstrates listening skills			
Takes personal responsibility for behavior			

Study Skills	1	2	3
Contributes to classroom activities			
Exhibits organizational skills			
Completes class assignments			
Completes and returns homework			
Exhibits neat and legible work			
Works independently			
Demonstrates effort			
Accepts responsibility for individual learning			

Student is receiving support services	1	2	3

Physical Education	1	2	3
Demonstrates good sportsmanship			
Actively participates in activities			

Comments/Student Goals: (Trimester 1)

Conference:

Teacher Signature

Comments/Student Goals: (Trimester 2)

Conference:

Teacher Signature

Comments/Student Goals: (Trimester 3)

Conference:

Teacher Signature

Civicorps Elementary School – Fifth Grade Report Card

Student: _____ Academic Year: 2010-11 Teacher: _____

Grading Scale		
5	Advanced	Consistently grasps, applies and <u>extends</u> the state and school standards
4	Proficient	Grasps and applies the state and school standards
3	Basic	Moving towards proficiency level of the state and school standards
2	Below Basic	Beginning to grasp and apply the state and school standards
1	Far Below Basic	Not grasping the state and school standards
X		Not evaluated at this time

Language Arts	1	2	3
Word Analysis, Fluency, Systematic Vocabulary Development			
Reads grade level material fluently and accurately			
Uses knowledge of word origins and word relationships to determine the meaning of vocabulary			

Reading Comprehension / Literary Response / Fluency	1	2	3
Identifies and understands the main idea and significant details presented in text			
Draws own conclusions and inferences about a text and supports with evidence from text			
Distinguishes facts, inferences and opinions in text			
Understands and analyzes narrative text (conflict/resolution, character traits/motives, literary devices, themes)			
Analyzes informational text using text features			
Independently applies reading strategies			

Listening and Speaking	1	2	3
Listens and responds critically to oral communication, asking relevant questions to support understanding			
Uses effective techniques of oral language in discussions and presentations			

Writing Strategies, Applications, Conventions	1	2	3
Writes fluent, focused and clear texts	Narratives		
	Response to literature		
	Persuasive essays		
	Research reports		
Revises and edits selected drafts to improve writing			
Uses correct sentence structure including grammar, punctuation and capitalization			
Spells grade level words correctly in written work			

Science – Physical, Life, Earth	1	2	3
Understands that elements and their combinations account for all matter			
Understands plants and animals have structures for respiration, digestion, waste disposal, and transport of materials			

Understands evaporation and condensation as applied to Earth's surface			
Understands energy from the sun heats Earth unevenly			
Understands the solar system consists of planets and other bodies that orbit the sun			
Develops questions and performs investigations			
Communicates findings and observations			

Mathematics	1	2	3
Number Sense			
Understands and manipulates decimals and very large numbers			
Understands concept of fraction, decimal and percent equivalents			
Understands prime factorization of numbers to 50			
Estimates, calculates and solves problems	Whole numbers		
	Integers		
	Decimal		
	Fractions		

Algebra and Functions	1	2	3
Understands algebraic expressions and equations	Solves		
	Evaluates		
Solves linear functions, writes the equations and graphs the ordered pairs			

Measurement and Geometry	1	2	3
Understands/determines areas and volumes of simple objects			
Uses appropriate tools to measure / identify / construct angles, lines and 2-dimensional objects			
Identifies, describes and classifies the properties of plane and solid geometric figures			

Statistics/Data Analysis/Probability	1	2	3
Collects, displays, analyzes, compares and interprets different data sets			

Mathematical Reasoning	1	2	3
Understands / uses / explains different problem solving strategies			

Social Studies	1	2	3
Geography			
Research/gathers and applies relevant accurate information			
U.S. History – shows understanding of development of the nation			

Civicorps Elementary School – Fifth Grade Report Card

Student: _____

Academic Year: 2010-11





Attendance	1	2	3
Total Days			
Days Tardy			
Days Absent			

Scale:

- + – Strength
- Y – Meets Expectations
- N – Area of Concern

Completes and returns homework			
Exhibits neat and legible work			
Works independently			
Demonstrates effort			
Accepts responsibility for individual learning			

Student is receiving support services	1	2	3

Visual Arts		1	2	3
 MAKING	Explores new art materials			
	Works carefully using art materials and tools			
	Practices artistic skills and techniques			
 CARING	Shows appreciation for the subject			
	Collaborates with peers			
	Asks critical questions about the subject			
 THINKING	Reflects on his/her artwork and process			
	Uses art vocabulary			
 LOOKING	Makes artistic observations about the world			
	Analyzes the work of other artists			
	Pays attention to their creative choices as artists			

Comments/Student Goals: (Trimester 1)

Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 2)

Conference:

_____ Teacher Signature

Comments/Student Goals: (Trimester 3)

Conference:

_____ Teacher Signature

Physical Education	1	2	3
Demonstrates good sportsmanship			
Actively participates in activities			

“Let Your Life Speak”	1	2	3
Exhibits a positive attitude			
Respects people and property			
Cooperates with others			
Follows school rules			
Follows directions			
Demonstrates listening skills			
Takes personal responsibility for behavior			

Study Skills	1	2	3
Contributes to classroom activities			
Exhibits organizational skills			
Completes class assignments			

CIVICORPS SIGNATURE PROJECT Year-At-A-Glance

	Kindergarten	First	Second	Third	Fourth	Fifth
Project	We Speak For The Trees	We Are Community Helpers	We Are Heroes and Herooes	We Are Activists	We Are Humanitarians	We Are Environmental Stewards
Service Need(s)	Environment Global Literacy	Environment Community Beautification Global Literacy	Environment Senior Companionship Global Literacy	Environment Community Health Food Justice Global Literacy	Environment Community Beautification Global Literacy	Environment Social and Economic Justice Global Literacy
Essential Academic & Civic Questions	Why is it important to care for and conserve trees? How can we serve our community?	How we can help our community What is a community? How do we want to shape our community?	Why are laws made? What makes a hero a hero? How can we be heroes and herooes?	Does segregation exist today? Who's Oakland is it anyway?	How do people change California's landscape? How do I change California? How are things interdependent?	How can the 4R's be used to create zero waste at our school? What makes a business green? Why are green businesses important?
Essential Artistic Questions	How do artists make art? How do they use their artistic voice?	How do artists make decisions? How do they help their community?	How do artists tell their stories?	How are artists activists?	How do artists educate others through art? How do they transform things?	How do artists inspire change?
Project Duration	September to May	September to May	October to May	October to May	January to May	January to May
Academic Entry Point(s)	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies
Civic Focus	Responsibility	Respect	Honesty	Fairness	Collaboration	Leadership
Assessment	<ul style="list-style-type: none"> ◆ CalServe SLATE Student Academic Tracking Form ◆ Signature Project Grading Rubric ◆ Performance of Understanding: Bookmaking & Community Educational Outreach 	<ul style="list-style-type: none"> ◆ CalServe SLATE Student Academic Tracking Form ◆ Signature Project Grading Rubric ◆ Performance of Understanding: Bookmaking & Community Educational Outreach 	<ul style="list-style-type: none"> ◆ CalServe SLATE Student Academic Tracking Form ◆ Signature Project Grading Rubric ◆ Performance of Understanding: Bookmaking & Community Educational Outreach 	<ul style="list-style-type: none"> ◆ CalServe SLATE Student Academic Tracking Form ◆ Signature Project Grading Rubric ◆ Performance of Understanding: Bookmaking & Community Educational Outreach 	<ul style="list-style-type: none"> ◆ CalServe SLATE Student Academic Tracking Form ◆ Signature Project Grading Rubric ◆ Performance of Understanding: Bookmaking & Community Educational Outreach 	<ul style="list-style-type: none"> ◆ CalServe SLATE Student Academic Tracking Form ◆ Signature Project Grading Rubric ◆ Performance of Understanding: Bookmaking & Community Educational Outreach

Civicrops Elementary School
Service Learning Rubric

Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance students learning and civic responsibility.

	4	3	2	1
Meets actual needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs or desires
Coordinated w/community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
Integrated academically	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
Facilitates reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events
Uses academics in real world	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
Develops caring	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
Improves quality of life	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique

Taken from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: Peace Corps, 1998, p. 6)

2010-2011 Capacity Building Plan for
Civicorps Elementary School

Overview: The following plan outlines specific short and long term areas of focus that can serve as a foundation for school improvement. It is grounded in Civicorps' unique mission and is based on best practices that will ensure success for all students.

Focus: Climate and Communication	PD/Actions/Resources	Who's Responsible	Timeline for Completion	Status
Classroom Climate and Academic Routines	Responsive Classroom Training <u>The First Six Weeks of School</u> by Denton and Kriete	Principal + Leads + Teachers	Teacher Training at 2010 Summer Institute; Classroom implementation beginning on the first day of school and continuing for six weeks	Completed 10/08/10
School Campus Climate	CHAMPS	Principal + Leads + Staff	Teacher Training at 2010 Summer Institute	On hold
	Create Positive School Climate Plan	Principal + Dean + Staff	Summer Institute	Completed 08/27/10
School Spirit	Brief Morning Assembly (Daily) Whole School Meeting (Weekly) Spirit Days (Weekly)	Principal + Teachers + Staff	As indicated	Begun first week of school and continues on a daily or weekly basis as indicated.
School Communication	Weekly Staff Newsletter Weekly Family Bulletin Monthly Family Newsletter w/PTC Hot Pink Urgent Notes	Principal + Office Manager + Teachers + Staff + PTC Reps.	On-going as scheduled	Begun Summer 2010 and published as indicated
Classroom Communication	Teacher Letter of Introduction to Families *Weekly/Monthly Classroom Bulletins	Teachers	First Day of School As indicated	Begun Summer 2010 and published as indicated

2010-2011 Capacity Building Plan for
Civicorps Elementary School

Focus: Curriculum & Instruction	PD/Actions/Resources	Who's Responsible	Timeline for Completion	Status
Instructional Practices	Assess practices and create shared agreements for methods of instruction	Principal + Teachers	Summer Institute 2010	Completed 08/27/10
Instructional Guidelines + Pacing Guides	Record instructional guidelines and create shared agreements for deliverables for Language Arts, Math, Science, Social Studies, Service Learning, Art and Music for each grade level. Finalize pacing guides for each grade level.	Principal + Leadership Team + Teachers	Summer 2010	Completed 08/27/10 (except Music)
Guided Reading	<ul style="list-style-type: none"> • Use literacy centers as a structure to implement guided reading with small groups • Use all components of a guided reading lesson: leveled books, phonics skills, comprehension, vocabulary • Begin to use running records as an ongoing monitoring tool • PD to support Guided Reading 	Principal + Leadership Team + Teachers	First three months of school	Begun first week of school and continues on a daily basis
Comprehension Strategies	<ul style="list-style-type: none"> • Begin to use various strategies effectively in a read alouds and shared reading. • Begin to use of tools for interacting with text, including graphic organizers. • Begin to use of strategies to access and master reading comprehension standards (skills) <u>Strategies that Work</u> by Harvey and Goudvis 	Principal + Leadership Team + Teachers	First three months of school	Begun first week of school and continues on a daily basis

2010-2011 Capacity Building Plan for
Civicorps Elementary School

Focus: Curriculum and Instruction continued	PD/Actions/Resources	Who's Responsible	Timeline for Completion	Status
Writing	<ul style="list-style-type: none"> • Mini-Lessons focused on the fundamentals of the writing process with an emphasis on teacher modeling • Mini-lessons focused on writing mechanics, capturing small moments and genres • Use of rubrics to monitor student writing • Students engage in cycles of writing 	Principal + Leadership Team + Teachers	First three months of school	Begun first week of school and continues on a daily basis

2010-2011 Capacity Building Plan for
Civicorps Elementary School

Focus: Curriculum & Instruction continued	PD/Actions/Resources	Who's Responsible	Timeline for Completion	Status
Introduce Culturally and Linguistically Responsive Pedagogy	<ul style="list-style-type: none"> • Gain knowledge of CLRP • Use culturally appropriate literature • Begin use of several engagement strategies, with consistent use of three • Provide support for teachers in using them by modeling, observations with feedback, opportunities to observe other classrooms and attend PD opportunities 	Principal	First Three months of school	Introduced at September PD
Service Learning (Develop EVAL Rubric)	<ul style="list-style-type: none"> • Students help to determine and meet real, defined community needs • Links to academic content and standards • Benefits both the community and the service providers (the students) by combining a service experience with a learning experience. • Can be used in any subject area so long as it is appropriate to learning goal <p>Student Government (nominations, campaigns, elections)</p>	<p>Principal + Service Learning Consultant + Leadership Team</p> <p>Principal+ Service Learning Consulting + Teachers + PTC</p>	<p>Develop curriculum at Summer Institute</p> <p>First three months of school</p>	<p>Workshop delivered at Summer Institute</p> <p>Developed SL Rubric and Template for Signature Learning Projects 09/29/10</p> <p>Has not begun as of 10/06/10</p>

2010-2011 Capacity Building Plan for
Civicorps Elementary School

Focus: Curriculum and Instruction Continued	PD/Actions/Resources	Who's Responsible	Timeline for Completion	Status
Arts Integration (Develop EVAL Rubric)	Assess teacher knowledge on integrating visual arts into the regular curriculum + PD training Classroom integration	Principal + Visual Arts Teacher Teachers	Summer Institute Daily	Completed at Summer Institute PD Scheduled collaboration time between Visual Arts Teacher and Classroom Teachers 08/27/10
Math	Daily spiral review or problem of the day; mini-lesson; guided practice; independent practice; assessment and differentiation	Teachers (PD provided)	Daily	Begun first week of school and continues on a daily basis
Science/Lab	Develop at least 2 hands-on lab lessons per month per grade level	Teachers (PD provided)	Bi-weekly	Begun second week of school and continues as indicated

2010-2011 Capacity Building Plan for
Civicorps Elementary School

Focus: Student Assessment	PD/Actions/Resources	Who's Responsible	Timeline for Completion	Status
Cycles of Inquiry/ Assessment and Data Analysis	<ul style="list-style-type: none"> • Backward mapping to meet goals • Choose and begin use of common diagnostic and formative assessments (including rubrics) • Schedule diagnostic assessments • Determine focal students • Weekly hour-long collaborative grade cluster meetings with rotating facilitator • Begin discussing goals and progress with students • Leadership team creates shared agreements about implementation and support 	Principal + Leadership Team + Teachers	First three months of school	Introduced at September PD Day

2010-2011 Capacity Building Plan for
Civicorps Elementary School

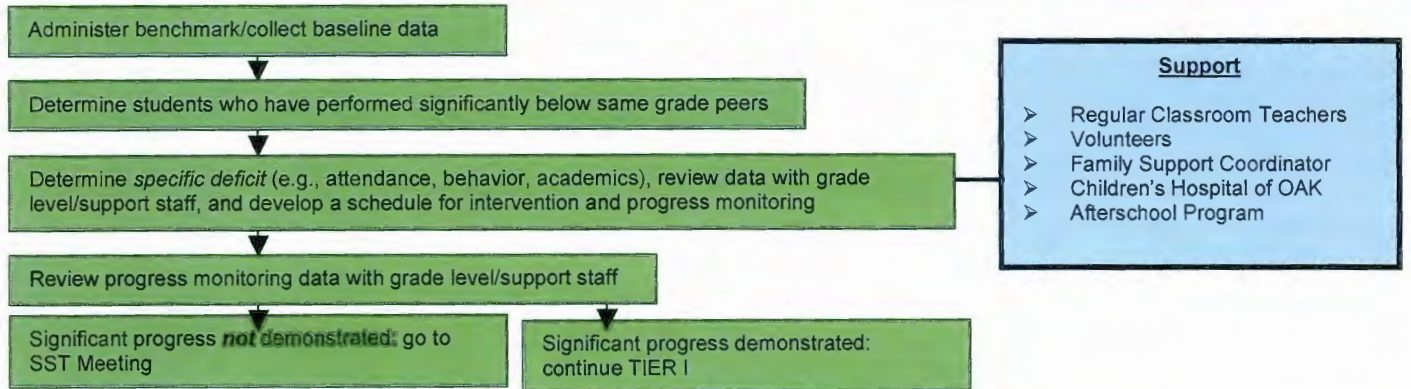
Focus: Information Technology	Actions/Resources	Who's Responsible	Timeline for Completion	Status
IT	IT inventory/assessment/ recommendations	IT Volunteers	First month of school	In progress as of 10/05/10
Web	Update Website	?	Summer 2010	Completed 08/27/10
Hardware	Investigate tech options: Netbooks, i-Touches, projectors, printers, wireless routers	Principal + Staff + Parents	First month of school	In progress as of 10/05/10
Focus: Leadership	Actions/Resources	Who's Responsible	Timeline for Completion	
Site Based Decision Making	Grade cluster reps selected for Leadership Team	Principal	Summer 2010	Completed June 2010
Focus: Partnership with Families	Actions/Resources	Who's Responsible	Timeline for Completion	
Parent Involvement and Leadership	<ul style="list-style-type: none"> • Room parents selected -> orientation provided • Principal to meet with PTC president once/week 	Teachers + Principal + Admin Manager + School Community	First Month of School	Completed 09/24/10
			Summer 2010 and on going through out the school year	Begun June 2010 and ongoing
	<ul style="list-style-type: none"> • Elect SSC reps 		First Month of School	SSC on hold
Focus: Development	Actions/Resources	Who's Responsible	Timeline for Completion	
Fundraising/ Grant Writing/ Partnerships	<ul style="list-style-type: none"> • Use social networking to explore all options for funding opportunities and business and university partnerships 	Principal + Staff + Parents	Summer 2010 to first three months of school	Begun June 2010 and ongoing

2010-2011 Capacity Building Plan for
Civicorps Elementary School

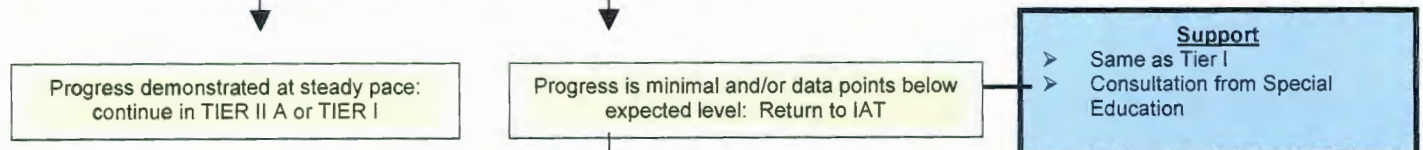
Focus: Other	Actions/Resources	Who's Responsible	Timeline for Completion	Status
Publications	<ul style="list-style-type: none"> Update Family Handbook 	Principal + Leadership Team + PTC	Summer 2010	Completed 08/27/10
Publications	<ul style="list-style-type: none"> Update Staff Handbook 	Principal + Dean + Leadership Team	Summer 2010	Completed 08/13/10
Volunteers	Choose curriculum and design orientations for academic volunteers	Principal + Leadership Team	Summer 2010	In progress
HR	<ul style="list-style-type: none"> Hire highly qualified staff with a focus on hiring staff of color 	Principal + Hiring Committee	Summer 2010	Completed August 2010
Calendar	<ul style="list-style-type: none"> Create year long PD Calendar 	Principal + Leadership Team	Summer 2010	A work in progress as school stabilizes and a complete needs assessment is discussed with staff and families

Civicorps Elementary School Academic Response to Intervention (RTI) Flowchart

	Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
TIER I	All students	Quality research-based instructional strategies	General education classroom	Benchmark 3 times per year (more frequently once identified at-risk)	General education teacher
Minimum of 6 weeks					



	Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
TIER II A	Students with substantial difficulties who have not responded to TIER I (receive TIERS I & II A)	Quality research-based instructional strategies/programs that supplement TIER I interventions at 20 minutes per day, 3 sessions per week *	Homogeneous small group instruction (≤ 1:5)	Monitor progress 1 time per week	Personnel determined by campus SST (teacher/specialist, etc.) Gen. Ed. Teacher continues Tier I instruction
4-6 Weeks					



	Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
TIER II B	Students with distinct difficulties who have not responded to TIERS I & IIA (receive TIERS I & II B)	Quality research-based instructional strategies/programs (more explicit and/or intensive than TIER II A) at two 25-minute sessions per day or one 50 minute session, 5 sessions per week*	Homogeneous small group instruction (≤ 1:3)	Monitor progress 1 time per week	Personnel determined by campus (teacher/specialist, etc.) Gen. Ed. Teacher continues Tier I instruction
← 4-6 Weeks or earlier if SST deems urgent →					



Student Success Team - Menu Of Interventions

About this document: Interventions listed below are drawn from a number of sources: input from many Student Success Team (SST) members and other professionals in the district, the major SFUSD sources listed in the legend at the bottom of each page, and from various other documents used in SFUSD in the last 15 years. The interventions include strategies, modifications, adaptations and resources. In the *Appendix* you will find suggested goals (Desired Student Outcomes) and methods of monitoring progress (As Evidenced By) for each category.

This is the first draft of what will be a working document. That is, we will continue to revise and make additions and deletions as needed. Any and all suggestions are welcome.

Interventions

The name of each intervention is followed by its Code and, if applicable, the SFUSD source from which it was drawn (Codes are for use on the SST Log 5.0 and the ACCESS database). Here is an example:

Name of Intervention *Code* *SFUSD Source (see legend below)*

↓ ↓ ↓

1. A Calmer Classroom, **B12, D**

Attendance Strategies

Student/Family-Focused

1. Alarm clock for parent/caregiver/student, **A1**
2. Earlier bedtime, **A2**
3. Give parent/caregiver information re simpler bus route, **A3**
4. Help parent/caregiver to find better transportation to school, **A4**
5. Parent/caregiver agrees to bring child to school daily, **A5**
6. Parent/caregiver will make sure child gets on bus in morning, **A6**
7. Parent/caregiver will wake up earlier to get child to school on-time, **A7**
8. Student will wake up earlier, **A8**
9. Wake -up call for parent/caregiver and/or student, **A9**

School-Focused

1. Post the names of perfect attenders in a highly visible place, **A10**
2. Ask teachers to telephone absent students to inquire about reasons for absence and encourage attendance, **A11**
3. Awards/rewards for perfect attenders (e.g., certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses), **A12**
4. Calculate and publish the unearned ADA from unexcused absences, **A13**

SFUSD Intervention Sources

- A. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3)
- B. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)
- C. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department)
- D. SFUSD Web Page: Strategies Data-Base (<http://www.sfusd.edu/SST/>)
- E. School Health Programs Department Secretary's Binder
- F. School Health Programs Crisis Response Manual

Student Success Team - Menu Of Interventions

(Attendance Strategies, School-Focused, cont'd)

5. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness, **A14**
6. Display attendance graphs in faculty room to show current and past school years' attendance patterns, **A15**
7. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school, **A16**
8. Involve high-risk students in career education and guidance programs, **A17**
9. Involve parent volunteers or school aides in contacting parents/caregivers about absences, using a standardized telephone call format, **A18**
10. Make home visits re: attendance if parents/caregivers cannot be contacted by telephone, **A19**
11. Post good attendance banners in grade level classrooms that have had the best attendance, **A20**
12. Provide tutoring to help truants do better, **A21**
13. Publicize perfect attendance rewards in the local newspaper, **A22**
14. Review student attendance records on a weekly basis to catch emerging absence patterns, **A23**
15. Send commendation letters to students and parents for perfect attendance and improved attendance, **A24**

Behavioral Strategies

1. After-school program (e.g. Girl Souts, Boy Scouts, Park and Rec), **B12**
2. Allow student to draw to calm down in class, **B13**
3. Allow student to walk around while reading, **B14**
4. Apply consequences without anger, **B15, C**
5. Ask counselors to do in-class presentations on self-esteem, **B16**
6. Ask student to describe/define the consequences of inappropriate behavior (to make sure he/she understands them), **B17, C**
7. Avoid anything that looks like rejection of the student, **B18, C**
8. Avoid giving in to power struggles, **B19, C**
9. Avoid helping too much (student can "learn helplessness"), **B20, C**
10. Avoid ignoring the student, **B21, C**
11. Avoid threats, punishment, sarcasm, public teasing or shaming, **B22, C**
12. Build rapport with student (focus on strengths, interests); schedule regular time to talk, **B23**
13. Call home on a bad day for support, **B24**
14. Call home on a good day, **B25**
15. Call on student to participate more in class, **B26**
16. Change antecedent event (event that occurs prior to target behavior), **B27**
17. Chart/graph student behavior (assess/determine pattern of behavior), **B28**
18. Class/counselor change recommended, **B29**
19. Classroom problem-solving sessions, **B30**
20. CMHS/District will provide transportation to therapy, **B31**
21. Collaboration with outside sources (e.g., therapist, tutor, after-school program), **B32**
22. Concentration game, **B33**
23. Connect family with cultural community center, **B34**
24. Connect new learning to previously mastered concepts, **B35, C**
25. Cooperative Learning Structures, **B11, D**
26. Create a "risk-free" learning environment in which mistakes are invited, **B36, C**
27. Daily check-in with student, **B37**
28. Develop behavioral contract, **B2, D**
29. Develop/alter classroom rules ("Development of Classroom Rules"), **B10, D**
30. Display exemplary student work (classroom, hallway, etc.), **B38**
31. Earlier bedtime, **B39**
32. Eat breakfast at school, **B40**
33. Elementary Advisor will check-in daily, **B41**
34. Encourage student to ask for help when needed, **B42**
35. Encourage student to make friends, **B43**
36. Extra P.E., **B44**

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Student Success Team - Menu Of Interventions

(Behavioral Strategies, cont'd)

37. Follow-up on parent's request to transfer student, **B45**
38. Give leadership responsibilities, **B46**
39. Give student important jobs, **B47, C**
40. Give student opportunities to show work that he/she is proud of, **B48**
41. Go out at recess, **B49**
42. Have a peer model appropriate behavior, **B50**
43. Help parent/caregiver set up home reward/management system, **B51**
44. Help student to identify what he/she is feeling, **B52**
45. Home visit, **B53**
46. Home/School Communication Book, **B6, D**
47. Ignore negative behavior, if possible, **B54**
48. Immediately recognize positive behaviors, **B55, C**
49. Increased parent/caregiver attention at home, **B56**
50. Introduce student to School Resource Officer (SRO) for mentoring, **B57**
51. Lunch time with Principal, **B58**
52. Match learning tasks with the student's learning style strengths, **B59, C**
53. Model positive thinking and attribution statements, **B60, C**
54. Model, teach and reinforce anger control strategies, **B61, C**
55. Move student's seat (preferential seating), **B62**
56. Non-Verbal Signals Between Teacher and Student, **B63, D**
57. Offer student choices, **B64**
58. Organize playground activities to reduce fighting/inappropriate behavior ("How to Organize Playground Activities"), **B8, D**
59. Pair student with older or younger student for structured academic activity, with emphasis on social skills ("Big Buddies/Little Buddies"), **B65, D**
60. Para will work with child 1:1, **B66**
61. Parent/caregiver will call teacher weekly, **B67**
62. Parent/caregiver will visit or spend time in classroom, **B68**
63. Post rules in the classroom and review them, **B69**
64. Praise other students for appropriate behavior, **B70**
65. Present tasks that are slightly challenging and worth doing, **B71, C**
66. Provide assignments that match student's instructional level, **B72**
67. Provide information on gay/lesbian issues ("Resources: Gay/Lesbian: For Parents & Schools"), **B73, D**
68. Provide student frequent breaks for relaxation or small-talk, **B74**
69. Provide student time for physical activities/movement, **B75**
70. Reduce aggressive behavior at home, **B76**
71. Refer for ADHD evaluation, **B77**
72. Refer for mental health assessment, **B4**
73. Refer student/family for counseling at community-based organization, **B3**
74. Refer to conflict manager training, **B78**
75. Refer to Family Mosaic, **B79**
76. Refer to mentor program, **B80**
77. Refer to Primary Intervention Program (PIP), **B81**
78. Refer to school sports program, **B82**
79. Refer/provide school or district-based counseling for student (including Sand Play therapy), **B83**
80. Rehearse expected behavior, **B84**
81. Reinforcers in the classroom/home, **B1**
82. Relaxation techniques, **B85**
83. Remind child to use words, not aggression, **B86**
84. Restrict TV at home, **B87**
85. Role-play social interactions, **B88**
86. Self-Esteem Building Techniques, **B89, D**
87. Showcase student strengths in group learning situations, **B90, C**
88. Survey/interview student to determine interests, **B91**
89. Teach student how to set short-term daily goals, **B92, C**
90. Teach student self-monitoring/self-management ("Inattention: Self-monitoring Technique"), **B7, D**
91. Teach student self-talk strategies (Self Instruction Training), **B93**
92. Teach the link between effort and outcomes, **B94, C**
93. Use classroom-wide anger management strategies ("Anger Management for Children-Classroom"), **B5, D**

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Student Success Team - Menu Of Interventions

(Behavioral Strategies, cont'd)

94. Use game formats to teach needed information, **B95, C**
95. Use high-interest activities, **B96**
96. Use music to quiet the class during independent work activities ("A Calmer Classroom"), **B97, D**
97. Use non-verbal cues to signal recognition of negative behaviors and reinforcement of positive behaviors, **B98, C**
98. Use time-out ("Time-Out Guidelines for Teachers"), **B9, D**
99. Utilization of site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist), **B99**
100. Wake up earlier, **B100**

Health Strategies

1. Asthma class, **H6, E**
2. Child Abuse Reporting, **H7, D/E**
3. Collaborate With Primary Medical Provider, **H2, E**
4. Crisis Response Support Activities, **H8, D/F**
5. Dental exam/dental emergencies, **H9, D/E**
6. Fact Sheets on Communicable Diseases and School Age Illnesses, **H10, D/E**
7. Hearing screening/exam, **H3, E**
8. Improve hygiene, **H11**
9. Make sure child wears glasses, **H12**
10. Medication Administration, **H13, E**
11. Obtain glasses for student, **H14, D/E**
12. Refer to CASARC, **H15**
13. Refer to School Health Center (SFUSD School Health Programs Dept), **H5, E**
14. Refer to School Nurse or "Nurse Of The Day" (SFUSD School Health Programs Dept), **H1, E**
15. Vision screening/exam, **H4, D/E**

Instructional Strategies and Modifications

1. Academic contract, **S9**
2. Active Note Taking, **S1, C**
3. Allow previewing of content, concepts and vocabulary, **S10**
4. Allow student to have sample or practice tests, **S11**
5. Arrange transportation for attendance at after-school program, **S12**
6. Ask parent/caregiver to structure study time (give them information about long-term assignments), **S13**
7. Ask student to repeat directions before beginning tasks, **S14**
8. Assess/determine student's instructional level, **S15**
9. Assignment notebook, **S16**
10. Check student's work frequently to determine level of understanding, **S17**
11. Collect homework daily instead of weekly, **S18**
12. Communicate with after-school program staff (e.g., re: homework help), **S19**
13. Communicate with last year's teacher, **S20**
14. Complete documentation for a 504 plan, **S25**
15. Connect student with "Transitions" Program for incoming 6th graders, **S21**
16. Connect student with drop-in tutoring at CBO, **S22**
17. Consider ELL/bilingual placement, **S23**
18. Consider retention, **S24**
19. Content-Area Logs (reading log, literature log, math journal/log, science log, social science research log), **S26**
20. Create a blank book for the student to fill in ("A Book About Me"), **S27**
21. Cue/maintain eye contact with student when giving directions, **S28**
22. Direct Instruction, **S29, D**
23. Double Entry Journal, **S2**
24. Family will go to library, **S30**
25. Give student immediate feedback (make sure assignments are started correctly), **S31, C**
26. Give student options for presentation (written/oral or illustration/model), **S32**
27. Graphic Organizers, **S4, C**

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Student Success Team - Menu Of Interventions

(Instructional Strategies and Modifications, cont'd)

28. Help parents/caregivers to learn reading strategies, **S33**
29. Homework checklist or folder, **S34, A/C**
30. Intersperse brief periods of instruction with supervised practice, **S35, A/C**
31. Invite parent/caregiver to literacy night at school, **S36**
32. Make sure student stays for after school program, **S37**
33. Manipulative and Visual Prompts, **S5, C**
34. Move child's seat (preferential seating), **S38**
35. Para will work student 1:1 or in small group, **S39, C**
36. Parent/caregiver will ask another family member to give child homework help, **S40**
37. Parent/caregiver will give more homework help, **S41**
38. Parent/caregiver will look at different middle schools for best ELL support, **S42**
39. Parent/caregiver will pick up homework when student is absent, **S43**
40. Principal will check-in with student daily regarding classwork, **S44, C**
41. Provide frequent feedback and praise, **S45**
42. Provide opportunity for extra drill before tests, **S46**
43. Provide printed copy of boardwork/notes, **S47**
44. Provide study guides/questions, **S48**
45. Questions First, **S6**
46. Quick Write, **S7**
47. Read aloud to parent/caregiver at home, **S49, C**
48. Reduce classroom distractions and noise, **S50, C**
49. Review test scores from past 3 years and utilize in instructional planning, **S51**
50. Send home extra work, **S52, C**
51. Send home unfinished classwork, **S53**
52. Simplify instructions/directions (short, specific, direct), **S54**
53. Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies"), **S55**
54. Study Carrell, **S56**
55. Summer school, **S57, D**
56. Supply student with samples of work expected., **S58**
57. Teach notetaking, **S59**
58. Teach student problem-solving skills, **S60**
59. Tutor (Peer, Cross-age, Agency, Parent, etc.), **S61**
60. Use focused question in reviewing student work ("Focused Question"), **S3**
61. Use techniques of repetition, review and summarization, **S62**
62. Use visuals to motivate reading and support understanding of concepts("Visuals"), **S8, C**
63. Utilization of site-team support (e.g., counselor, elementary advisor, OT/PT specialist, principal, psychologist, resource specialist, speech/language specialist), **S63**
64. Write assignments on board, **S64, C**

Math Strategies

1. Do informal assessment of student's math skills, **M1**
2. Get extra help with math word problems (from peer, volunteer, etc.), **M2**
3. Send home math flash cards, **M3**
4. Study math facts at home, **M4**
5. Teach student to make estimates and choose appropriate strategies ("Estimate This"), **M5, D**

Math Adaptations

Physical Assistance

1. Adapted materials (e.g., enlarged calculators, pencils), **MA1, C**
2. Assist student with proper alignment of problems (e.g., graph paper), **MA2, C**
3. Color code for different operations (e.g., red for addition problems), **MA3, C**
4. Use software programs such as Math Pad, **MA4, C**

SFUSD Intervention Sources

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Student Success Team - Menu Of Interventions

Math Adaptations

Multi-Level Instruction and Performance Standards

1. Adapted text books (e.g., cut concepts into smaller steps than regular textbooks provide, **MA5, C**
2. Allow/encourage student to use times tables, **MA6**
3. Create & illustrate personal word problems relevant to students' lives, **MA7, C**
4. Create classroom situations where kids need to use fractions (e.g., dividing treats for a party or art materials for a project), **MA8, C**
5. Flash cards, **MA9, C**
6. Have students find examples of fractions used in real life and organize by categories on a chart, **MA10, C**
7. Have students verbalize the problem step by step to make sure s/he understands each stage, **MA11, C**
8. Permit student to work out the problem on scrap paper, **MA12, C**
9. Provide steps necessary to complete problems on tape or study sheet, **MA13, C**
10. Reduce number of problems (shorten assignments), **MA14, C**
11. Simplify patterns (e.g., ABAB instead of ABBCD), **MA15, C**
12. Touch Math program, **MA16, C**
13. Use calculators instead of performing paper and pencil steps, **MA17, C**
14. Use manipulatives such as money, clocks, **MA18, C**

Overlapping Participation

1. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting), **MA19, C**
2. Identify numbers on spinner or dice, **MA20, C**
3. Weighing and measuring related to cooking, **MA21**

Extension

1. Connect math concepts to careers or personal life, **MA22, C**
2. Create and play math board games, **MA23, C**
3. Creating math sheets for other students, **MA24, C**
4. Peer Tutoring, **MA25, C**
5. Research mathematicians and/or musicians, **MA26, C**
6. Write in math journals, **MA27, C**

Motor Skills Strategies

1. Color in small areas, **MS1**
2. Collaboration with outside sources, **MS2**
3. Encourage drawing to develop muscles, **MS3**
4. Have student sit in an appropriate size chair for 90-90 posture, **MS4**
5. Practice drawing & coloring in simple shapes, **MS5**
6. Provide parent/caregiver lists of home activities for student, **MS6**
7. Tracing: write model in pen/pencil, give student felt pen to trace letters, **MS7**

Motor Skills Adaptations

1. Make a large dot to cue student where to start when tracing letters, **MSA1**
2. Encourage student to use finger movements (instead of arm movements) while coloring or writing, **MSA2**
3. Support wrist and elbow on table, **MSA3**
4. Use hand over hand to guide movement; gradually fade out as student learns motions, **MSA4**
5. Utilization of site-team support, **MSA5**

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Student Success Team - Menu Of Interventions

Oral Language Strategies

1. Brainstorm and Cluster Maps , **O5, B/C**
2. Carousel, **O10, B**
3. Debate, **O9, B**
4. Expert Group, **O16, C**
5. Four Corners, **O17, C**
6. Gallery Walk, **O8, B**
7. Give One, Get One, **O14, C**
8. Group Investigation Model, **O15, C**
9. Hot Seat (Character Analysis), **O13, B**
10. Increase oral language opportunities, **O18**
11. Inside-Outside Circle, **O2, B**
12. Knowledge Chart (KWL), **O4, B/C**
13. Lindamood , **O19**
14. Parent/caregiver will encourage student to speak more in class, **O20**
15. Reading the Picture, **O7, B**
16. Roundtable, **O1, B**
17. Silent Dialogue, **O11, B**
18. Story Board, **O12, B**
19. Sunshine Interview, **O3, B**
20. Think-Pair-Share, **O6, B/C**

Oral Language Adaptations

Physical Assistance

1. Allow all students time for oral expression, **OA1, C**
2. Deliver oral reports/presentations using high or low-tech augmentative communication device, **OA2, C**
3. Point to pictures to cue or illicit speech from student or communication device, **OA3, C**

Multi-Level Instruction and Performance Standards

1. Add gestures or agreed upon visual cues, **OA4, C**
2. Ask some yes/no questions, **OA5, C**
3. Give student choices for answers, **OA6, C**
4. Give student opportunity to preview questions prior to activity, **OA7, C**
5. Present student with two answers and let child choose one , **OA8, C**
6. Teacher asks student a direct question - comes back for answer, **OA9, C**
7. Teacher or peer models turn taking, **OA10, C**
8. Utilize choral speech, plays, role modeling, **OA11, C**

Overlapping Participation

1. Establish and maintain eye contact, **OA12, C**
2. Peer or teacher reads student's passage during round robin, **OA13, C**
3. Peers or teacher reads student's work out loud, **OA14, C**
4. Reinforce classroom etiquette (e.g.: raising hand), **OA15, C**

Extension

1. Adjust volume, tone, phrasing & pace of speaking for various situations/audiences, **OA16, C**
2. Make presentations to other classes, organizations, **OA17, C**
3. Records other student's written work, **OA18, C**
4. Student writes and/or records simplified versions of text, **OA19, C**
5. Students writes a play for peers to perform, **OA20, C**
6. Use eye contact, posture and gesture to engage audience, **OA21, C**

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Student Success Team - Menu Of Interventions

Reading Strategies

1. Accept some homework papers typed or dictated by student, **R23**
2. Alternate Reading, **R5, B**
3. Brainstorming, **R24, C**
4. Choral Reading, **R6, B**
5. Class illustrates a big book ("Creating Your Own Big Book"), **R25, D**
6. Collaborate with Reading Recovery Teacher, **R26**
7. DEAR (Drop Everything and Read) Time, **R13, A**
8. Directed Reading-Thinking Activity (DR-TA), **R27, B**
9. Echo Reading, **R7, B**
10. Family will borrow books from library in student's primary language, **R28**
11. Guided Reading, **R8, A/B**
12. Hooked on Phonics, **R29**
13. Jigsaw Reading, **R21, B**
14. Label (Labeling), **R30, B**
15. Language Experience Approach (LEA), **R31, B**
16. Leveled reading groups, **R32**
17. Literature Study Circles, **R14, A/C**
18. Loan student books to family in student's primary language, **R33, D**
19. Matching Pictures, **R34, B/D**
20. Model the thinking processes a good reader engages in when reading ("Think Aloud"), **R35, C**
21. Modeled Reading Aloud, **R36, D**
22. My Book Chart, **R37, D**
23. My Neighborhood Map, **R38, D**
24. On-Site Reading Team, **R39, B**
25. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures"), **R40, D**
26. Parent/caregiver will write letters to student ("Family Letters"), **R41, D**
27. Patterned Reading, **R42, D**
28. Phonics Treasure Hunt, **R43, D**
29. Phonics Videos, **R44, D**
30. Plan, Do and Review, **R15, A**
31. Pocket Chart Reading W/ Predictable Texts, **R16, A**
32. Poetry In the Classroom, **R45, B**
33. Popcorn Reading/Break-In Reading, **R46**
34. Primary Phonics, **R47, B**
35. Project Cube, **R22, C**
36. Provide partial outlines of chapters, study guides, and testing outlines, **R48**
37. Quaker Reading, **R49, D**
38. Read & Retell, **R9, B**
39. Reader's Theater, **R10, A/B/D**
40. Reading Environmental Print, **R50, B**
41. Reciprocal Reading, **R17, B**
42. Reciprocal Teaching, **R51**
43. Refer for Reading Recovery (including literacy group), **R52**
44. Refer parent/caregiver to ELL class, **R53, D**
45. Relic Box, **R18, C**
46. Repeated Reading, **R54, D**
47. Segment sentences on flash cards, **R55**
48. Send home books, **R56**
49. Send home word games, **R57, D**
50. Shared Reading across Genre of texts, **R2, B**
51. Shared Reading of Poetry & Song, **R4, D**
52. Shared Reading With Predictable Texts, **R3, A/D**
53. Sight-Word Bingo, **R58, D**
54. Simplify complex directions, **R59**
55. Sing, Speak, Spell, **R60**
56. Small group reading, **R61, D**
57. Sociogram, **R11, B**
58. Special Delivery, **R62, B**
59. SQ3R (Survey, Question, Read, Recite & Review), **R63, B**
60. Stories With Friends, **R64, D**
61. Story Sequencing for Reading, **R12, B**
62. Story Sidewalk, **R65, D**
63. Story Squares, **R66, D**
64. Storyboard, **R20, C**
65. Student creates a poetry word bank ("Creating a Poetry Word Bank"), **R67, D**
66. Student fills in a (student or teacher-created) book for sounds or for reference ("ABC Student Book"), **R68, D**
67. Student identifies number of pages to be read and uses post-its ... ("Bookmark Strategy"), **R69, D**
68. Student prepares a grocery list; looks for environmental print ("A Shopping Trip"), **R70, D**
69. Student will go to library with teacher, **R71**
70. Student will read books in primary language, **R72, B/D**

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Student Success Team - Menu Of Interventions

(Reading Strategies, cont'd)

71. Sustained Silent Reading (SSR), **R73, D**
72. Teacher Read-Aloud, **R1, A/B**
73. The Breakfast Club, **R74, D**
74. The Name Game, **R75, D**
75. The Name List, **R76, C**
76. Transitional Reading Strategies (Spanish to English), **R77, D**
77. Use "Bulletin Board Stories", **R78, D**
78. Using The Newspaper To Improve Reading Skills , **R79, D**
79. Word Making, **R80, D**
80. Word Necklaces, **R81, D**
81. Word Walls, **R19, A/B/D**

Reading Adaptations

Physical Assistance

1. Enlarge print, **RA1, C**
2. Have student use bookmarks for tracking, **RA2, C**
3. Use augmentative communication devices, **RA3, C**
4. Use book stand, **RA4, C**
5. Use books on tape, **RA5, C**
6. Use Braille, **RA6, C**
7. Use computers, **RA7, C**

Multi-Level Instruction and Performance Standards

1. Color code textbook, highlighting important sentences, phrases, vocabulary, **RA8, C**
2. Create interest for material to be read by bringing in items that will stimulate discussion about a topic, **RA9, C**
3. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group, **RA10, C**
4. Do not require lengthy outside reading assignments, **RA34**
5. Have student be responsible for one main idea, **RA11, C**
6. Have student draw a picture, **RA12, C**
7. Have student fill in the blanks, **RA13, C**
8. Have student hold prop that is related to story (e.g., puppet), **RA14, C**
9. Have student match text to pictures, **RA15, C**
10. Pre-teach vocabulary, **RA16, C**
11. Provide photocopies of teacher's notes, **RA35**
12. Provide supplementary materials that student can read, **RA36**
13. Reduce workload, **RA17, C**
14. Review words periodically, **RA18, C**
15. Substitute symbols for written text, **RA19, C**
16. Use books on tape/"Talking Books for the Blind", **RA20, C**
17. Use character web, **RA21, C**
18. Use collage, **RA22, C**
19. Use computer software, **RA23, C**
20. Use graphic organizer, **RA24, C**
21. Use images on overhead, **RA25, C**
22. Use modified text or assign a smaller portion, **RA26, C**
23. Use music-related stories, **RA27, C**
24. Use peer or community volunteer tutors, **RA28, C**
25. Use pictures/symbols, **RA29, C**
26. Use props (e.g., puppet, magnets on cookie sheet, felt board), **RA30, C**
27. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class, **RA31, C**
28. Use storyboard sequencing, **RA32, C**
29. Use video or film strips to supplement text, **RA33, C**

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Student Success Team - Menu Of Interventions

Reading Adaptations

Overlapping Participation

1. Art project related to story, i.e. collage, a story board, **RA37, C**
2. Categorize, **RA38, C**
3. Demonstrate appropriate listening behav., **RA39, C**
4. Get books, hand out and put away, **RA40, C**
5. Hold book in front of class for teacher, **RA41, C**
6. Identify sight words, pictures, etc., **RA42, C**
7. Pointing to picture related to story to test comprehension, **RA43, C**
8. Practice letter recognition, **RA44, C**
9. Practice writing or copying words on topic, **RA45, C**
10. Retell story to younger kids, **RA46, C**
11. Turning the page appropriately at correct time, **RA47, C**

Extension

1. Find vocabulary words in the newspaper or magazine, **RA48, C**
2. Have student connect stories to background knowledge or experience, **RA49, C**
3. Have student create story map, **RA50, C**
4. Have student create story timelines , **RA51, C**
5. Have student design a comic book about the story; other students can color the characters or write/copy the sentences, **RA52, C**
6. Have student write a play for the story that other students can act out, **RA53, C**
7. Have student write a song about the story (e.g., tap song and other kids participate), **RA54, C**
8. Read other books by the same author, **RA55, C**
9. Read the story to students who cannot read, **RA56, C**

Writing Strategies

1. ABC Wall Chart or Class Book, **W1, A**
2. Author's Chair, **W2, A/C**
3. Buddy Journals, **W3, B**
4. Content Area Logs, **W4, B**
5. Copying , **W14, B**
6. Creating Texts for Wordless Books, **W5, A**
7. Dialectic (Response) Journal, **W6, B**
8. Guided Writing Activities, **W7, B**
9. Interactive Journals, **W8, A/B/C**
10. Interactive Writing, **W9, AB**
11. Letter Writing, **W10, B**
12. Metacognitive Journal, **W12, B**
13. Modeled Writing (Aloud), **W15, A/B**
14. Patterned Writing With Predictable Text, **W16, A/D**
15. Personal Dictionaries, **W11, B**
16. Plan, Do and Review , **W17, A**
17. Practice writing daily, **W18,**
18. Real-Life Writing Activities, **W19, B**
19. Story Sequencing For Writing, **W20, B**
20. Storyboarding, **W21, B**
21. Student will write in cursive all the time, **W22**
22. Student will write in daily home journal, **W23**
23. Writer's Workshop, **W13, A**

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Student Success Team - Menu Of Interventions

Writing Adaptations

Physical Assistance

1. Adapted keyboard, **WA1**
2. Adaptive writing materials (e.g., pencil grip, larger felt pen), **WA2, C**
3. Computer/typing on keyboard, **WA3**
4. Dictate to a peer, **WA4, C**
5. Give student oral examinations and quizzes, **WA5**
6. Substitute oral reports/projects for writing, **WA6, C**
7. Tape paper to desk, **WA7, C**
8. Use adaptive paper (e.g., lines, larger lines, lined columns), **WA8, C**
9. Use assistive technology device that allows student to orally dictate writing and/or with voice output, **WA9, C**
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on table, **WA10**
11. Use stencils, **WA11**
12. Use tape recorder to dictate, **WA12**
13. Write on a vertical/slanted surface (e.g., chalkboard), **WA13**
14. Write on top of a textured surface (e.g., sandpaper), **WA14**

Multi-Level Instruction and Performance Standards

1. Complete one part of assignment, **WA15, C**
2. Create and use personal dictionary, **WA16, C**
3. Organize pictures to tell story, **WA17**
4. Pictorial collage, **WA18, C**
5. Provide sentence or paragraph starters, **WA19, C**
6. Shorten assignment, **WA20, C**
7. Trace or copy dictated answers, **WA21, C**
8. Utilize Spelling Styles and Vocabulary Attributes charts, **WA22, C**
9. Use editing checklist (caps, periods, commas, etc.), **WA23, AC**
10. Use graphic organizers, **WA24, C**
11. Use stamps, **WA25,**
12. Use word bank, **WA26, C**
13. Use word prediction and other writing software, **WA27**

Overlapping Participation

1. Match pictures to words, **WA28, C**
2. Pass out materials for writing assignment, **WA29, C**
3. Practice copying, **WA30, C**
4. Trace other students' writing, **WA31, C**
5. Use communication device, **WA32, C**
6. Use storyboard, **WA33, C**
7. Write down key words (i.e., personal vocabulary list), **WA34, C**
8. Write name, heading and date on top of paper, **WA35, C**

Extension

1. Incorporate features such as italics, footnotes and bibliography into writing, **WA36, C**
2. Peer uses rubric to check work, **WA37, C**
3. Put words to peers picture collage, **WA38, C**
4. Use dictionary or spell check tools to edit work, **WA39, C**
5. Write from a peer's dictation, **WA40, C**

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Student Success Team - Menu Of Interventions

APPENDIX

Attendance

Desired Student Outcome

1. Arrives at school on time except for excusable reasons, **A1**
2. Attends school every day except for excusable absence, **A2**
3. Improved attendance , **A3**
4. Improved punctuality, **A4**

As Evidenced By

1. Attendance record, **A1**
2. Community agency reports, **A2**
3. Teacher/staff observation/report (e.g., checklist), **A3**

Behavior/Social-Emotional

Desired Student Outcome

1. Attend/concentrate adequately in school environment, **B1**
2. Decreased incidences of verbally aggressive behaviors, **B2**
3. Diminished impact of loss or event on academic performance, **B3**
4. Follows school and classroom rules, **B4**
5. Improved classroom behavior, **B5**
6. Improved self- esteem, **B6**
7. Improved socialization skills/peer relationships, **B7**
8. Increased ability to follow routines/transitions in and out of classroom, **B8**
9. Increased use of positive statements, **B9**
10. Maintains relationships to successfully function in school, **B10**
11. No incidences of physically aggressive behaviors, **B11**
12. No incidences of verbally aggressive behaviors, **B**

As Evidenced By

1. Behavior checklist, **B1**
2. Classperiod count, **B2**
3. Community agency reports, **B3**
4. Daily count, **B4**
5. Health report, **B5**
6. Hourly count, **B6**
7. Parent/caregiver report/ checklist, **B7**
8. Report from home visit, **B8**
9. Student self-report checklist, **B9**
10. Teacher/staff observation/report (e.g., checklist), **B10**
11. Weekly count, **B11**

Health

Desired Student Outcome

1. Comes to school clean and free of odor, **H1**
2. Has a plan of action for chronic health condition, **H2**
3. Has adequate meals throughout the day, **H3**
4. Has adequate sleep each night, **H4**
5. Healthy enough to attend school daily, **H5**
6. Improved health, **H6**
7. Lives in a safe environment free of abuse/neglect, **H7**
8. Stays awake in class, **H8**
9. Visual acuity is adequate for school functioning, **H9**

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Student Success Team - Menu Of Interventions APPENDIX

Health

As Evidenced By

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Behavior checklist, H1 2. Community agency reports, H2 3. Exam/screening results, H3 4. Health report from primary medical provider, H4 | <ol style="list-style-type: none"> 5. Parent/caregiver report/checklist, H5 6. Report from home visit, H6 7. Teacher/staff observation/report (e.g., checklist), H7 |
|---|---|

Math

Desired Student Outcome

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Improved addition skills, MA1 2. Improved application skills, MA2 3. Improved division skills, MA3 4. Improved measurement skills, MA4 5. Improved multiplication skills, MA5 6. Improved subtraction skills, MA6 7. Student demonstrates understanding of concept of addition, MA7 8. Student demonstrates understanding of concept of division, MA8 9. Student demonstrates understanding of concept of | <ol style="list-style-type: none"> multiplication, MA9 10. Student demonstrates understanding of concept of subtraction, MA10 11. Student demonstrates understanding of place value, MA11 12. Student matches numeral with collection of objects, MA12 13. Student recognizes numerals to ____, MA13 14. Student rote counts to ____, MA14 15. Students demonstrates one-to-one correspondence, MA15 |
|--|--|

As Evidenced By

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Basic Math Skills Test, MA1 2. Curriculum-Based Measurement – Math Computation, MA2 3. Functional Skills Analysis, MA3 4. Mathland Assessments, MA4 5. Other SFUSD Performance Standards, MA5 6. Portfolio Review, MA6 7. SFUSD Mathematics Performance Assessment, MA7 8. Student counting by rote, MA8 | <ol style="list-style-type: none"> 9. Student counting objects, MA9 10. Student making a pattern, MA10 11. Student matching a pattern, MA11 12. Student reading numerals, MA12 13. Student reading numerals and building sets with objects, MA13 14. Student writing numerals to name sets, MA14 15. Teacher-designed test, MA15 16. Touch Math, MA16 |
|--|---|

Motor Skills

Desired Student Outcome

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Improved fine motor skills, MS1 2. Improved gross motor skills, MS2 | <ol style="list-style-type: none"> 3. Improved perceptual motor skills, MS3 4. Uses appropriate assistance device, MS4 |
|---|--|

As Evidenced By

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Parent/caregiver report/ checklist, MS1 2. Student self-report checklist, MS2 | <ol style="list-style-type: none"> 3. Teacher/staff observation/report (e.g., checklist), MS3 |
|---|---|

SFUSD Intervention Sources

- | |
|---|
| <p>M. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3)</p> <p>N. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)</p> <p>O. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department)</p> <p>P. SFUSD Web Page: Strategies Data-Base (http://www.sfusd.edu/SST/)</p> <p>Q. School Health Programs Department Secretary's Binder</p> <p>R. School Health Programs Crisis Response Manual</p> |
|---|

Student Success Team - Menu Of Interventions APPENDIX

Oral Language

Desired Student Outcome

1. Improved oral expression, **O1**
2. Asks for clarifications in different situations., **O2**
3. Begins to speak to peers in some small group situations, **O3**
4. Contributes to classroom discussions/responds to questions/debates issues, **O4**
5. Dramatizes/gestures/draws pictures to show comprehension/needs, **O5**
6. Expresses responses in phrases/simple sentences, **O6**
7. Improved listening comprehension/receptive language , **O7**
8. Produces a full range of grade-appropriate grammatical structures/vocabulary in unfamiliar situations, **O8**
9. Responds to simple commands/questions through actions or one/two-word phrases, **O9**
10. Speaks comfortably with peers in small groups, **O10**
11. Use age-appropriate vocabulary, **O11**

Oral Language

As Evidenced By

1. California English Language Development Test (CELDT), **L1**
2. Into English – Student Progress Form, **L2**
3. LALAR (Language & Literacy Assessment Rubric), **L3**
4. LAS (Language Assessment Scale), **L4**
5. Pre-LAS, **L5**
6. Teacher/staff observation/report (e.g., checklist), **L6**

Reading

Desired Student Outcome

1. Demonstrates book sense (tracking; locating cover, author, title; matching pictures to words), **R1**
2. Follows along in text as story is read aloud, **R2**
3. Has mastered skills at the early fluency level, **R3**
4. Has mastered skills at the emergent level, **R4**
5. Has mastered skills at the fluency level, **R5**
6. Identifies/associates written symbols; recognizes/identifies letters, **R6**
7. Improved comprehension/ comprehension strategies, **R7**
8. Improved reading fluency, **R8**
9. Reads across variety of genres; identifies features of different reading materials, **R9**
10. Reads familiar words and phrases aloud, **R10**
11. Reads independently; chooses increasingly difficult texts; makes predictions/inferences about readings, **R11**
12. Reads/comprehends grade-level text with complex language/vocabulary, **R12**
13. Reads/follows simple written directions, **R13**

As Evidenced By

1. A Continuum of Reading Growth in the Primary Grades, **R1, A**
2. Anecdotal Record Log, **R2, A**
3. Audiotape Reading Survey – Child, **R3, A**
4. Background Survey on Reading (Primary), **R4, A**
5. California English Language Development Test (CELDT), **R5**
6. Child Interest Inventory – Grades 1 to 5, **R6, A**
7. Curriculum-Based Measurement – Reading Fluency, **R7**
8. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), **R8**
9. Dolch word list - graded lists, **R9**
10. Entry Survey “Getting To Know Me”, **R10, A**

SFUSD Intervention Sources

- M. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3)
- N. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)
- O. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department)
- P. SFUSD Web Page: Strategies Data-Base (<http://www.sfusd.edu/SST/>)
- Q. School Health Programs Department Secretary’s Binder
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Student Success Team - Menu Of Interventions APPENDIX

(Reading As Evidenced By, cont'd)

- | | |
|---|--|
| <ul style="list-style-type: none"> 11. Feb/March Reading Evaluation Survey, R11, A 12. First Grade Instant Words, R12, A 13. Fry's Oral Reading Test, R13 14. Fry's Silent Reading Comprehension Test, R14, A 15. Graded spelling lists, R15 16. Initial Sounds assessment, R16, A 17. LALAR (Language & Literacy Assessment Rubric), R17 18. Letter/Sound Identification, R18, A 19. Literature Logs, R19 20. Miscue Analysis (Record Form, Inventory), R20, A 21. Observation Survey, R21 22. Phonemic Awareness Assessment (Yopp-Singer), R22, A 23. Phonics Test Pt. 1, R23, A 24. Phonics Test Pt. 2 (Blending Words), R24, A 25. Phono-Graphix Pre and Post Tests, R25 26. Phonological Awareness Profile, R26 27. Reading Checks - Early, R27, A 28. Reading Checks - Emergent, R28, A | <ul style="list-style-type: none"> 29. Reading Checks - Fluent, R29, A 30. Reading Experience and Interest Survey, R30, A 31. Reading Inventory Summary Sheet, R31 32. Reading Self-Evaluation Survey, R32 33. Reading Strategies Intermediate Survey, R33, A 34. RESULTS assessments, R34 35. Running Record, R35, A 36. Scholastic end of unit assessments, R36 37. Second Grade Instant Words, R37, A 38. Self-Eval Checklist for Lit Responses, R38, A 39. SFUSD ABC, R39 40. Strategies That Help Me Understand A Story (Primary), R40, A 41. Student Profile of Print Concepts, R41, A 42. TAAS (Jerome Rosner's Test of Auditory Skills), R42, A 43. Third Grade Instant Words, R43, A 44. Yopp-Singer Test of Phoneme Segmentation (Phonemic Awareness Assessment), R21, A |
|---|--|

Written Expression

Desired Student Outcome

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Applies the steps in the writing process to writing tasks, W1 2. Experiments with variety of writing styles/genres, W2 3. Generates ideas for simple stories with awareness of sequence/detail, W3 4. Improved conventions of written language, W4 5. Improved organization of thoughts/information, W5 6. Participates in revising/editing own work, W6 | <ul style="list-style-type: none"> 7. Uses invented spelling and familiar words or short phrases, W7 8. Uses some conventions of print including spacing between words, names and letters, W8 9. Uses writing to get and give information, W9 10. Writes from various points of view, W10 11. Writes on all topics normally required for grade level, W11 12. Writes to describe a drawing or illustration, W12 |
|--|---|

As Evidenced By

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Analytic Writing Assessment Guide, W1, A 2. California English Language Development Test (CELDT), W2 3. Continuum of Written Language Development, W3, A 4. Curriculum-Based Measurement – Spelling, W4 | <ul style="list-style-type: none"> 5. Curriculum-Based Measurement – Written Expression, W5 6. Grade 4 Informative Writing Rubric, W6, A 7. Grade 4 Narrative Writing Rubric, W7, A 8. Grade 4 Persuasive Writing Rubric, W8, A 9. Grade 4 Writing Rubric, W9, A |
|---|--|

SFUSD Intervention Sources

- M. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3)
- N. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)
- O. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department)
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Student Success Team - Menu Of Interventions APPENDIX

(Written Expression As Evidenced By, cont'd)

- | | |
|--|--|
| 10. Interactive Journal Assessment, W10, A | 20. Project Self-Evaluation (Student), W20, A |
| 11. K-2 Writing Rubric, W11, A | 21. RESULTS assessments, W21 |
| 12. LALAR (Language & Literacy Assessment Rubric), W12 | 22. Rigby's Continuum of Written Lang Development, W22, A |
| 13. Literature Logs, W13 | |
| 14. Observation Survey, W14 | 23. Scholastic End of Unit Assessments, W23 |
| 15. OLE Criteria for Evaluation in Writer's Workshop, W15 | 24. School-based Math Program, W24 |
| 16. Phonetic Spelling Test, W16 | 25. School-based Reading Program, W25 |
| 17. Phonological Awareness Profile - Invented Spelling, W17 | 26. SFUSD ABC, W26 |
| 18. Portfolio Conference, W18, A | 27. SFUSD ALAS Rubric, W27 |
| 19. Project Evaluation Form (Teacher), W19, A | 28. SFUSD IWA, W28 |
| | 29. Teacher-designed test, W29 |
| | 30. Writer's Workshop Assessments, W30 |

Misc

Desired Student Outcome

1. Improved academic performance, **M1**
2. Increase in acquired credits, **M2**
3. No decrease in academic performance, **M3**

As Evidenced By

1. Community agency reports, **M1**
2. Parent/caregiver report/ checklist, **M2**
3. Student self-report checklist, **M3**
4. Teacher/staff observation/report (e.g., checklist), **M4**

SFUSD Intervention Sources

- | |
|--|
| M. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3) |
| N. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy) |
| O. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department) |
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Student Referral For Student Success Team (SST) Consideration

Today's Date:		Teacher:	
Student Name:		Student ID:	
Grade:	Age:	Date of Birth:	
Parent/Guardian Name:		Relationship:	
<input type="checkbox"/> EL student		Language spoken at home:	
<input type="checkbox"/> Student has I.E.P.		<input type="checkbox"/> Special Needs	

Family information:	<input type="checkbox"/> only child	Relatives at home:	<input type="checkbox"/> Siblings
<input type="checkbox"/> foster child	<input type="checkbox"/> older sibling(s)	<input type="checkbox"/> 1 parent	<input type="checkbox"/> Grandparents
<input type="checkbox"/> guardianship	<input type="checkbox"/> younger sibling(s)	<input type="checkbox"/> 2 parents	<input type="checkbox"/> Other relatives

Test Scores:	Reading Benchmark Level:	Fall:	Winter:	Spring:
	Writing Benchmark (1-5):	Fall:	Winter:	Spring:
	Math Benchmark:	Fall:	Winter:	Spring:
Attendance:	Absences:	Fall:	Winter:	Spring:
	Tardiness:	Fall:	Winter:	Spring:

Current Services:	<input type="checkbox"/> Afterschool	<input type="checkbox"/> School-based Counseling (Individual)
	<input type="checkbox"/> Tutoring	<input type="checkbox"/> School-based Group Counseling
	<input type="checkbox"/> Summer School	<input type="checkbox"/> Counseling from an Outside Provider
	<input type="checkbox"/> Other:	

Last school year's information:	Last school year's final or CST scores:	Last school year's totals:
	Reading:	Absences:
School:	Math:	Tardiness:
Teacher:	Total:	

Student Strengths:	Likes:	<input type="checkbox"/> ELA
	<input type="checkbox"/> Music	<input type="checkbox"/> Math
	<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Computers
	<input type="checkbox"/> Performing Arts	<input type="checkbox"/> Science
<input type="checkbox"/> Does well in small groups	<input type="checkbox"/> Good peer relationships	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Can work independently	<input type="checkbox"/> Good adult relationships	
<input type="checkbox"/> Helpful to others	<input type="checkbox"/> Other:	

Health Concerns:	<input type="checkbox"/> Earaches	<input type="checkbox"/> Wears Glasses	<input type="checkbox"/> Unexplained Injuries
	<input type="checkbox"/> Headaches	<input type="checkbox"/> Medications	<input type="checkbox"/> Possible Physical/Sexual Abuse
	<input type="checkbox"/> Hygiene	<input type="checkbox"/> Substance Abuse	<input type="checkbox"/> Stomach Complaints
	<input type="checkbox"/> Fatigue	<input type="checkbox"/> Other	

Academic Difficulties:	<input type="checkbox"/> Inattentive	<input type="checkbox"/> Lack of motivation
	<input type="checkbox"/> Distractible	<input type="checkbox"/> Unable to follow directions
<input type="checkbox"/> Reading	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Careless with work
<input type="checkbox"/> Math	<input type="checkbox"/> Homework completion	<input type="checkbox"/> Inconsistent memory skills
<input type="checkbox"/> Articulation	<input type="checkbox"/> Attendance/Truancy problem	<input type="checkbox"/> Tries hard with poor results
<input type="checkbox"/> Language	<input type="checkbox"/> Brief attention span	
	<input type="checkbox"/> Other:	

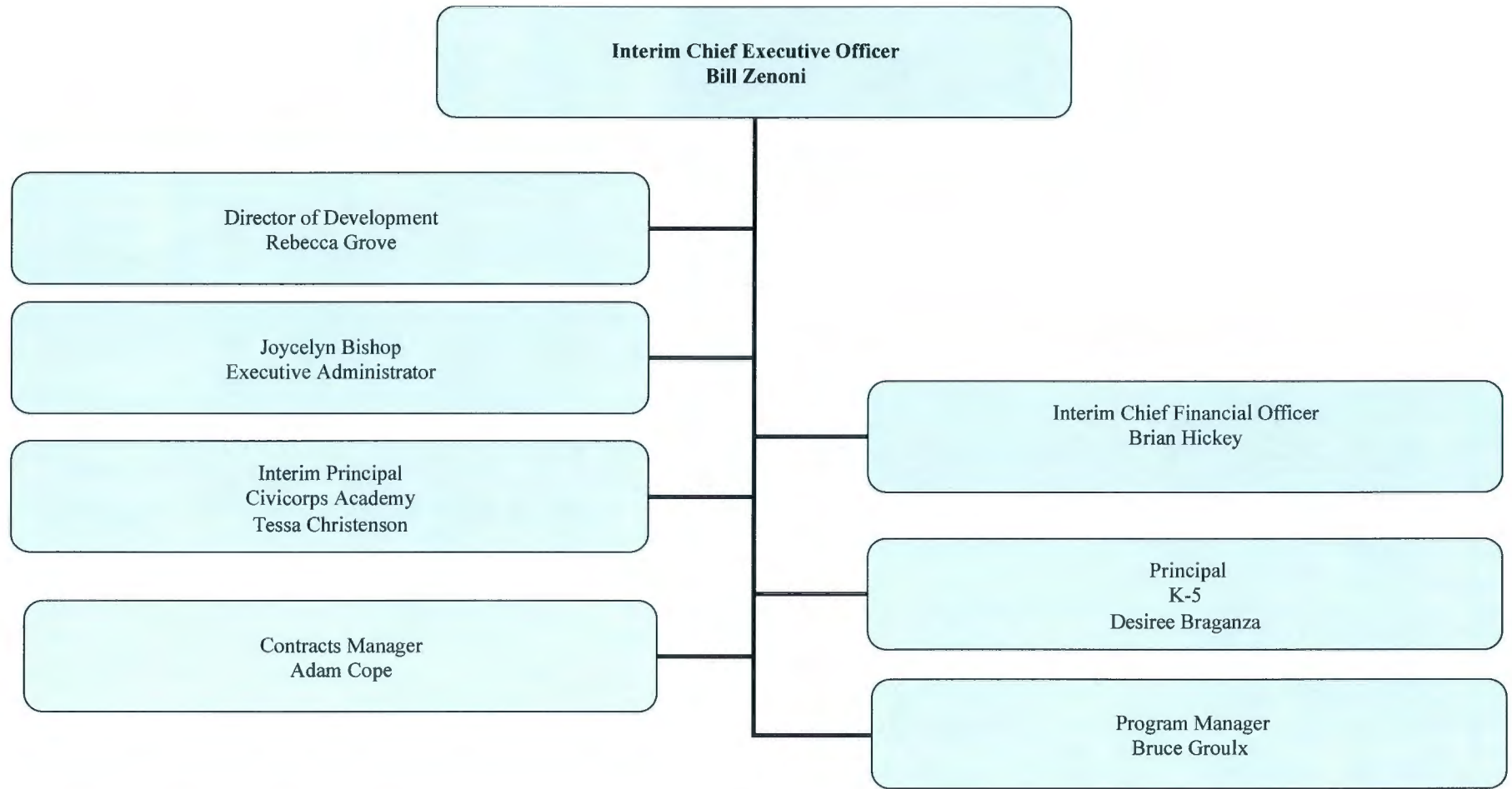
Behavioral Difficulties:	<input type="checkbox"/> Scapegoating	<input type="checkbox"/> Frequently Speaks Out Loud
	<input type="checkbox"/> Stealing	<input type="checkbox"/> Attention Seeking Behaviors
<input type="checkbox"/> Self / Hurt	<input type="checkbox"/> Chronically Disruptive	<input type="checkbox"/> Refuses to Follow Direction
<input type="checkbox"/> Fighting	<input type="checkbox"/> Frequently Leaves Seat	<input type="checkbox"/> Potential to Harm others (hitting, biting weapons, other)
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Explosive Behaviors	<input type="checkbox"/> Inappropriate Sexual Behavior (kissing, touching, exposing, other)

Emotional Difficulties:	<input type="checkbox"/> Cries Often	<input type="checkbox"/> Withdrawn / Avoidant
	<input type="checkbox"/> No Affect	<input type="checkbox"/> Psychosomatic Complaints
<input type="checkbox"/> Anxious	<input type="checkbox"/> Tantrums	<input type="checkbox"/> Difficulty with Peer Interaction
<input type="checkbox"/> Appears Angry	<input type="checkbox"/> Verbal Outbursts	<input type="checkbox"/> Talks to Invisible Others
<input type="checkbox"/> Makes Threats	<input type="checkbox"/> Talks to Self	<input type="checkbox"/> Other

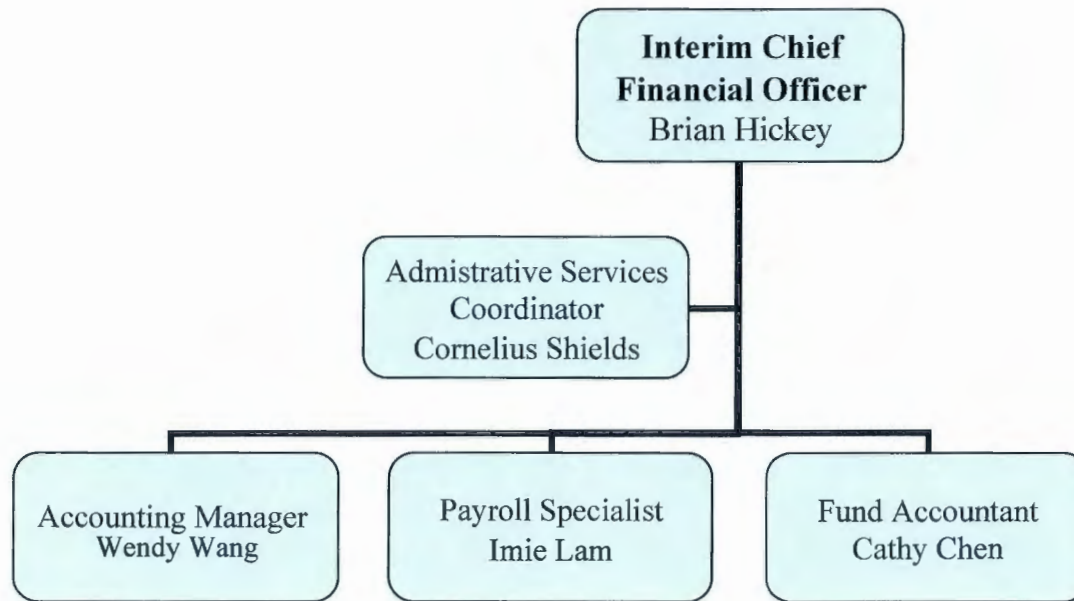
What strategies have been used to address the area of concerns? (Letter, phone call, meeting etc.)

	Please Explain
<input type="checkbox"/> Classroom intervention	
<input type="checkbox"/> Parent contact	
<input type="checkbox"/> Administrative referral	
<input type="checkbox"/> Other:	

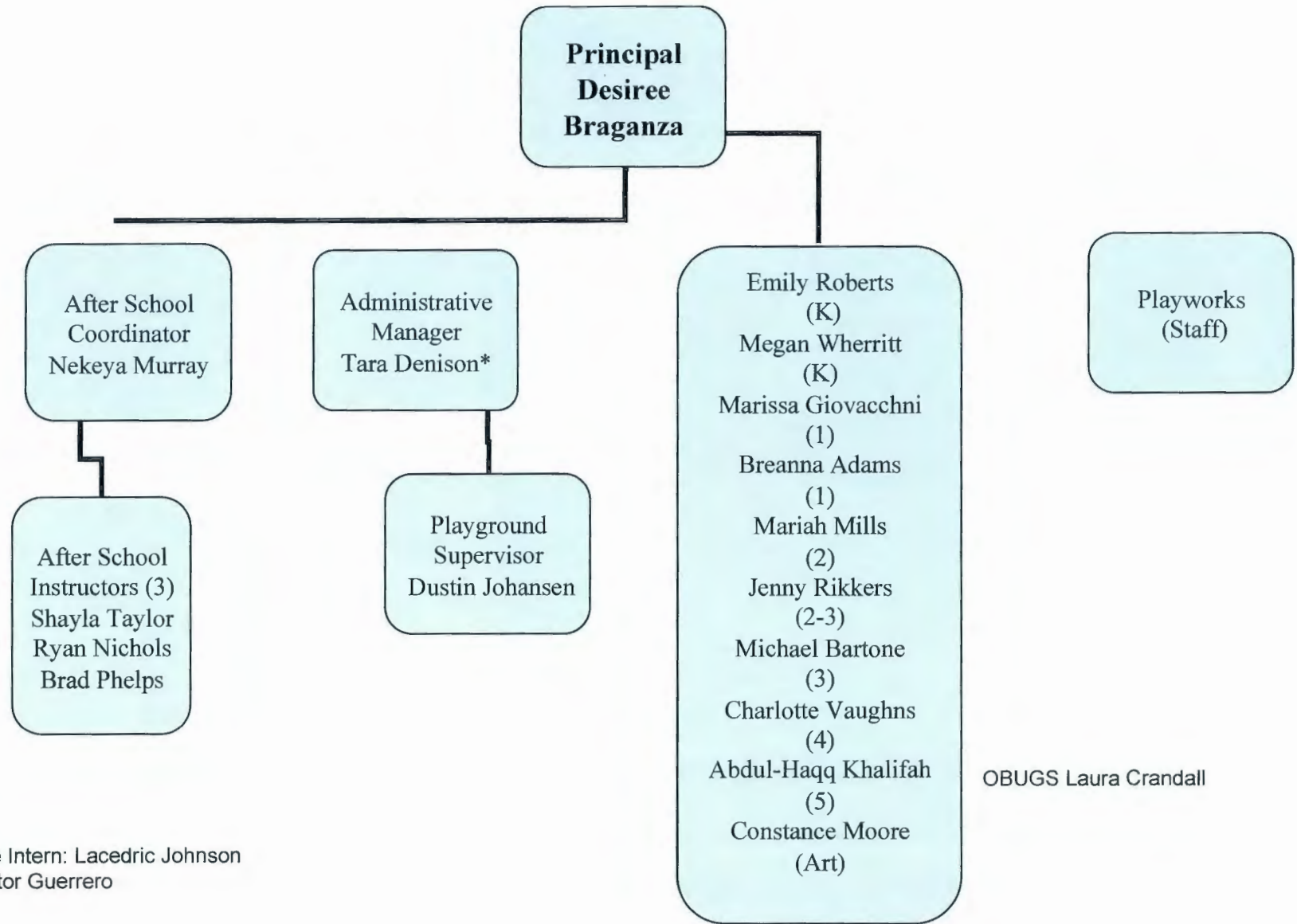
CIVICORPS EXECUTIVE ADMINISTRATION



FINANCE DEPARTMENT



CIVICORPS ELEMENTARY SCHOOL



*Administrative Intern: Lacedric Johnson
Custodian: Victor Guerrero

Civcorps Elementary School
2010-2011 Staff Roster

*Employees of Civcorps K5

*Contractors/Partners

*Acting Administrator

Principal: Désirée Braganza

Administrative Manager: Tara Denison

Administrative Intern: Lacedric Johnson

Custodian: Major Castleberry

Kindergarten Teacher (Lower Grade Lead): Emily Roberts

Kindergarten Teacher: Megan Wherritt

First Grade Teacher: Breanna Adams

First Grade Teacher: Marissa Giovacchini

Second Grade Teacher: Mariah Mills

Second/Third Grade Teacher (C,I & A Lead): Jenny Ridders

Third Grade Teacher: Michael Bartone

Fourth Grade Teacher: Charlotte Vaughns

Fifth Grade Teacher (Upper Grade Lead): Abdul-Haqq Khalifah

Art Teacher: Constance Moore

PE Teacher (Playworks): Vicente Cruz

Garden-Based Education (OBUGS) Teacher: Laura Crandall

Service Learning Consultant: Angelina Vergara

Counselor: Children's Hospital Center for Child Protection referral

Playground Supervisor: Dustin Johansen

Lunch Supervisor: Dustin Johansen

Afterschool Coordinator: Nekeya Murray

Afterschool Tutor: Ryan Nichols

Afterschool Tutor: Shayla Taylor

Afterschool Tutor: Brad Phelps

Civicorps Schools 5 Years Forecasts

GL/Grant	Description	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Revenues						
	Total School Revenues	2,056,787	2,118,491	2,182,045	2,247,507	2,314,933
	Fees for Service Contracts	3,979,536	4,098,922	4,221,890	4,348,547	4,479,003
	Grants and Donations	2,446,189	2,519,575	2,595,162	2,673,018	2,753,208
	Total Revenues	8,482,513	8,736,988	8,999,097	9,269,072	9,547,144
Expenses						
Payroll						
	Salaries - Certificated Teachers	731,470	753,414	776,016	799,296	823,275
	Salaries - Certificated Administrators	145,200	149,556	154,043	158,664	163,424
	Salaries - Classified Administrators	69,000	71,070	73,202	75,398	77,660
	Salaries - Classified Clerical & Office	83,890	86,407	88,999	91,669	94,419
	Salaries - Certificated Pupil Support	46,000	47,380	48,801	50,265	51,773
	Salaries - Classified Instructional Aides	88,587	91,244	93,981	96,800	99,704
	Salaries - Staff	1,375,835	1,417,110	1,459,623	1,503,412	1,548,514
	Wages - Staff	28,383	29,234	30,111	31,014	31,944
	Wages - Corpsmembers & Interns	1,861,928	1,917,786	1,975,320	2,034,580	2,095,617
	Total Payroll	4,430,293	4,563,201	4,700,096	4,841,098	4,986,330
Benefits						
	Staff Payroll Taxes	191,474	197,218	203,135	209,229	215,506
	Staff Unemployment costs	120,000	123,600	127,308	131,127	135,061
	CM /Intern Payroll Taxes	142,438	146,711	151,112	155,645	160,314
	Health, Vision & Life Insurance	230,109	237,012	244,122	251,446	258,989
	Dental	49,828	51,323	52,863	54,449	56,082
	Other Medical Expenses	10,300	10,609	10,927	11,255	11,593
	Workers Compensation Insurance	372,621	383,800	395,314	407,173	419,388
	Total Benefits	1,116,769	1,150,273	1,184,781	1,220,324	1,256,933
	Temp Staffing	59,000	60,770	62,593	64,471	66,405
	Recurring Contractors	154,600	159,238	164,015	168,935	174,003
	Total Contractors	213,600	220,008	226,608	233,406	240,408
Recruitment						
	Recruitment Advertising and Agencies	1,250	1,287	1,326	1,366	1,407
	Employee Analysis	6,000	6,180	6,365	6,556	6,753
	Employee Expense - other					
	Total Recruitment	7,250	7,467	7,691	7,922	8,160
	Total Personnel Related	5,767,911	5,940,949	6,119,176	6,302,750	6,491,831
Non-Personnel Related						
	Supplies					

Civicorps Schools 5 Years Forecasts

GL/Grant	Description	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Uniforms	20,000	20,600	21,218	21,855	22,511
	Safety Supplies & Services	17,384	17,905	18,442	18,995	19,565
	Teaching Materials	19,000	19,570	20,157	20,762	21,385
	Art Supplies	4,000	4,120	4,244	4,371	4,502
	Books	4,000	4,120	4,244	4,371	4,502
	Food-Schools	13,000	13,390	13,792	14,206	14,632
	Tools & Equipment	69,006	71,076	73,208	75,404	77,666
	Other Program Supplies	8,000	8,240	8,487	8,742	9,004
	Total Supplies	154,390	159,021	163,792	168,706	173,767
Program related-other						
	Corpsmember Enrichment					
	Field Trips	6,500	6,695	6,896	7,103	7,316
	Extracurricular Activities	6,000	6,180	6,365	6,556	6,753
	Consultants	77,000	79,310	81,689	84,140	86,664
	Fiscal Sponsor Fees	123,402	127,104	130,917	134,845	138,890
	Total Program related-other	212,902	219,289	225,867	232,644	239,623
Fleet						
	Vehicle Leases & Rentals					
	Vehicle Maintenance	84,025	86,546	89,142	91,816	94,570
	Fuel	116,899	120,406	124,018	127,739	131,571
	Vehicle/Driving Fees	910	937	965	994	1,024
	Vehicle Insurance	64,704	66,645	68,644	70,703	72,824
	Fleet - Other					
	Total Fleet	266,538	274,534	282,769	291,252	299,989
Travel, Meetings & Conferences						
	General Staff Development	11,490	11,835	12,190	12,556	12,933
	Hospitality/Business Meals	3,990	4,110	4,233	4,360	4,491
	Conference Fees	2,200	2,266	2,334	2,404	2,476
	Local Travel	4,530	4,666	4,806	4,950	5,099
	Out of Area Travel	2,000	2,060	2,122	2,186	2,252
	Total Travel, Meetings & Conferences	24,210	24,937	25,685	26,456	27,251
Operating						
	Rent	666,765	686,768	707,371	728,592	750,450
	Utilities (water, electricity & trash)	95,286	98,145	101,089	104,122	107,246
	Security	11,436	11,779	12,132	12,496	12,871
	Building Repairs & Maintenance	13,600	14,008	14,428	14,861	15,307
	Janitorial	53,506	55,111	56,764	58,467	60,221
	Insurance	94,120	96,943	99,851	102,847	105,932
	Equipment Leases	26,386	27,178	27,993	28,833	29,698
	Phones Facility	29,268	30,146	31,050	31,982	32,941

Civicorps Schools 5 Years Forecasts

GL/Grant	Description	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Telecommunications - Field	30,828	31,753	32,706	33,687	34,698
	Telecommunications - Network	10,932	11,260	11,598	11,946	12,304
	Office Furniture/Equipment/Repair	38,630	39,789	40,983	42,212	43,478
	Total Operating	1,070,757	1,102,880	1,135,965	1,170,045	1,205,146
General & Administrative						
	Office Supplies	34,850	35,895	36,972	38,081	39,223
	Postage	5,132	5,286	5,445	5,608	5,776
	Express Delivery	920	948	976	1,005	1,035
	Printing & Copying	8,000	8,240	8,487	8,742	9,004
	Dues & Subscriptions	44,400	45,732	47,104	48,517	49,973
	Accounting	25,000	25,750	26,523	27,319	28,139
	Legal	15,000	15,450	15,914	16,391	16,883
	Bank Fees	8,000	8,240	8,487	8,742	9,004
	Payroll Processing Fees	18,000	18,540	19,096	19,669	20,259
	Taxes, Licences & Fees	250	257	265	273	281
	Miscellaneous G & A Costs					
	Total General & Administrative	159,552	164,338	169,269	174,347	179,577
	Total Non-Personnel Related	1,888,350	1,944,999	2,003,347	2,063,450	2,125,353
Non-operating						
	Interest - credit cards					
	Interest - Financing	30,000	30,900	31,827	32,782	33,765
	Total Non-operating	30,000	30,900	31,827	32,782	33,765
	Total Expenses	<u>7,686,261</u>	<u>7,916,848</u>	<u>8,154,350</u>	<u>8,398,982</u>	<u>8,650,949</u>
	Revenue over Expenses	<u>796,251</u>	<u>820,140</u>	<u>844,747</u>	<u>870,090</u>	<u>896,195</u>

**Civicorps Schools
Civicorps Elementary
5 Year Forecast**

2010-2011 2011-2012 2012-2013 2013-2014 2014-2015

REVENUES

Standard Charter School Funding (State and Federal)

Oakland Unified-Class Size Reduction	\$ 142,443	\$ 146,716	\$ 151,117	\$ 155,651	\$ 160,321
General Block Grant	852,950	878,539	904,895	932,042	960,003
Categorical Block Grant	70,384	72,496	74,671	76,911	79,218
Lottery-Unrestricted	19,434	20,018	20,619	21,238	21,875
Lottery-Restricted	2,451	2,525	2,601	2,679	2,759
Economic Impact Aid	48,022	49,463	50,947	52,475	54,049
Title I	81,225	83,662	86,172	88,757	91,420
Supplemental Hourly	5,000	5,150	5,305	5,464	5,628
Art & Music Grant	1,986	2,045	2,106	2,169	2,234
Total Standard Charter School Funding	1,223,896	1,260,613	1,298,431	1,337,384	1,377,506

Grants and Donations

Grants and Donations Revenues

Bottle Bill allocation	85,000	87,550	90,177	92,882	95,668
ASES	112,500	115,875	119,351	122,932	126,620
K5 Parent Association	20,000	20,600	21,218	21,855	22,511
Total Grants and Donations	217,500	224,025	230,746	237,668	244,798

Total Revenues	1,558,896	1,605,663	1,653,833	1,703,448	1,754,551
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EXPENSES

Payroll

Salaries - Certificated Teachers	545,216	561,572	578,419	595,772	613,645
Salaries - Certificated Administrators	90,000	92,700	95,481	98,345	101,295
Salaries - Classified Administrators	-	-	-	-	-
Salaries - Classified Clerical & Office	40,480	41,694	42,945	44,233	45,560
Salaries - Classified Instructional Aides	70,030	72,130	74,294	76,523	78,819
Total Payroll	745,726	768,097	791,140	814,874	839,320

Benefits

Staff Payroll Taxes	54,078	55,700	57,371	59,092	60,865
Staff Unemployment costs	8,136	8,380	8,631	8,890	9,157
Health, Vision & Life Insurance	62,164	64,029	65,950	67,929	69,967
Dental	12,617	12,995	13,385	13,787	14,201
Workers Compensation Insurance	20,414	21,026	21,657	22,307	22,976
Total Benefits	157,409	162,131	166,995	172,005	177,165

Temp Staffing	20,000	20,600	21,218	21,855	22,511
Recurring Contractors	55,000	56,650	58,350	60,101	61,904
Recruitment Advertising and Agencies	1,000	1,030	1,061	1,093	1,126
Total Personnel Related	979,134	1,008,508	1,038,763	1,069,926	1,102,024

**Civicorps Schools
Civicorps Elementary
5 Year Forecast**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Personnel Related					
Teaching Materials	14,000	14,420	14,853	15,299	15,758
Art Supplies	4,000	4,120	4,244	4,371	4,502
Books	2,000	2,060	2,122	2,186	2,252
Food-Schools	8,000	8,240	8,487	8,742	9,004
Tools & Equipment	1,000	1,030	1,061	1,093	1,126
Tools & Equipment rental	-	-	-	-	-
Other Program Supplies	2,000	2,060	2,122	2,186	2,252
Total Supplies	31,000	31,930	32,888	33,875	34,891
Program related-other					
Fiscal Sponsor Fees	113,279	116,677	120,177	123,782	127,495
Total Program related-other	119,279	122,857	126,543	130,339	134,249
Travel, Meetings & Conferences					
Conference Fees	1,500	1,545	1,591	1,639	1,688
Local Travel	1,000	1,030	1,061	1,093	1,126
Board Costs	-	-	-	-	-
Total Travel, Meetings & Conferences	13,700	14,111	14,534	14,970	15,419
Facilities and Communications					
Rent	72,000	74,160	76,385	78,677	81,037
Utilities (water, electricity & trash)	19,302	19,881	20,477	21,091	21,724
Security	6,044	6,225	6,412	6,604	6,802
Building Repairs & Maintenance	8,000	8,240	8,487	8,742	9,004
Janitorial	32,800	33,784	34,798	35,842	36,917
Insurance	8,159	8,404	8,656	8,916	9,183
Equipment Leases	10,835	11,160	11,495	11,840	12,195
Phones Facility	3,437	3,540	3,646	3,755	3,868
Telecommunications - Field	1,961	2,020	2,081	2,143	2,207
Telecommunications - Network	4,656	4,796	4,940	5,088	5,241
Total Facilities and Communications	174,434	179,667	185,057	190,609	196,327
General & Administrative					
Office Supplies	15,000	15,450	15,914	16,391	16,883
Postage	2,000	2,060	2,122	2,186	2,252
Dues & Subscriptions	3,000	3,090	3,183	3,278	3,376
Total General & Administrative	20,700	21,321	21,961	22,620	23,299
Total Non-Personnel Related	359,113	369,886	380,983	392,412	404,184
Indirect Allocation	214,906	221,354	227,995	234,835	241,880
Total Expenses	1,553,154	1,599,748	1,647,740	1,697,172	1,748,087
Budget Surpluss	\$ 5,742	\$ 5,915	\$ 6,092	\$ 6,275	\$ 6,463

Brian Lowell Hickey, CPA
2244 Regent Way, Castro Valley, CA. 94546
(510) 314-0926 *BrianHickeyCPA@gmail.com*

Certified Public Accountant
California State Board of Accountancy

Passed all Four Parts of the Uniform Certified Public Accountant Examination on First Sitting

Bachelors of Art in Business Economics with an Emphasis in Accounting
- *University of California at Santa Barbara*

Over Eleven Years as Controller

- Lead companies through a total of eight financial statement audit engagements, numerous quarterly reviews, two due diligence engagements, two 401(k) audits and a sales tax audit;
- Elected as Corporate Officer by Board of Directors;
- Supervised all aspects of accounting including A/R, A/P, Payroll, and Inventory and Fixed Asset Control
- Extensive skills and experience surrounding internal control design, implementation and documentation.

Over Three Years with a "Big 4" Public Accounting Firm

- Promoted six months early to Senior Associate ("Field Team Leader");
- Achieved highest rating among approximately 150 associates within the Los Angeles Cluster Peer Group;
- Two years managing audit teams at various client sites as Field Team Leader.

Computer Skills

Advanced knowledge of accounting software and proficient using the Microsoft Office Professional Suite of products.
Extensive experience with Solomon, Sage (MIP / MAS 90 & 200, Abra), Peachtree, and Quick Books.

Professional Experience and Accomplishments

Controller (promoted to CFO), Civicorps Schools (formerly East Bay Conservation Corps) *June 2008 - Present*
Responsible for all areas of financial management and accounting for this 27 year old organization. Field questions regarding budget vs. actual results and general financial matters at company Board Meetings. DResponsible for all compliance and reporting requirements of various divisions (including three charter schools). Worked closely with Executive Director and Board of Directors to identify operational cuts during periods of downsizing. Successfully administered two annual audits of the company's financial statements. Currently involved with charter school renewal.

Controller, Pacific Energy Consulting & Facilities (Green Tech) *August 2004 - June 2008*
Developed, implemented and maintained procedures for invoicing and reporting. Worked directly with corporate counsel to successfully incorporate the company in 2008. Helped grow the company from under \$1M in 2005 to its current level of over \$8M. Continue to foster the confidence of ownership and upper management which is evidenced by our continuing relationship where I provide audit preparation and training services throughout the year.

Controller, Secretary and Treasurer, Smart Systems International (Green Tech) *January 2001 - July 2004*
Responsible for all financial aspects of company and managed accounting department. Selected by Board of Directors to oversee the operations of the Company and manage its nineteen employees during transition of CEO. Later elected by same Board as one of the two Corporate Officers at the twelve year old corporation. Successfully lead company through a three year audit, a due diligence engagement and an eleven million dollar equity transaction within the first six months of employment.

Controller / Accounting Manager, PrimeMed Pharmacy Group *May 1998 - January 2001*
Managed seven person accounting department of a 100 million dollar retail pharmaceutical company. Developed internal control procedures to monitor and report on the operations of newly acquired pharmacies. Oversaw the independent monthly close and reporting procedures of three off-site sister companies as well as the corporate parent. Directed two subsidiary controllers in tasks surrounding quarterly consolidations and monthly inter-company transactions / reconciliations. Responsible for quarterly and annual consolidations, and financial statement presentations including footnote disclosure. Built on a strong relationship with "Big 4" accounting firm while administering six quarterly reviews and three audit engagements (including company's initial audited annual report covering three years of operations), and served as lead contact of a due diligence engagement performed by a second "Big 4" accounting firm which ultimately lead to the acquisition of the company. Provided financial data and disclosure for inclusion in 10Q, 10K, and 8K reports.

Senior Associate, PriceWaterhouseCoopers, LLC *January 1995 - May 1998*
Consistently a top performer, acknowledged by early promotion to Senior Associate and assignment to high profile engagements (SEC, first time audits).

References Available Upon Request

WENDY W. WANG, CPA & CGA
2 Bosshard Ct
Alameda, CA 94501
(510) 769-6929
Email: w.w.wang@comcast.net

PROFESSIONAL EXPERIENCE

Accounting Manager

Western Athletic Clubs, Inc. , San Francisco, CA
December 2004 to November 2006

- Reporting directly to the Controller, complete all general ledger monthly closing procedures and adjusting journal entries on a timely basis for four subsidiaries by using Timberline accounting software and Excel spreadsheets
- Prepare monthly, quarterly and annual consolidated Balance Sheets, P&L's and Statement of Cashflows
- Prepare annual budget for all subsidiaries and uploaded to the accounting system
- Liaison with auditors and prepare supporting documents on a timely basis
- Prepare quarterly industry census reports and quarterly reports to our overseas parent company
- Supervise five accounting staff (Senior GL Accountant, GL Accountant, AP Supervisor, and two AP Assistants)

Accounting Manager

Kelmscott Communications, LLC, San Francisco, CA
June 2003 to November 2004

- Reporting directly to the CFO, administering the corporate full set of accounting records and complete corporate general ledger monthly closing procedures and adjusting journal entries on a timely basis by using Peachtree, Quickbook and Hyperion Financials software.
- Utilizing BNA & FAS software to maintain capital assets records, prepare amortization schedules for book and tax purposes.
- Prepare consolidated Balance Sheet, P&L, Statement of Cashflow and other statistical summary reports.
- Process payroll by using ADP PCPW and coordinate with ADP agent to create special payroll project report by business units. Ensure proper filing of tax withholding report.
- Prepare annual budget reports and monthly cash flow forecasts. Analyze variances from budgets to actual and prepare management and ad hoc reports
- Liaison with auditors and prepare the supporting documents on a timely basis
- Prepare quarterly manufacturer and monthly census report for the government authorities

Assistant Controller

SCORE! Learning Inc, Oakland, CA (Subsidiary of Kaplan and Washington Post)
August 2001 to June 2003 (Company headquarter moved to Chicago in early 2003)

- Responsible to review all work performed by accounting department members to ensure consistency with company policies and procedures and compliance with GAAP where applicable
- Complete all general ledger monthly closing procedures and adjusting journal entries on a timely basis
- Resolve queries regarding financial reports from 150 educational centers across US
- Prepare ad hoc financial reports, monthly, quarterly and annual report for parent company (Kaplan/Washington Post in New York) utilizing Oracle Financial System and Excel spreadsheets
- Prepare annual budget reports
- Complete monthly bank reconciliation, balance sheet reconciliation, analyze billing errors & revenue reconciliation
- Liaison with bankers, internal and external auditors
- Responsible for payroll processing by utilizing intranet based system and assisting 150 centers' payroll processing (HBS and ADP system)
- Supervise three accounting staff (Manager, FP&A, Payroll Administrator and Accounts Payable Clerk)

Financial Controller

Gogo.com Limited, (www.gogo.com)

July 2000 to April 2001

- Reporting directly to the CEO, responsibilities include administering the corporation's full set of accounting records that included the Regional office and Hong Kong operations
- Custodian of petty cash and preparing various expense reports
- Assisted in setup of Singapore office, liaison with legal counsel and compliance with legal requirements
- Reviewed trademark policy with lawyers
- Setup new accounting system (Peachtree) and implemented internal controls
- Preparation of budgets and forecasts, analysis of variances from budgets to actual, preparation of month-end and year-end accounting, management and ad hoc reports
- Preparation of working paper files and consolidation of financial statements
- Assist Retail & Marketing department for preparation of sales & pricing reports and marketing budgets
- Preparation of monthly payroll using HSBC payroll and Hexagon systems
- Performed duties of Human Resources Manager, initiated setup of pensions and medical benefits for staff, maintained employees' information in preparing employment and stock options contracts
- Liaison with bankers, auditors, lawyers, government officials and tax authorities

Assistant Controller

Walton International Group Inc., Calgary, Alberta, Canada

March 1995 to April 2000

- Reporting directly to the Corporate Controller, responsibilities include administering the company's full set of accounting records
- Preparation of budgets, analysis of budgets to actual, recording of foreign exchange transactions, preparation of month-end and year-end accounting, management reports, as well as intercompany reconciliation
- Performed internal audits for corporate head office and subsidiaries
- Preparation of working paper files, corporate and personal tax returns
- Supervision and management of five Staff Accountants in Canada and assisted four accounting staff in Hong Kong and Singapore offices
- Supervised the design and implemented the corporate database used by the Canada, Hong Kong and Singapore offices. Provided overseas training to the staff.
- Supervised conversion of mortgage database software from manual to electronic media

Accountant/Receptionist

NFC Management Inc., Calgary, Alberta, Canada

May 1994 to February 1995

- Administered complete accounting records and payroll records
- Prepared monthly and annual financial statements, monthly budget variances reports
- Reconciled bank accounts

Administrative Assistant

Cantonese Chinese School of Calgary, Calgary, Canada

September 1991 to September 1992

- Responsible for all aspects of bookkeeping, payroll and general office duties
- Provided teaching support for teachers
- Prepared and participated in fund raising activities

Customer Servicing Representative & Pension Scheme Administrator

Carlingford Swire Assurance Group, (Hong Kong Bank Group), Hong Kong

May 1987 to October 1990

- Provided professional advice on all of the company's provident fund & pension scheme products ranging from routine administration procedures to professional levels of technical advice.
- Responsible for the design of suitable pension plans to meet client's expectations. Written proposals and presented to the clients.

General Insurance Clerk

Blue Cross (Asia-Pacific) Insurance Ltd., Hong Kong

April 1983 to April 1987

- Responsible for the preparation of renewal notices, insurance policies and endorsements
- Administered claims from auto, householders and fire insurance

EDUCATION

CERTIFIED PUBLIC ACCOUNTANT DESIGNATION

Successfully passed all 4 exams on the first attempt in year 2001

CERTIFIED GENERAL ACCOUNTANT DESIGNATION

Certified General Accountant Association of Canada - 1997

BUSINESS ADMINISTRATION

Emphasis in Accounting with Honors

Southern Alberta Institute of Technology (SAIT), Calgary, Alberta, Canada - 1994

Academic Achievements:

- Graduated with President's Honor Roll and attained an average GPA of 3.86 out of 4.00
- Received two academic scholarships during 1993
- Tutored in Accounting and Business Math at SAIT Learning Skills Centre

CERTIFICATE OF FUNDAMENTALS OF LIFE AND HEALTH INSURANCE (LOMA)

Life Management Institute, USA - 1989

OTHER SKILLS

- Details oriented, excellent interpersonal and organization skills
- Proficient in the following software applications:
 - Oracle Financial System, Hyperion Consolidation Financial System, Timberline, Peachtree, QuickBooks Pro, Accpac Plus, Accpac for Windows, Accpac Simply Accounting and SBT Pro Series (accounting software)
 - Turbo Tax, Tax Cut, Cantax T1, T2 and T3 (tax software)
 - Caseware (electronic working papers & audit software)
 - LSSI Loanbase for Windows and Loan Advisor (mortgage & loan application software)
 - ADP payroll system, HBS intranet base payroll information system, HSBC payroll system and Hexagon banking system (payroll and bank software)
 - Microsoft Office 2003 Professional (Excel, Word, PowerPoint, Access)

Imie Lam

3432 Rhoda Avenue
Oakland, CA 94602
Phone (510) 530-8056, Cell (510) 484-5736

Objective/Qualifications

To work in a fast-paced accounting environment. Exceptional attention to detail. Work well with others, looking for team attitude and friendly work environment.

Work Experience

January, 2002 to Present

Civicorps Schools, Oakland, CA

Accounts Receivable and Payroll Specialist

Process payroll and accounts receivable. Responsible for compiling and distributing all customer invoices. Review A/R aging and attempt to collect on past due accounts. Process all new hire, pay change and termination paper work in payroll system.

June, 2000 to January, 2002

A Royal Wolf Portable Storage, Inc., Hayward, CA

Accounts Receivable

Maintain rental database (active rentals status), review leases for compliance, maintain resale certificates in customer files, issue invoice/credit memos, reconcile with site's rental database, track customer payment status, resolve customer questions/requests about payment history, meet corporate deadlines for billing process.

Equipment/Inventory Control

Maintain equipment/inventory by site (Inventory cycle - purchases, sales and rentals). Reconcile equipment and inventory balances with site managers and provide monthly reports to CFO and site managers. Provide support to other accounting departments as time allowed.

Miscellaneous

Organize social events (company birthdays/holiday parties), order office supplies.

October, 1997 to May, 2000

Fashion 4 Less, Oakland, CA

Sales Associate

Cashier, train new cashiers, customer service, display merchandise, organize deposits (bank transactions include change/deposits), supervise employees, open and close store, organize social events.

September, 1998 to May, 2000

Family & Child Counseling Center Oakland, CA

Temporary Secretary

Fill in for full-time secretary for vacations, days off and maternity leave. Answer phones, greet patients, file documents, type letters, bill customers, run errands.

Education

BS, Business Administration/Accounting

California State University Hayward

Hayward, CA

Technical Skills

Microsoft Office, Peachtree, Quickbooks Pro, Paradox, AccPac

References available upon request

Civicorps Schools EMPLOYEE PERFORMANCE APPRAISAL GUIDE

To assist each manager/supervisor in evaluating the employee's performance, supplemental questions are noted under each of the identified performance dimensions on the Employee Performance appraisal. The questions under each performance area should be used as a guide to assist you in completing the Employee Performance Appraisal.

WORK HABITS	
Complying with Rules and Regulations	Does employee follow all rules and regulations whether or not he/she agrees with them? Does employee "bend" the rules to fit the situation?
Punctuality/Attendance	Is employee on time? Does employee take extended coffee or meal breaks? Is employee often late for training sessions or any required departmental functions? Does employee submit justifications for absences as required?
Observing Safety Rules	Is employee safety conscious? Is employee aware of safety rules? Is employee knowingly or unknowingly inclined to place his/her own safety or the safety of others in jeopardy?
Use of Time	Does employee use time wisely? Does employee manage own time and use appropriate work methods and equipment to achieve the most effective and efficient result in the time available? Is he/she mutually respectful of time and schedule of others?
Appearance Appropriate for Job	Is employee's clothes/uniform neat clean and appropriate? Does employee fail to maintain grooming, clothing or uniform standards?
Understanding Civicorps Procedures	Does employee have a clear understanding of Civicorps procedures?

JOB PERFORMANCE	
Job Knowledge	Is employee familiar with duties of the position?
Decision Making Ability	Does employee make good decisions? Does employee hesitate to make a decision? Does he/she arrive at sound decisions without being influenced by his/her personal likes and dislikes? Does he/she consider alternatives?
Performing Under Pressure	Is employee dependent on others for decisions? Does he/she overreact? Can he/she think logically?
Ability to Perform Multi-Tasks	Does employee adjust to new and changing situations? Can employee perform multiple tasks or projects?
Exercise Initiative, where appropriate	Does employee show initiative? Does employee take initiative in identifying problems and/or solutions?
Resourcefulness	Does employee fully utilize departmental/organizational resources?
Priority Setting	Does employee prioritize tasks? Does employee balance multiple priorities?

QUALITY OF WORK	
Accuracy of Accomplishments	Is employee's work free from mistakes? Are oral and written facts and information correct?
Neatness and Clarity of Prepared Work	Is employee's work neat and legible? Are reports easily understood and complete? Is employee's work organized?
Performance in a Special Project	If the employee is performing in a specialized position, has he/she adequately met the specific demands of the assignments? How does his/her efforts and results compare with those of others in the same or similar position?

Written Communication Skills	Does employee prepare clear and concise reports?
QUALITY OF WORK - Continued	
Verbal Communication Skills	Does employee express himself/herself in public clearly and with ease? Does employee's oral expression reflect a professional attitude (e.g. respectful, persuasive, controlled and knowledgeable)? Does employee use profane language or language that is offensive?
Attention to Detail	Does employee pay attention to details?
Maintenance Qualities	Does employee properly maintain Civicorps facilities? Does employee's work reflect accepted maintenance standards and expectations?
Equipment Management	Does employee follow safety rules and procedures? Does employee properly maintain office or work equipment? Does employee report equipment damages in a timely and proper manner?

QUANTITY OF WORK	
Completing Daily Assignments	Is the employee's total output distributed among various tasks? Are routine tasks ignored? Is he/she performing to his/her potential? Is he/she performing within acceptable bounds? Does employee respond promptly to assignments?
Producing the Scheduled Amount of Work	Does employee produce scheduled or assigned workload?
Timeliness of Completing Tasks and Assignments	Does employee complete assignments before deadlines? Does employee inform others in a timely fashion when/why a deadline cannot be met?

ADAPTABILITY	
Accepting Change	Does employee adjust to new and changing situations? Does employee grow and improve with change?
Accepting Constructive Criticism	Does employee recognize errors when brought to his/her attention? Does he/she welcome constructive criticism?
Creating Innovative Solutions	Does employee offer positive, realistic suggestions? Does employee find more efficient ways of accomplishing tasks? Does employee lean towards non-traditional solutions when they are appropriate? Can employee evaluate the merits of other suggestions?
Teamwork and Collaboration	Does employee welcome teamwork and collaboration? Is employee cooperative and understanding of others? Does employee meet commitments of co-workers and/or team members? Does employee actively work to accomplish team goals?
Supporting Management's Plans and Directions	Does employee accept and carry out the directions of his/her supervisors? Does employee knowingly carry out directives in such a manner that might be detrimental to the department of the organization?

CUSTOMER SERVICE (Field/Recycling Only)	
Courtesy to Customers/Public	Is employee courteous when dealing with the public? Is he/she courteous with fellow employees? Is employee courteous and professional with his/her telephone procedure? Does employee respond in a respectful and timely manner to the needs of customers?
Problem Identification	Does employee identify customer's problem(s) and concern(s) in his/her area?
Problem Resolution	Does employee formulate an appropriate plan for resolving customer's problem(s)? Does employee resolve customer's problem(s) in a timely manner?

Public Relations	Does employee establish and maintain constructive rapport with citizens?
Inter-department Rapport	Does employee establish and maintain constructive rapport with other employees? Does employee share relevant information with other department members?
CUSTOMER SERVICE (Field/Recycling Only) - Continued	
Fairness/Tolerance	Does employee exercise good, fair judgment? Is he/she impartial and unbiased? Is fairness displayed with all persons, regardless of their positions, social or economic status? Is employee flexible in his/her thought and treatment of the public and other employees?
Tact and Diplomacy	Can employee cope well with new and unusual situations? Can employee exhibit effective communication skills in varied community contact situations? Can employee deal with a hostile-type group when required?

PERSONAL DEVELOPMENT	
Interest and Effort to Improve Job Skills	Is employee eager to learn? Is employee energetic and motivated? Does he/she utilize what he/she is taught? Does employee inquire about his/her progress?
Attending Classes and Work Related Programs	Is employee attending classes/school(s) outside regular employment? Does employee utilize training materials and classes available to him/her within the department or organization? Is employee involved in related organizations or agencies that enhance their experiences as it applies to their job?
Finds Ways to Improve Efficiency	Does employee analyze the work he/she directs and the performance of his/her subordinates and make changes in plans based on that analysis?

SUPERVISORY/LEADERSHIP ABILITIES (Managers/Supervisors Only)	
MANAGERS ONLY	
Team/Department Goal Setting	Does employee set goals for his/her work group? Do such goals come from his/her initiative and an understanding of the job or are they provided for him/her by others?
Increasing Efficiency and Productivity of Team/Department	Does employee analyze the work he/she directs and the performance of his/her subordinates and make changes in plans based on that analysis? Does employee strive to get the best work from subordinates or is just getting the job done usually considered good enough?
Monitoring Budget Performance	Does employee show an awareness of the budget process? Does employee regularly monitor budget performance? Does employee exercise effective cost control or reduction techniques? Does employee utilize performance based budgeting?
Preparing Board Materials – Quality and Deadlines	Does employee prepare neat and legible reports and correspondences? Are Board materials easily understood and complete? Are work schedule deadlines met? If not, why not?
Overseeing Board Committee Assignments	Does employee accept and carry committee assignments? Does employee report timely and accurate information? Are assignments accomplished as expected?

Responding to General Manager/Board	Does employee accept and carry out committee assignments? Does employee report timely and accurate information? Are assignments accomplished as expected? Does employee respond to Board requests in a timely and appropriate manner?
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SUPERVISORS & MANAGERS	
Directing Subordinate Employees	Does employee regularly direct the activities of his/her subordinates? Is he/she flexible in his/her approach to each individual and the particular situation requiring direction? Is he/she sensitive to each subordinate's abilities and special needs for amount and type of direction?
Planning, Organizing, Implementing Work Programs	Does employee utilize planning techniques to implement work programs? Does employee plan the work logically or is there no plan or an incomplete plan? Is the time allotted, the physical resources to be used, and the abilities of the subordinates adequately considered?
Training and Developing Subordinate Employees	Does employee attempt to train subordinates or provide them with access to training for professional development? Does employee encourage professional development by subordinates? Does he/she assist them by identifying their strengths and weaknesses? Has the employee trained others to replace him/her?
Setting an Example for Success	Does employee lead by example? Does employee attempt to model desired behaviors? Does employee demonstrate leadership? Does he/she encourage and motivate staff to succeed?
Recognizing/Addressing Deficient Performance by Employees	Does employee regularly assess deficient performance by employees? Does employee attempt to correct deficiencies? Does employee follow through on staff enhancement plans or corrective action to improve overall employee performance?
Preparing and Conduction Staff Evaluations	Does employee regularly prepare and conduct staff evaluations? Does employee prepare and conduct staff evaluations appropriately? Does employee exercise impartial judgment in conducting staff evaluations? Does employee prepare and conduct staff evaluations on time and consistent to Civicorps' employee performance appraisal system?
Supporting Management's Plans	Does employee accept and carry out management's plans and directions? Does employee knowingly carry out directives in such a manner that might be detrimental to the department or the organization?
Adhering to and Enforcing Civicorps Rules and Regulations	Does employee adhere to and enforce Civicorps rules and regulations? Does employee "bend" the rules to fit the situation?
Productive and Cooperative Regulations	Does employee work cooperatively with management? Does the employee work well with subordinate staff and Civicorps staff? Does the employee work cooperatively with the public and outside agencies?
Organization-Wide Thinking	Does employee understand and consistently use organization-wide approach to problem solve? Is employee aware of the need to consider the "big picture" when making decisions? Does employee see alternatives and their broadest consequences?



Civicorps Schools

Employee Performance Appraisal Form

Current Review Date: _____

Last Review Date: _____

Personnel Information:

<p>Employee:</p> <p>Name: _____</p> <p>Job Title/Classification: _____</p> <p>Job Location/Department: _____</p> <hr/> <p>Evaluator:</p> <p>Name: _____</p> <p>Job Title/Classification: _____</p> <p>Job Location/Department: _____</p>	<p>Purpose of Appraisal:</p> <p><input type="checkbox"/> Annual</p> <p><input type="checkbox"/> Preliminary (3 months)</p> <p><input type="checkbox"/> Probationary (___ months)</p> <p><input type="checkbox"/> Seasonal/Temporary</p> <p><input type="checkbox"/> Special: _____</p>
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Rating Categories

Ratings	Guidelines
Outstanding	<ul style="list-style-type: none"> Results are clearly outstanding and among the best in the Department/Unit Performance is consistently well above established standards Achieves objectives at an outstanding level and demonstrates exceptional skills
Above Standard	<ul style="list-style-type: none"> Results exceed expectations but are not quite outstanding Performance may meet or exceed established standards Achieves objectives at a high level
Satisfactory	<ul style="list-style-type: none"> Results are at the expected level of performance Performance consistently meets job requirements Achieves performance objectives as stated
Needs Improvement	<ul style="list-style-type: none"> Results are below expected levels of performance and there is a clear need for improvement Performance in one or more skill area is less than expected and needs improvement Direction, supervision, and learning are required if performance objectives are to be achieved.
Unsatisfactory	<ul style="list-style-type: none"> Results are well below expectations and are unacceptable Performance in several skills is substantially weak Performance objectives are not met, even under close supervision Substantial improvement by employee is required

Name: _____

Review Date: _____

Please check the appropriate box.

Work Habits	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory
Complying with Rules and Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality/Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing Safety Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance Appropriate for Job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Civicorps Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>					
<p>Note: For printing purposes, all Comment/Examples text boxes are limited to the amount of characters visible on screen for that section. If your comments/examples do not fit entirely in the space provided, please include the additional text on a clearly labeled blank sheet and attach. Please remember to save as you go.</p>					

Job Performance	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory
Job Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing Under Pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Perform Multi-Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercising Initiative, Where Appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>					

Name: _____

Review Date: _____

Quality of Work	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory
Accuracy of Accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neatness and Clarity of Prepared Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing in a Special Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attention to Detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance Qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>					

Quantity of Work	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory
Completing Daily Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producing the Scheduled Amount of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timeliness of Completing Tasks and Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>					

Name: _____

Review Date: _____

Adaptability	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory
Accepting Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepting Constructive Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating Innovative Solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Management's Plans and Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>					

Professional Conduct	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory
Courtesy to Customers/Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdepartmental Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness/Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tact and Diplomacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>					

Name: _____

Review Date: _____

Personal Development

(E.g. Interest and Effort to Improve Job Skills; Attending Classes and Work Related Programs; Finding Ways to Improve Efficiency. Please refer to the Employee Performance Appraisal Guide.)

Comments/Examples:

Name: _____

Review Date: _____

Please check the appropriate box. If a dimension is not applicable, evaluator should note "N/A".

Supervisory/Leadership Function (Managers and Supervisors Only)	Outstanding	Above Standard	Satisfactory	Needs Improvement	Unsatisfactory	N/A
Managers Only						
Team/Department Goal Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing Efficiency/Productivity of Team/Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Budget Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing Board Materials - Quality and Deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overseeing Board Committee Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to General Manager/Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisors and Managers Only						
Directing Subordinate Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning, Organizing, Implementing Work Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and Developing Subordinate Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting an Example for Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing/Addressing Deficient Performance by Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing and Conducting Staff Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Management's Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adhering to and Enforcing Civcorps Rules and Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productive and Cooperative Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization-Wide Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments/Examples:</u>						

Name: _____

Review Date: _____

Goals

Has the employee completed the goals that were planned for him/her during his/her last evaluation period?

Yes **No**

- If YES, please explain what was done to complete the goals including any additional work required for its completion. In addition, include descriptions of new goals to be completed by the next evaluation period.
- If NO, please explain why each goal was not completed. Additionally, describe a plan for completion of the goal. New goals that have been agreed upon by the employee for completion during the next evaluation period should also be noted.

Explanation:

Overall Rating

Outstanding

Above
Standard

Satisfactory

Needs
Improvement

Unsatisfactory

Overall Rating Based on Results of Previous Dimensions

Explanation:

Name: _____

Review Date: _____

SIGNATURES/EMPLOYEE OPTIONS

Prior to signing this form, the evaluator must insure that:

- The contents and results of this form have been discussed with the employee.
- Any **IMPROVEMENT NEEDED** or **UNSATISFACTORY** ratings must be thoroughly explained to the employee.
- Any Career Development objectives have been set and agreed upon.
- The employee must be reminded that if he/she does not agree with the results of this appraisal, he/she must initial the "I Disagree" option below and thus request another review meeting with the evaluator's supervisor.

For evaluators of probationary appraisals only:

Check one: **I do** **I do not** recommend that this employee be considered for permanent status. If "do not" is checked, please comment on your recommendation below.

Comments:

Evaluator: By signing this document, I confirm that I have completed all of the requirements above and that this appraisal is valid and has been completed impartially and fairly.

Evaluator's Signature: _____ **Date:** _____

Employee: By signing this document, I accept the results of this review and have agreed with the supervisor to make any necessary changes to improve/maintain my performance in my current position.

* Confidential/Management and Seasonal/Temporary employees must sign.

***Employee's Signature:** _____ **Date:** _____

Initial Here if: _____ I, the employee, disagree with the results of this review and would like to request another review with the supervisor of the evaluator.

Reviewed by Evaluator's Supervisor: _____ **Date:** _____

Civicorps Schools
Classroom Observation Checklist

Grade/Subject _____ Date _____

Learning Environment

Room Setup

	1	2	3	4	5	6
Flexible, moveable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting, clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe and orderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Visual Examples

	1	2	3	4	5	6
Graphic Organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samples of Proficient Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential Questions Posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures and Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agenda Posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Print Materials

	1	2	3	4	5	6
Variety of Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines/Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Print Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Work Displayed

	1	2	3	4	5	6
Room/Hallway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Academic Performance

Teacher Engagement	1	2	3	4	5	6
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Engagement	1	2	3	4	5	6
Student Talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/Sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows for Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real Life Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflects Core Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/Hands-on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Learning Strategies	1	2	3	4	5	6
Project-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Level Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustained Writing/Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Civicorps Schools
Classroom Observation Checklist

Grade/Subject _____ Date _____

Learning Environment

Room Setup

	1	2	3	4	5	6
Flexible, moveable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting, clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe and orderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Visual Examples

	1	2	3	4	5	6
Graphic Organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samples of Proficient Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential Questions Posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures and Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agenda Posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Print Materials

	1	2	3	4	5	6
Variety of Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines/Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Print Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Work Displayed

	1	2	3	4	5	6
Room/Hallway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Academic Performance

Teacher Engagement	1	2	3	4	5	6
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Engagement	1	2	3	4	5	6
Student Talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/Sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows for Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real Life Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflects Core Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/Hands-on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Learning Strategies	1	2	3	4	5	6
Project-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Level Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustained Writing/Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

CIVICORPS SCHOOLS
TEACHER EVALUATION SUMMARY

Evaluation Summary for: _____

Date: _____ Grade/Subject: _____

Areas of Strength:

Areas Which Have Been Improved This Year:

Areas That Might Be Included in Future Growth Plans:

Dates of Supervision Conferences:

1. _____ 2. _____ 3. _____

We have read and discussed the above evaluation report.

Signature _____ Date _____
Teacher

Signature _____ Date _____
Principal



TEACHER AND STAFF EVALUATION

Civicorps' teacher evaluation system is based on the six areas of focus of the California Standards for the Teaching Profession (CSTP) coupled with a focus on the pillars of our charter: academic rigor, artistic literacy and service learning. Along with informal observations by the administrator and peers, each teacher will participate in a formal classroom observation and evaluation process once a year. Each teacher is also expected to present artifacts of practice in a professional development setting as described in the following pages.

Each teacher and staff member will also participate in the Civicorps Schools employee evaluation program.

Timeline

Event	Deadline
Self Evaluation Rubric	August 26, 2010
Pre-Observation Conference (Cohort 1)	December 2, 2010
Pre-Observation Conference (Cohort 2)	March 3, 2011
Observation (Cohort 1)	December 3, 2011
Observation (Cohort 2)	March 4, 2011
Post-Observation Conference (Cohort 1)	Within 3 working days of observation
Post-Observation Conference (Cohort 2)	Within 3 working days of observation
Artifacts of Practice Presentation (Cohorts 1 & 2)	April 1, 2011
Evaluation Conference (Cohort 1 & 2)	May 6, 2011

Cohort 1
Adams Giovacchini Wherritt Mills Vaughn
Cohort 2
Roberts Ridders Khalifah Moore Bartone

Civicorps Elementary Pre-Observation Conference

Teacher:
Subject/Grade:
Time:
Date:

1. Briefly describe the students in the class (or group of students), including those with special needs.
2. What are your goals for this lesson? What do you want students to learn?
3. To which of your curriculum content standards do these goals relate? How is Service Learning and/or the Arts integrated into your lesson?
4. Describe the learning that occurred prior to this lesson and what will follow it.
5. How will you engage students in the content? What will you do? What will the students do? Will the students work in groups, or all together?
6. How and when will you know whether the students have learned what you intended?

Civicorps Elementary Classroom Observation Record

Teacher:
Observer:
Date of Observation:
Grade:
Subject:
Time In: _____ Time Out: _____

CSTP/Civicorps Focus (Check all that apply)

<input type="checkbox"/> Engaging and supporting all students in learning
Evidence:
Interpretation:

<input type="checkbox"/> Creating and maintaining effective environments for student learning
Evidence:
Interpretation:

<input type="checkbox"/> Understanding and organizing subject matter for student learning
Evidence:
Interpretation:

Planning instruction and designing learning experiences for all students

Evidence:

Interpretation:

Integrating Service Learning and/or the Arts

Evidence:

Interpretation:

Assessing student learning

Evidence:

Interpretation:

Developing as a professional educator

Evidence:

Interpretation:

Civicorps Elementary Post-Observation Conference

1. As you reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what you intended? Were your instructional goals met? How do you know, or how and when will you know?
3. Did you alter your goals or plan as you taught the lesson? Why or why not?
4. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? Why?
5. What do you plan to do next with these students?

Civicorps Elementary School

Teacher Evaluation

Artifacts of Practice

As part of the evaluation process, teachers will present artifacts of practice to their peers in order to demonstrate elements of CSTP and their work in integrating Service Learning and the Arts. The presentation must use PowerPoint or a similar multimedia program and be no longer than 20 minutes. The following are just some examples of artifacts that might be used to demonstrate elements of CSTP. This is not an exhaustive list, and teachers may provide other relevant artifacts not included below. Please note that, in some cases, one artifact could be used as evidence for several different standards.

Standard 1: Engaging and supporting all students in learning

- Student work samples that evidence their building on life experiences, prior knowledge and interest (autobiographies, family histories, personal narratives, college/career reports, for example)
- Documentation of student led conferences or goal setting conferences
- Lesson plans that utilize a variety of instructional strategies (small group, partners, technology, mini lesson, Socratic seminar, preview/review, SADAI, TPR)
- Video of classroom instruction that evidences a variety of instructional strategies, grouping strategies, and student engagement
- Documentation of a wide variety of grouping strategies (list of cooperative learning groups, partner assignments, student-teacher conference schedules)
- Lesson plans or other documents that demonstrate modifications for students with special needs and/or differentiation to meet students' unique learning styles and levels of achievement
- Student work samples that evidence problem solving and critical thinking (open ended problems, extended projects, research and writing assignments, thematic units of instruction)
- Student work samples that evidence student reflection and self-evaluation (student led conferences, peer editing, student scored work, student use of rubrics/checklists, student reflections)

Standard 2: Creating and maintaining an effective environment for student learning

- Photographs of classroom displays, learning centers, seating arrangements
- Posters or lists of classroom rules, agreements, schedules, agendas, routines, procedures
- Posters or lists of student roles and responsibilities, and leadership opportunities
- Video tape of classroom instruction that evidences smooth transitions from one activity to another
- Charts, posters, displays that provide clear expectations, standards, rubrics, checklists and other resources for students

Standard 3: Understanding and organizing subject matter for student learning

- List of professional reading in subject matter being taught
- Identification of key concepts in subject matter used for designing instruction

- Lesson plans which reference key standards
- Documentation of collaborative planning of units of study with colleagues
- Example of integrated units of study organized around key concepts, themes and skills
- Lesson plans which evidence use of variety of instructional strategies to make content accessible to all students
- Lists of wide range of materials used, including technology integration, to extend students' understanding of content and concepts
- Lists of books and materials used that reflect diverse perspectives

Standard 4: Planning instruction and designing learning experiences for all students

- Lesson plans evidencing a variety of instructional designs and strategies
- Student work samples that evidence their building on life experiences, prior knowledge and interests (autobiographies, family histories, personal narratives, college/career reports, for example)
- Documentation of student led conferences, student goal sheets, or individualized instructional plans
- Lesson plans evidencing differentiation to reflect individual students' interests and developmental needs
- Samples of student assessments and lesson plans that reflect changes in instruction based on results of assessments

Standard 5: Assessing student learning

- Examples of student learning goals, goal setting conferences, progress reports which indicate student progress toward goals
- Samples of anecdotal student records
- Samples of student assessments
- Samples of student reflection, self-evaluations, peer evaluations
- Documentation of parent nights, parent-teacher-student conferences
- Samples of parent newsletters, web pages, parent communication logs, homework hotlines
- Samples of student awards
- Samples of student progress reports

Standard 6: Developing as a professional educator

- Materials from workshops and seminars attended
- Notes from peer coaching, grade level team, department meetings
- Samples of work produced from team collaboration/team teaching/team planning sessions
- Materials from professional organizations, conferences, networks that demonstrate professional collaborations
- Documentation of meetings, committees and school event planning with parents and other community members
- Written notes/reflections on professional goals, written notes from plan books, lesson plans
- Learning walk documentation
- Samples of parent newsletters
- Documentation of parent workshops/training/partnership

CIVICORPS ELEMENTARY SCHOOL STUDENT & FAMILY HANDBOOK

2010-2011



Academic Rigor + Creativity + Purpose

This book belongs to _____

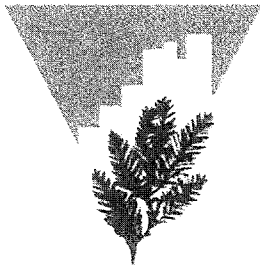
CIVICORPS ELEMENTARY SCHOOL
STUDENT & FAMILY HANDBOOK

2010-2011



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CIVICORPS SCHOOLS

Dear Civicorps Families,

Welcome to Civicorps Elementary School—a vibrant community of learners! I am honored to be your new principal and I look forward to an extraordinary school year.

This handbook has been prepared to provide families and students with important information regarding the various policies, procedures, activities, events, and programs that are available at Civicorps Elementary. Together with your child, please review this handbook and refer to it as needed. We hope that it will be a valuable reference and resource to you and it will be updated as needed throughout the year.

Although we use e-mail to provide you many of the school's communications, there are some notices that go home in a hard copy format. Please expect your child to bring home a communications folder every Monday to be returned the next day. The vital link in this system is your child, who must assume the responsibility for taking the folder to and from school. The school's monthly family update, this handbook and other important informational documents will be posted on the school's website, www.civicorpsk5.org, for your reference.

Please let us know if you have questions that we can answer.

Warm regards,

Désirée Braganza, Ed.D., principal

General Information



Address, Telephone & FAX

1086 Alcatraz Avenue
Oakland, CA 94608-1265

(510) 420-3701 – Phone
(510) 420-3703 – FAX
Website: www.civicorpsk5.org

School Hours

Staff Hours: 8:00 AM – 4:00 PM
Student Hours (1 - 5): 8:10 AM – 3:15 PM
Student Hours (K): 8:10 AM – 2:30 PM
Wednesday (K - 5): 8:10 AM – 1:30 PM (school day)
Conference Days: 8:10 AM – 12:00 PM (see schedule for conference days)

Extended Day Telephone & Hours

After School Program Telephone - (510) 420-3701 x226

Afterschool Program Hours* 3:15 PM - 6:00 PM (M - F) & 1:30 - 6:00 (W - minimum days)

*Students must be registered to participate.

Daily Schedule

School Hours	
M, T, Th, F	W
Breakfast/Drop-Off 7:45-8:10	Breakfast/Drop-Off 7:45-8:10
Core Academic Programs 8:15-2:30 (K) 8:15-3:15 (1-5)	Core Academic Programs 8:15-1:30 (K-5)
Afterschool Program 2:30-6:00 (K) 3:15-6:00 (1-5)	Afterschool Program 1:30-6:00 (K-5)

K-2					
	M	T	W	TH	F
RECESS	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
CLASS LUNCH	11:30-11:50	11:30-11:50	11:30-11:50	11:30-11:50	11:30-11:50
LUNCH RECESS	11:50-12:30	11:50-12:30	11:50-12:20	11:50-12:30	11:50-12:30
2/3-5					
RECESS	10:35-10:50	10:35-10:50	10:35-10:50	10:35-10:50	10:35-10:50
CLASS LUNCH	12:20-12:40	12:20-12:40	12:00-12:20	12:20-12:40	12:20-12:40
LUNCH RECESS	12:40-1:20	12:40-1:20	12:20-12:50	12:40-1:20	12:40-1:20

Conference Days	Kindergarten, First & Second	Third, Fourth & Fifth
Day Begins	8:10	8:10
Morning Recess	10:15-10:30	10:35-10:50
Day Closes	1:30	1:30

2010-2011 Faculty and Staff Roster

Administrative Team

Désirée Braganza, Ed.D. – Principal
Tara Denison – Administrative Manager
Lacedric Johnson – Administrative Intern

Teaching Team

Megan Wherritt – Kindergarten Teacher
Emily Roberts – Kindergarten Teacher
Breanna Adams – First Grade Teacher
Marissa Giovacchini – First Grade Teacher
Mariah Mills – Second Grade Teacher
Jenny Ridders – Second/Third Grade
Teacher
Michael Bartone – Third Grade Teacher
Charlotte Vaughns – Fourth Grade Teacher
Abdul-Haqq Khalifah – Fifth Grade Teacher
Constance Moore – Visual Arts Teacher
Eric Miller - Resource Teacher
Lesley Tilley (SLP) and Stephanie Milona
(SLPA) - Speech Therapists
Children's Hospital of Oakland - Counseling
Referrals

Afterschool Staff

Neykeya Murray – Afterschool Program
Coordinator
Shayla Taylor – Afterschool Program
Instructor
Brad Phelps – Afterschool Program
Instructor
Ryan Nichols – Afterschool Program
Instructor

Specials

Vicente Cruz- Playworks Coach
Laura Crandall - Oakland Based Urban
Gardens (OBUGS)

Custodian

Victor Guerrero

Playground and Lunch Supervisor

Dustin Johansen

Our Mission

The mission of Civicorps Schools is to promote citizenship and build a civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic literacy.

Academic Literacy is defined as the ability to read, write, calculate, reason and communicate with precision and depth.

Civic Literacy is the ability to “let one’s life speak” through participating thoughtfully, responsibly and passionately in the life of the community with an overriding concern for the common good and an orientation towards service.

Artistic Literacy is graceful personal expression, the development of a discerning eye, a sensitive ear, and an acquired taste for beauty.

We believe that each of these forms of literacy is necessary for twentieth century learners to grow into adults who can successfully grapple with the complexities of our world and effect positive change.

We provide our students with empowering and transformational opportunities that will enable them to understand and improve their world.

Guiding Principles

In addition to our mission, we have five guiding principles that serve to guide our constant evolution as educators:

- Academic and artistic excellence
- Values, ethics and spiritual development necessary for thoughtful citizenship in a pluralistic, democratic society
- Service as a way of learning
- Participation in the life of the school and the community through stewardship of the environment
- Creative partnerships in sustaining public education

Philosophy

Civicorps Schools strives to maintain an atmosphere in school and at school activities that enhances the potential for success of every member of the school community. The district's commitment to learning includes the concept that, in order to learn, students must be guaranteed an environment that is safe, classrooms where mutual respect is the underlying principle, and rules that are publicized, explained, and enforced. The schools' rules derive from the goals of respect for self, for property, and for others. In enforcing the rules of the schools, the district, and the state, the staffs of the schools believe that students must understand that their actions do have consequences. As students become responsible for their own behavior, they develop the self-discipline needed for good citizenship.

Admissions & Enrollment Policies & Procedures

Continuing Students

1. In February, current families will be asked to submit an Intent to Return Form.
2. All families who complete and submit the Intent to Return Form by the given deadline will reserve a space for the following academic year.
3. Families who do not submit the Intent to Return Form by the given deadline will be called to confirm that they received the form, and given the opportunity to return the form. If they then do not contact the office or return the form, their space for the following year will be considered open. Families will be informed in writing that this is to occur and that should they decide to return they will need to fill out a new application and enter the enrollment lottery.
4. Following this procedure, the school will determine how many spaces are open for new students and the lottery process will commence.

New Students – Lottery Process

Each year, Civicorps Elementary School will hold one lottery on the last Wednesday in February. To participate in the lottery, all new students/families are required to submit an Enrollment Application by the application deadline, which will be 24 hours before the lottery is to take place.

In the lottery:

1. Classes may be drawn in order to balance for gender.
2. Students who have siblings already enrolled and confirmed for the following year at the school will be given the initial open spots, or be placed in the waitlist if no slots are currently available in the grade to which they are applying.
3. If there are more students than spaces available, students' names will be drawn to determine an order for the waiting list.
4. Students who have siblings enrolled in the school will be given preference for enrollment, and thus will be moved to the top of the waiting list.

If a child's name is selected in the lottery, his or her family will be mailed an Intent to Enroll Form. Families will have two weeks from the date of the lottery to complete and return the Intent to Enroll Form. If a family fails to return the packet by the deadline, they will be placed at the bottom of the waitlist and their spot will be offered to the next person on the waitlist.

Following the lottery, applications for open spots will be taken and processed on a first-come, first-served basis.

In June, all families enrolled for the following year will be sent an enrollment packet for the new school year. Families must return the complete enrollment packet by the published deadline. Failure to return the enrollment packet by this date will result in the child being dropped from the enrollment list and placed last on the waitlist.

In order to retain their spot in the school, students are required to be present on the first day/week of school. If a child is not present on the first day/week of school without prior arrangement with the Principal, his/her name will be dropped from the enrollment list and his/her spot will be given to a student on the waiting list. If a child forfeits his/her spot due to absence

- Your name and relationship to the child
- Estimated length of absence
- Reason for absence

Please help us eliminate unnecessary phone calls to you by using our attendance number or website to ensure your child's safety.

Tardy

Students who are tardy to school must report to the office and sign in before going to their classroom. Kindergarteners must be accompanied by their parent and signed in at the office before the parent takes the child to the classroom.

Chronic tardiness is regarded as a serious problem that impacts the educational process. Parents will be notified by the office after three or more unexcused tardies and the student will be considered to be truant. If the problem is not resolved, the child may be referred to the Student Study Team or the district's School Attendance Review Board (SARB) for action.

Truancy

If a child accumulates five unexcused absences and/or tardies in a trimester, the parent/guardian will receive a notice from the school. The letter will remind the family of the attendance policies and that the student is in danger of being considered truant. The family will be required to meet with an administrator to discuss solutions and to create a plan to address attendance issues.

If the family continues to demonstrate a pattern of repeated truancy, which will be measured by the accumulation of ten additional unexcused absences and/or tardies (total of fifteen), the family will be advised that they are no longer in good standing with the school and will be considered for expulsion.

- In cases where the family has failed to attend any administrative meetings or comply at all with an attendance contract, the school reserves the right to pursue all measures allowable under state law. These may include:
 - Calling a peace officer to issue a written warning of truancy.
 - Reporting the family to Oakland Unified School District's Student Attendance Review Board (SARB).
 - Recommending that the family be referred to the judicial system either through juvenile hall or child protection services.

Independent Study Contracts

If a student will be absent for five to ten consecutive school days, parents may request an Independent Study Contract (ISC). The contract MUST be requested at least one full week in advance of the absence. Please request the ISC from the school administrative manager. The teacher will provide the child with appropriate activities to keep current with curriculum and school activities. Although work is provided, classroom activities cannot be duplicated outside of school. Some activities may need to be made up upon the student's return to class. The Independent Study Contract must be signed by the parent and teacher prior to the absence. The completed contract and all work are due back to the teacher the first day the student returns to school.

Dismissal K (2:30 – 2:45 PM); 1st – 5th (3:15 – 3:30 PM)

- Students staying for Afterschool Program activities will be dismissed to the Garden/Structure yard.
- Students leaving immediately after school will form lines on the blacktop yard for dismissal with one classroom staff member.
- Older children who walk or take the bus (without a parent/family member) will be dismissed right away. These students are expected to leave school without delay. Parent must provide their child's teacher with a written note giving permission to leave school without a parent/family member.
- Families are encouraged to park their cars and meet their children on the yard. This is often a good time for a very quick check-in with the child's teacher.
- **TO ENSURE STUDENT SAFETY, DRIVERS MAY NOT DOUBLE PARK AND LOAD CHILDREN INTO THE CAR IN FRONT OF THE SCHOOL ON ALCATRAZ AVENUE or ON SALEM or HERZOG AVENUES.**
- Staff members will dismiss children who are picked up by a designated family member only after the staff member has made visual contact with the child's usual caretaker. Staff will release the children to the caregiver when once the caregiver's vehicle is within the coned pick up area or the caregiver is physically present at the gate.
- No play equipment will be brought out during dismissal and no running games are allowed.
- Students may only re-enter the building – with permission from a staff member – to use the bathroom.

Accountability Procedures to Support the Arrival & Dismissal Policy

- Students who are not picked up by 3:30 PM will be brought to sit outside of the office. The Administrative Intern will start to call primary guardians and then each person listed for pick up on the students' emergency card until someone can be reached to arrange pick up.
- If the caregiver then arrives to pick up the student, it is their responsibility to contact anyone who may have been called to pick up the student in their place.
- Caregivers picking a student up late will be required to sign their student out in the office.
- If the person collecting the student late is a daycare provider, then the guardian will be contacted to advise them that their service is tardy.
- If a child accumulates three 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 the person collecting the student late is a daycare provider, the parents/guardians will still be held accountable for the tardy pickups and will need to have the appropriate conversations with their service.

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 Principal or for religious reasons. Hats and head coverings may be worn outside on the yard.

Discipline Policies & Procedures

In order for Civicorps Elementary School to be a safe place for every person to learn and grow, we expect our students to be held accountable to the following expectations.

Expectations

- Follow Directions and Agreements
- Be Safe – Use hands, feet and objects appropriately
- Use Put-Ups, not Put-Downs – No bullying or name-calling

Grounds for Disciplinary Action

The following acts, whether occurring on school grounds, during lunch on or off campus, while going to or from school, or at a school function may result in disciplinary action:

- causing, attempting to cause, or threatening to cause physical injury to another person
- willfully using force or violence upon another person, except in self-defense
- possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object
- unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind
- unlawfully offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either selling, delivering, or otherwise furnishing that substance to another person, or selling, delivering, or otherwise furnishing to a person another substance or material and representing it to be a controlled substance, alcoholic beverage, or intoxicant
- committing or attempting to commit robbery or extortion
- causing or attempting to cause damage to school property or private property
- stealing or attempting to steal school property or private property
- possessing or using tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, unless by prescription
- committing an obscene act or engaging in habitual profanity or vulgarity
- unlawfully possessing or offering, arranging, or negotiating to sell any drug paraphernalia
- disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly receiving stolen school property or private property
- possessing an imitation firearm (something that would lead a reasonable person to conclude that the replica was a firearm)
- committing or attempting to commit sexual assault or committing sexual battery

For other actions, Civicorps Elementary supports alternatives to suspension and expulsion. Such solutions can address possible causes of the behavior, including misdirected goals and unmet needs on the part of the student. In some cases, these alternatives may include making restitution to those affected or harmed by the behavior. Some alternatives used by Civicorps Schools include the following:

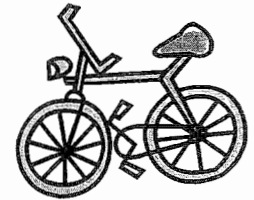
- restorative justice practices, such as circles of support and accountability
- conflict resolution programs
- community service activities
- behavioral contracts
- home visits and/or conferences with family members
- on-campus suspension
- loss of privilege (such as recess)
- changes in schedule

School Safety Policy & Procedures

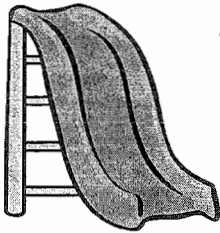
Transportation

Children may ride their bicycles to school. Bikes must be parked and locked in the bicycle racks during the school day. Bicycle riders should observe traffic safety laws and be considerate to children walking to school. Bicycles must be walked on school grounds.

- Lock your bike in the bike rack if you ride to school.
- CA state law requires that all students wear helmets while riding a bicycle
- Roller blades, skateboards, wheelies, and scooters may be ridden to school, but must not be ridden upon the school grounds. These are to remain in the classroom during the school day.



Play Structure



- Use this guideline when unsure. **Up the ladders and down the slides.**
- Go down slides feet first, one at a time.
- Go across rings using arms. Do not sit on the rings.
- Take turns.
 - Bars are for going across with arms, not for sitting.
 - Use the play structure for the climbing equipment, not for tag or ball games.
- There will be a schedule of use by grade level and/or by class during recess periods.

Supervision

- Adults provide supervision at all recesses. Seek their help if you cannot settle your difficulties or if "Talk It Out" does not work.
- Students who choose not to follow the school rules may be given a warning and/or a time-out and/or behavior notification and/or a referral to the administrator, depending upon the infraction.
- Behaviors that result in referrals to the principal may result in a behavior slip, which requires signatures from teachers, parents, and students. These must be returned the next school day.
- Inappropriate behavior may result in suspension and/or expulsion.

Liability for Damages and Losses

Parents and guardians are liable for all the damages caused by the willful misconduct of their minor children or themselves which results in the injury to or death of other students or to members of the school staff or volunteers, or in damage to school property, or damage to other personal property (car windows, school windows, house windows, etc.). Parents will be expected to pay for the costs of labor and materials needed to repair property. Parents will be expected to pay for medical treatment of the injured party.

Pets at School

Pets are not to be brought to school without the permission of the teacher and administration. They must be brought in by a parent, shown, and taken home; they are not allowed to stay on campus. Please keep pets at home when coming onto the school grounds. There are many

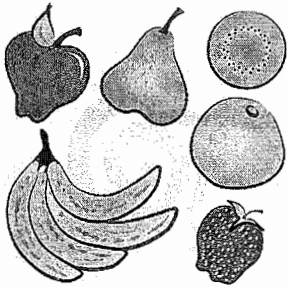
Emergency Card Information

If your child becomes ill or there is an emergency and the school is unable to reach you, the people listed on the emergency card will be called to pick up your child. Your child will only be released to the people you have designated on the emergency card. Emergency contacts may be relatives, friends, or neighbors that you would entrust with the care of your child. They should live locally. It is imperative that families keep the school informed of changes made to any of the relevant emergency telephone numbers.

Long Term Illness

If your child is going to be absent due to illness or injury for two or more weeks, contact the office staff or the classroom teacher to arrange for a home teacher.

Healthy Eating Policy & Procedures



We believe that active, happy children need healthy food to consume during morning recess. In keeping with our mission, the Civicorps Elementary 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. 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:

- We have entered into a partnership with Revolution Foods to supply our breakfast and lunch programs.
- Students who order school lunch must bring a healthy snack to eat during morning recess time.
- Students who do not buy a lunch must 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 Civicorps Elementary School Kitchen Facilities.
- 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.

at the beginning of the lunch period for forgotten items. We will not interrupt classroom instruction to notify a student that a forgotten lunch has been delivered for him/her.

Family Service Policy

We believe that family participation in the life of the school is critical to our mission as a school and a community. Family participation and engagement 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. **Each family is expected to volunteer 12 hours of service to the school per trimester.**

Because of these beliefs:

- Each family is expected to participate in at least one service team throughout the year.
- Each family is expected to attend Back to School Night, both Showcases and the State of the School Address.
- A family member is required to attend all 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 Principal or other administrative designee.
- Each family is expected to stay in frequent contact with their child's teacher throughout the year.

Classroom Service

Volunteering in the classroom 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

School-Wide Service

There are many ways to benefit all students by volunteering outside the classroom. Parents may sign up in the main office for these ongoing volunteer functions:

1. Lunch Distribution (assemble and hand out trays)
2. Main Office assistant (file, copy, clean, organize, etc.)
3. Main Office substitute (answer phones, greet people, etc.)
4. Art Smock washing
5. Loaner uniform washing
6. Working to organize and support school fundraisers
7. Assisting with maintaining the school grounds (gardening, painting, fixing things, etc.)

"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

folder in the evening, remove and review the contents, and make certain that the folder is sent back to school on the next school day. The vital link in this system is your child. S/he must assume the responsibility for taking the folder home and bringing it back to school. It is important for parents to assist their child in being accountable for accepting this responsibility.

Lost and Found

Parents are urged to mark all personal articles with the child's name and phone number. Lost and found items are stored on a coat rack near the office. Items not claimed will be donated to charity at regular intervals, generally at the vacation periods. Every effort is made by volunteers to return marked items to families.

Messages

To eliminate classroom interruptions, messages for students will be limited to those that are urgent.

Pagers and Phones

Students who have pagers or cell phones on campus must keep them turned off during school hours.

Report Cards and Conferences

Report cards will be sent home to families three times during the school year. Conferences will be held in the fall and spring, following the end of each trimester. Additional conferences may be held during the year at the teacher's or the family's request. In order for your child to have a successful school experience, communication between the school and home is essential.

Telephones

School telephones are available for student use for illness or emergencies only.

Trading Cards

Baseball cards, Pokémon cards and other trading cards are not allowed at school.

Student Records

Only that information which is pertinent to the individual's educational progress and those items required by law are to be maintained in the student's file. A student's records are open for inspection by the student, his parents or guardians, school officials and certified employees of the school district. Copies of records shall be furnished to authorized agencies upon written request of parents, guardians or students of legal age in accordance with the FERPA policy. Students are to be enrolled by their legally given name and all school records will be recorded by that name.

Family Educational Rights and Privacy Act (FERPA)

This policy and the procedures included with it are designed to meet the provisions of the Family Educational Rights and Privacy Act (FERPA), and Civicorps Schools is committed to the

Programs

Art

All students will receive art instruction during the year through classroom instruction as well as art integration activities in the classroom.

English Language Development (ELD)

Children whose primary language is not English are designated as English Language Learners (ELL) and will receive English Language Development (ELD) from their classroom teachers. They will receive ELD until they are fluent in listening, speaking, reading, and writing and can perform at grade level. In some cases, students may work individually or in a small group with classroom teachers and/or other adults both in the classroom and under the supervision of the teacher.

Physical Education (PE)

Students in grades K through 5 are provided with physical education classes each week. During these periods, a PE coach and the classroom teacher instruct students. The children receive a balanced grade appropriate PE curriculum, which provides warm-up exercises, skill instruction, health awareness, game instruction, and cooperative learning. In order for your child to fully benefit from the class, we ask they dress appropriately on days they will be participating in PE. Students should wear athletic shoes and girls who opt to wear a dress or skirt should wear shorts underneath.

Community Conflict Resolution Policy & Procedures

We believe that it is important for all individuals who are a part of this school community to model and practice positive, proactive, non-violent conflict behaviors and language at all times on the Civicorps Elementary School campus.

Thus:

- The Civicorps Elementary School community recognizes that conflicts are a normal, healthy part of all communities.
- All students, families, staff and other members of the Civicorps Elementary School community are required to use conflict resolution language and practices while on the school campus.
- Participants in a conflict must work through their conflicts either on their own or with the mediation of a third party.
- All members of the Civicorps Elementary School community will be provided with opportunities to obtain training in non-violent conflict resolution and/or positive communication practices.

Conflict Resolution Policies & Procedures

1. All members of the Civicorps Elementary School community are expected to treat one another with respect and dignity at all times.

Uniform Complaint Procedure

Unlawful Harassment Complaint and Grievance Procedures

Civicorps Schools maintains a zero tolerance policy that prohibits harassment in any form against any person involved in the operations of Civicorps Schools. This prohibition includes sexual harassment.

Civicorps Schools maintains a strict policy of prohibiting sexual harassment and harassment because of gender, race, color, age, national origin, ancestry, religious creed, marital status, sexual orientation, political belief or activity, veteran status, pregnancy or medical condition, physical or mental disability, or any other characteristic protected under federal and state laws and regulations. Our non-harassment policy applies to all persons involved in the operations of Civicorps Schools, including all agents, company vendors, suppliers and customers. Harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. It is a violation of this policy for males to harass females or other males, and for females to harass males or other females.

Harassment defined

Harassment includes, but is not limited to, the following forms of offensive behavior:

- Verbal conduct such as making or using derogatory comments, offensive jokes, slurs, and inappropriate comments about an employee's body or attire;
- Verbal sexual advances or propositions; verbal abuse of sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; visual conduct such as leering or making gestures;
- Displaying sexually suggestive objects or pictures, derogatory posters, photography, cartoons, drawings or gestures; web-surfing sexually explicit sites;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work;
- Threats and demands to submit to sexual requests in order to retain employment or avoid some other loss; offers of job benefits in return for sexual favors;
- Flirtation and sexual innuendoes which could be perceived as sexual harassment even when well intended;
- Retaliation for having reported or threatened to report harassment; making or threatening reprisals after receiving a negative response to sexual advances;
- Using peer pressure to discourage harassment victims from complaining.

Complaint Process

If you are the victim of, or a witness to, harassment in the workplace you are required by Civicorps Schools to take Step #2, below, and may take Step #1:

1. If appropriate, confront the harasser and ask him/her to stop. The harasser may not realize that his/her conduct is offensive. If it is appropriate and sensible for you to do so, you may tell the harasser the behavior is unwelcome and ask him/her to stop.
2. Report the harassment to a Supervisor/Manager via the UNIFORM COMPLAINT PROCEDURE as follows:

binding mediation, and if the information mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with this or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and a decision rendered within sixty (60) days after receiving a request for direct investigation or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

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.

The following items and actions are STRICTLY FORBIDDEN AND/OR BANNED at all times at the CIVICORPS K-5 Charter School:

- **Weapons (Real or Imitation)**
- **Intoxicants, Paraphernalia, and/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, knife, 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 and/or Tobacco

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 of 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.

Civicorps Elementary School

Receipt of Notification of the 2010-2011 Student and Family Handbook

Please detach, sign, and return this form to school office.

I have received and read the Civicorps Elementary School Family Handbook and fully understand and accept its content. The signatures below acknowledge our understanding and promised compliance as they pertain to our student.

Please print:

Student Name

Grade

Please sign:

Signature of Parent/Guardian #1

Date

Signature of Parent/Guardian #2

Date

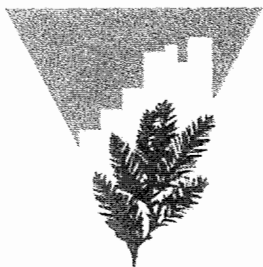
CIVICORPS ELEMENTARY SCHOOL
STUDENT & FAMILY HANDBOOK

2010-2011



Academic Rigor + Creativity + Purpose

This book belongs to _____



CIVICORPS SCHOOLS

Dear Civicorps Families,

Welcome to Civicorps Elementary School—a vibrant community of learners! I am honored to be your new principal and I look forward to an extraordinary school year.

This handbook has been prepared to provide families and students with important information regarding the various policies, procedures, activities, events, and programs that are available at Civicorps Elementary. Together with your child, please review this handbook and refer to it as needed. We hope that it will be a valuable reference and resource to you and it will be updated as needed throughout the year.

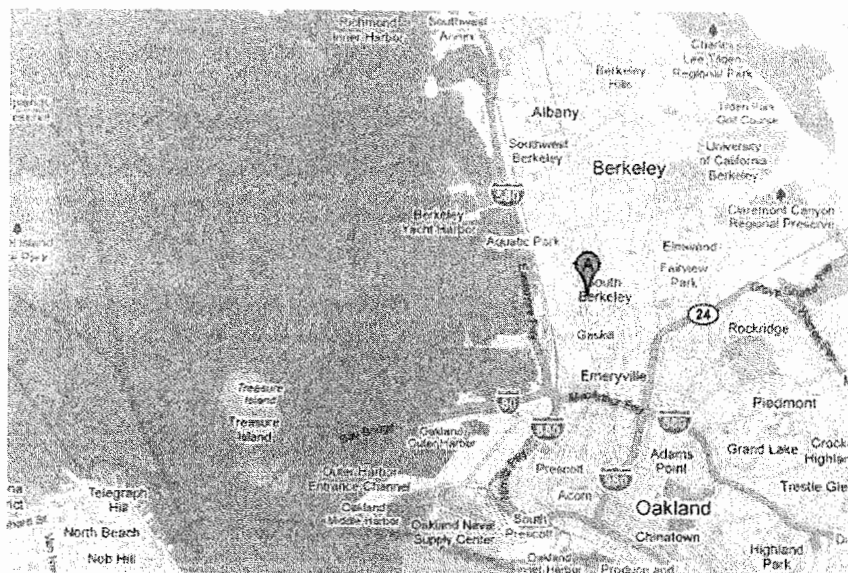
Although we use e-mail to provide you many of the school's communications, there are some notices that go home in a hard copy format. Please expect your child to bring home a communications folder every Monday to be returned the next day. The vital link in this system is your child, who must assume the responsibility for taking the folder to and from school. The school's monthly family update, this handbook and other important informational documents will be posted on the school's website, www.civicorpsk5.org, for your reference.

Please let us know if you have questions that we can answer.

Warm regards,

Désirée Braganza, Ed.D., principal

General Information



Address, Telephone & FAX

1086 Alcatraz Avenue
Oakland, CA 94608-1265

(510) 420-3701 – Phone
(510) 420-3703 – FAX
Website: www.civicorpsk5.org

School Hours

Staff Hours: 8:00 AM – 4:00 PM
Student Hours (1 - 5): 8:10 AM – 3:15 PM
Student Hours (K): 8:10 AM – 2:30 PM
Wednesday (K - 5): 8:10 AM – 1:30 PM (school day)
Conference Days: 8:10 AM – 12:00 PM (see schedule for conference days)

Extended Day Telephone & Hours

After School Program Telephone - (510) 420-3701 x226

Afterschool Program Hours* 3:15 PM - 6:00 PM (M - F) & 1:30 - 6:00 (W - minimum days)

*Students must be registered to participate.

Daily Schedule

School Hours	
M, T, Th, F	W
Breakfast/Drop-Off 7:45-8:10	Breakfast/Drop-Off 7:45-8:10
Core Academic Programs 8:15-2:30 (K) 8:15-3:15 (1-5)	Core Academic Programs 8:15-1:30 (K-5)
Afterschool Program 2:30-6:00 (K) 3:15-6:00 (1-5)	Afterschool Program 1:30-6:00 (K-5)

K-2					
	M	T	W	TH	F
RECESS	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
CLASS LUNCH	11:30-11:50	11:30-11:50	11:30-11:50	11:30-11:50	11:30-11:50
LUNCH RECESS	11:50-12:30	11:50-12:30	11:50-12:20	11:50-12:30	11:50-12:30
2/3-5					
RECESS	10:35-10:50	10:35-10:50	10:35-10:50	10:35-10:50	10:35-10:50
CLASS LUNCH	12:20-12:40	12:20-12:40	12:00-12:20	12:20-12:40	12:20-12:40
LUNCH RECESS	12:40-1:20	12:40-1:20	12:20-12:50	12:40-1:20	12:40-1:20

Conference Days	Kindergarten, First & Second	Third, Fourth & Fifth
Day Begins	8:10	8:10
Morning Recess	10:15-10:30	10:35-10:50
Day Closes	1:30	1:30

2010-2011 Faculty and Staff Roster

Administrative Team

Désirée Braganza, Ed.D. – Principal
Tara Denison – Administrative Manager
Lacedric Johnson – Administrative Intern

Teaching Team

Megan Wherritt – Kindergarten Teacher
Emily Roberts – Kindergarten Teacher
Breanna Adams – First Grade Teacher
Marissa Giovacchini – First Grade Teacher
Mariah Mills – Second Grade Teacher
Jenny Ridders – Second/Third Grade
Teacher
Michael Bartone – Third Grade Teacher
Charlotte Vaughns – Fourth Grade Teacher
Abdul-Haqq Khalifah – Fifth Grade Teacher
Constance Moore – Visual Arts Teacher
Eric Miller - Resource Teacher
Lesley Tilley (SLP) and Stephanie Milona
(SLPA) - Speech Therapists
Children's Hospital of Oakland - Counseling
Referrals

Afterschool Staff

Neykeya Murray – Afterschool Program
Coordinator
Shayla Taylor – Afterschool Program
Instructor
Brad Phelps – Afterschool Program
Instructor
Ryan Nichols – Afterschool Program
Instructor

Specials

Vicente Cruz- Playworks Coach
Laura Crandall - Oakland Based Urban
Gardens (OBUGS)

Custodian

Victor Guerrero

Playground and Lunch Supervisor

Dustin Johansen

Our Mission

The mission of Civicorps Schools is to promote citizenship and build a civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic literacy.

Academic Literacy is defined as the ability to read, write, calculate, reason and communicate with precision and depth.

Civic Literacy is the ability to "let one's life speak" through participating thoughtfully, responsibly and passionately in the life of the community with an overriding concern for the common good and an orientation towards service.

Artistic Literacy is graceful personal expression, the development of a discerning eye, a sensitive ear, and an acquired taste for beauty.

We believe that each of these forms of literacy is necessary for twentieth century learners to grow into adults who can successfully grapple with the complexities of our world and effect positive change.

We provide our students with empowering and transformational opportunities that will enable them to understand and improve their world.

Guiding Principles

In addition to our mission, we have five guiding principles that serve to guide our constant evolution as educators:

- Academic and artistic excellence
- Values, ethics and spiritual development necessary for thoughtful citizenship in a pluralistic, democratic society
- Service as a way of learning
- Participation in the life of the school and the community through stewardship of the environment
- Creative partnerships in sustaining public education

Philosophy

Civicorps Schools strives to maintain an atmosphere in school and at school activities that enhances the potential for success of every member of the school community. The district's commitment to learning includes the concept that, in order to learn, students must be guaranteed an environment that is safe, classrooms where mutual respect is the underlying principle, and rules that are publicized, explained, and enforced. The schools' rules derive from the goals of respect for self, for property, and for others. In enforcing the rules of the schools, the district, and the state, the staffs of the schools believe that students must understand that their actions do have consequences. As students become responsible for their own behavior, they develop the self-discipline needed for good citizenship.

Admissions & Enrollment Policies & Procedures

Continuing Students

1. In February, current families will be asked to submit an Intent to Return Form.
2. All families who complete and submit the Intent to Return Form by the given deadline will reserve a space for the following academic year.
3. Families who do not submit the Intent to Return Form by the given deadline will be called to confirm that they received the form, and given the opportunity to return the form. If they then do not contact the office or return the form, their space for the following year will be considered open. Families will be informed in writing that this is to occur and that should they decide to return they will need to fill out a new application and enter the enrollment lottery.
4. Following this procedure, the school will determine how many spaces are open for new students and the lottery process will commence.

New Students – Lottery Process

Each year, Civicorps Elementary School will hold one lottery on the last Wednesday in February. To participate in the lottery, all new students/families are required to submit an Enrollment Application by the application deadline, which will be 24 hours before the lottery is to take place.

In the lottery:

1. Classes may be drawn in order to balance for gender.
2. Students who have siblings already enrolled and confirmed for the following year at the school will be given the initial open spots, or be placed in the waitlist if no slots are currently available in the grade to which they are applying.
3. If there are more students than spaces available, students' names will be drawn to determine an order for the waiting list.
4. Students who have siblings enrolled in the school will be given preference for enrollment, and thus will be moved to the top of the waiting list.

If a child's name is selected in the lottery, his or her family will be mailed an Intent to Enroll Form. Families will have two weeks from the date of the lottery to complete and return the Intent to Enroll Form. If a family fails to return the packet by the deadline, they will be placed at the bottom of the waitlist and their spot will be offered to the next person on the waitlist.

Following the lottery, applications for open spots will be taken and processed on a first-come, first-served basis.

In June, all families enrolled for the following year will be sent an enrollment packet for the new school year. Families must return the complete enrollment packet by the published deadline. Failure to return the enrollment packet by this date will result in the child being dropped from the enrollment list and placed last on the waitlist.

In order to retain their spot in the school, students are required to be present on the first day/week of school. If a child is not present on the first day/week of school without prior arrangement with the Principal, his/her name will be dropped from the enrollment list and his/her spot will be given to a student on the waiting list. If a child forfeits his/her spot due to absence

- Your name and relationship to the child
- Estimated length of absence
- Reason for absence

Please help us eliminate unnecessary phone calls to you by using our attendance number or website to ensure your child's safety.

Tardy

Students who are tardy to school must report to the office and sign in before going to their classroom. Kindergarteners must be accompanied by their parent and signed in at the office before the parent takes the child to the classroom.

Chronic tardiness is regarded as a serious problem that impacts the educational process. Parents will be notified by the office after three or more unexcused tardies and the student will be considered to be truant. If the problem is not resolved, the child may be referred to the Student Study Team or the district's School Attendance Review Board (SARB) for action.

Truancy

If a child accumulates five unexcused absences and/or tardies in a trimester, the parent/guardian will receive a notice from the school. The letter will remind the family of the attendance policies and that the student is in danger of being considered truant. The family will be required to meet with an administrator to discuss solutions and to create a plan to address attendance issues.

If the family continues to demonstrate a pattern of repeated truancy, which will be measured by the accumulation of ten additional unexcused absences and/or tardies (total of fifteen), the family will be advised that they are no longer in good standing with the school and will be considered for expulsion.

- In cases where the family has failed to attend any administrative meetings or comply at all with an attendance contract, the school reserves the right to pursue all measures allowable under state law. These may include:
 - Calling a peace officer to issue a written warning of truancy.
 - Reporting the family to Oakland Unified School District's Student Attendance Review Board (SARB).
 - Recommending that the family be referred to the judicial system either through juvenile hall or child protection services.

Independent Study Contracts

If a student will be absent for five to ten consecutive school days, parents may request an Independent Study Contract (ISC). The contract MUST be requested at least one full week in advance of the absence. Please request the ISC from the school administrative manager. The teacher will provide the child with appropriate activities to keep current with curriculum and school activities. Although work is provided, classroom activities cannot be duplicated outside of school. Some activities may need to be made up upon the student's return to class. The Independent Study Contract must be signed by the parent and teacher prior to the absence. The completed contract and all work are due back to the teacher the first day the student returns to school.

Dismissal K (2:30 – 2:45 PM); 1st – 5th (3:15 – 3:30 PM)

- Students staying for Afterschool Program activities will be dismissed to the Garden/Structure yard.
- Students leaving immediately after school will form lines on the blacktop yard for dismissal with one classroom staff member.
- Older children who walk or take the bus (without a parent/family member) will be dismissed right away. These students are expected to leave school without delay. Parent must provide their child's teacher with a written note giving permission to leave school without a parent/family member.
- Families are encouraged to park their cars and meet their children on the yard. This is often a good time for a very quick check-in with the child's teacher.
- **TO ENSURE STUDENT SAFETY, DRIVERS MAY NOT DOUBLE PARK AND LOAD CHILDREN INTO THE CAR IN FRONT OF THE SCHOOL ON ALCATRAZ AVENUE or ON SALEM or HERZOG AVENUES.**
- Staff members will dismiss children who are picked up by a designated family member only after the staff member has made visual contact with the child's usual caretaker. Staff will release the children to the caregiver when once the caregiver's vehicle is within the coned pick up area or the caregiver is physically present at the gate.
- No play equipment will be brought out during dismissal and no running games are allowed.
- Students may only re-enter the building – with permission from a staff member – to use the bathroom.

Accountability Procedures to Support the Arrival & Dismissal Policy

- Students who are not picked up by 3:30 PM will be brought to sit outside of the office. The Administrative Intern will start to call primary guardians and then each person listed for pick up on the students' emergency card until someone can be reached to arrange pick up.
- If the caregiver then arrives to pick up the student, it is their responsibility to contact anyone who may have been called to pick up the student in their place.
- Caregivers picking a student up late will be required to sign their student out in the office.
- If the person collecting the student late is a daycare provider, then the guardian will be contacted to advise them that their service is tardy.
- If a child accumulates three 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 the person collecting the student late is a daycare provider, the parents/guardians will still be held accountable for the tardy pickups and will need to have the appropriate conversations with their service.

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 Principal or for religious reasons. Hats and head coverings may be worn outside on the yard.

Discipline Policies & Procedures

In order for Civicorps Elementary School to be a safe place for every person to learn and grow, we expect our students to be held accountable to the following expectations.

Expectations

- Follow Directions and Agreements
- Be Safe – Use hands, feet and objects appropriately
- Use Put-Ups, not Put-Downs – No bullying or name-calling

Grounds for Disciplinary Action

The following acts, whether occurring on school grounds, during lunch on or off campus, while going to or from school, or at a school function may result in disciplinary action:

- causing, attempting to cause, or threatening to cause physical injury to another person
- willfully using force or violence upon another person, except in self-defense
- possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object
- unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind
- unlawfully offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either selling, delivering, or otherwise furnishing that substance to another person, or selling, delivering, or otherwise furnishing to a person another substance or material and representing it to be a controlled substance, alcoholic beverage, or intoxicant
- committing or attempting to commit robbery or extortion
- causing or attempting to cause damage to school property or private property
- stealing or attempting to steal school property or private property
- possessing or using tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, unless by prescription
- committing an obscene act or engaging in habitual profanity or vulgarity
- unlawfully possessing or offering, arranging, or negotiating to sell any drug paraphernalia
- disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly receiving stolen school property or private property
- possessing an imitation firearm (something that would lead a reasonable person to conclude that the replica was a firearm)
- committing or attempting to commit sexual assault or committing sexual battery

For other actions, Civicorps Elementary supports alternatives to suspension and expulsion. Such solutions can address possible causes of the behavior, including misdirected goals and unmet needs on the part of the student. In some cases, these alternatives may include making restitution to those affected or harmed by the behavior. Some alternatives used by Civicorps Schools include the following:

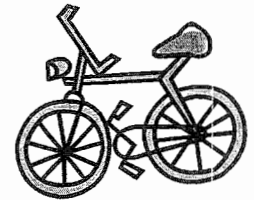
- restorative justice practices, such as circles of support and accountability
- conflict resolution programs
- community service activities
- behavioral contracts
- home visits and/or conferences with family members
- on-campus suspension
- loss of privilege (such as recess)
- changes in schedule

School Safety Policy & Procedures

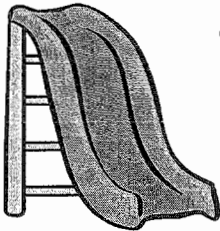
Transportation

Children may ride their bicycles to school. Bikes must be parked and locked in the bicycle racks during the school day. Bicycle riders should observe traffic safety laws and be considerate to children walking to school. Bicycles must be walked on school grounds.

- Lock your bike in the bike rack if you ride to school.
- CA state law requires that all students wear helmets while riding a bicycle
- Roller blades, skateboards, wheelies, and scooters may be ridden to school, but must not be ridden upon the school grounds. These are to remain in the classroom during the school day.



Play Structure



- Use this guideline when unsure. **Up the ladders and down the slides.**
- Go down slides feet first, one at a time.
- Go across rings using arms. Do not sit on the rings.
- Take turns.
 - Bars are for going across with arms, not for sitting.
 - Use the play structure for the climbing equipment, not for tag or ball games.
- There will be a schedule of use by grade level and/or by class during recess periods.

Supervision

- Adults provide supervision at all recesses. Seek their help if you cannot settle your difficulties or if "Talk It Out" does not work.
- Students who choose not to follow the school rules may be given a warning and/or a time-out and/or behavior notification and/or a referral to the administrator, depending upon the infraction.
- Behaviors that result in referrals to the principal may result in a behavior slip, which requires signatures from teachers, parents, and students. These must be returned the next school day.
- Inappropriate behavior may result in suspension and/or expulsion.

Liability for Damages and Losses

Parents and guardians are liable for all the damages caused by the willful misconduct of their minor children or themselves which results in the injury to or death of other students or to members of the school staff or volunteers, or in damage to school property, or damage to other personal property (car windows, school windows, house windows, etc.). Parents will be expected to pay for the costs of labor and materials needed to repair property. Parents will be expected to pay for medical treatment of the injured party.

Pets at School

Pets are not to be brought to school without the permission of the teacher and administration. They must be brought in by a parent, shown, and taken home; they are not allowed to stay on campus. Please keep pets at home when coming onto the school grounds. There are many

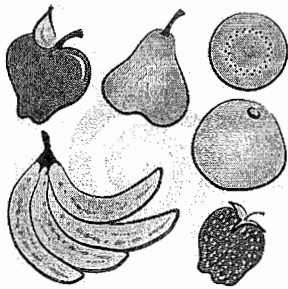
Emergency Card Information

If your child becomes ill or there is an emergency and the school is unable to reach you, the people listed on the emergency card will be called to pick up your child. Your child will only be released to the people you have designated on the emergency card. Emergency contacts may be relatives, friends, or neighbors that you would entrust with the care of your child. They should live locally. It is imperative that families keep the school informed of changes made to any of the relevant emergency telephone numbers.

Long Term Illness

If your child is going to be absent due to illness or injury for two or more weeks, contact the office staff or the classroom teacher to arrange for a home teacher.

Healthy Eating Policy & Procedures



We believe that active, happy children need healthy food to consume during morning recess. In keeping with our mission, the Civicorps Elementary 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. 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:

- We have entered into a partnership with Revolution Foods to supply our breakfast and lunch programs.
- Students who order school lunch must bring a healthy snack to eat during morning recess time.
- Students who do not buy a lunch must 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 Civicorps Elementary School Kitchen Facilities.
- 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.

at the beginning of the lunch period for forgotten items. We will not interrupt classroom instruction to notify a student that a forgotten lunch has been delivered for him/her.

Family Service Policy

We believe that family participation in the life of the school is critical to our mission as a school and a community. Family participation and engagement 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. **Each family is expected to volunteer 12 hours of service to the school per trimester.**

Because of these beliefs:

- Each family is expected to participate in at least one service team throughout the year.
- Each family is expected to attend Back to School Night, both Showcases and the State of the School Address.
- A family member is required to attend all 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 Principal or other administrative designee.
- Each family is expected to stay in frequent contact with their child's teacher throughout the year.

Classroom Service

Volunteering in the classroom 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

School-Wide Service

There are many ways to benefit all students by volunteering outside the classroom. Parents may sign up in the main office for these ongoing volunteer functions:

1. Lunch Distribution (assemble and hand out trays)
2. Main Office assistant (file, copy, clean, organize, etc.)
3. Main Office substitute (answer phones, greet people, etc.)
4. Art Smock washing
5. Loaner uniform washing
6. Working to organize and support school fundraisers
7. Assisting with maintaining the school grounds (gardening, painting, fixing things, etc.)

"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

folder in the evening, remove and review the contents, and make certain that the folder is sent back to school on the next school day. The vital link in this system is your child. S/he must assume the responsibility for taking the folder home and bringing it back to school. It is important for parents to assist their child in being accountable for accepting this responsibility.

Lost and Found

Parents are urged to mark all personal articles with the child's name and phone number. Lost and found items are stored on a coat rack near the office. Items not claimed will be donated to charity at regular intervals, generally at the vacation periods. Every effort is made by volunteers to return marked items to families.

Messages

To eliminate classroom interruptions, messages for students will be limited to those that are urgent.

Pagers and Phones

Students who have pagers or cell phones on campus must keep them turned off during school hours.

Report Cards and Conferences

Report cards will be sent home to families three times during the school year. Conferences will be held in the fall and spring, following the end of each trimester. Additional conferences may be held during the year at the teacher's or the family's request. In order for your child to have a successful school experience, communication between the school and home is essential.

Telephones

School telephones are available for student use for illness or emergencies only.

Trading Cards

Baseball cards, Pokémon cards and other trading cards are not allowed at school.

Student Records

Only that information which is pertinent to the individual's educational progress and those items required by law are to be maintained in the student's file. A student's records are open for inspection by the student, his parents or guardians, school officials and certified employees of the school district. Copies of records shall be furnished to authorized agencies upon written request of parents, guardians or students of legal age in accordance with the FERPA policy. Students are to be enrolled by their legally given name and all school records will be recorded by that name.

Family Educational Rights and Privacy Act (FERPA)

This policy and the procedures included with it are designed to meet the provisions of the Family Educational Rights and Privacy Act (FERPA), and Civicorps Schools is committed to the

Programs

Art

All students will receive art instruction during the year through classroom instruction as well as art integration activities in the classroom.

English Language Development (ELD)

Children whose primary language is not English are designated as English Language Learners (ELL) and will receive English Language Development (ELD) from their classroom teachers. They will receive ELD until they are fluent in listening, speaking, reading, and writing and can perform at grade level. In some cases, students may work individually or in a small group with classroom teachers and/or other adults both in the classroom and under the supervision of the teacher.

Physical Education (PE)

Students in grades K through 5 are provided with physical education classes each week. During these periods, a PE coach and the classroom teacher instruct students. The children receive a balanced grade appropriate PE curriculum, which provides warm-up exercises, skill instruction, health awareness, game instruction, and cooperative learning. In order for your child to fully benefit from the class, we ask they dress appropriately on days they will be participating in PE. Students should wear athletic shoes and girls who opt to wear a dress or skirt should wear shorts underneath.

Community Conflict Resolution Policy & Procedures

We believe that it is important for all individuals who are a part of this school community to model and practice positive, proactive, non-violent conflict behaviors and language at all times on the Civicorps Elementary School campus.

Thus:

- The Civicorps Elementary School community recognizes that conflicts are a normal, healthy part of all communities.
- All students, families, staff and other members of the Civicorps Elementary School community are required to use conflict resolution language and practices while on the school campus.
- Participants in a conflict must work through their conflicts either on their own or with the mediation of a third party.
- All members of the Civicorps Elementary School community will be provided with opportunities to obtain training in non-violent conflict resolution and/or positive communication practices.

Conflict Resolution Policies & Procedures

1. All members of the Civicorps Elementary School community are expected to treat one another with respect and dignity at all times.

Uniform Complaint Procedure

Unlawful Harassment Complaint and Grievance Procedures

Civicorps Schools maintains a zero tolerance policy that prohibits harassment in any form against any person involved in the operations of Civicorps Schools. This prohibition includes sexual harassment.

Civicorps Schools maintains a strict policy of prohibiting sexual harassment and harassment because of gender, race, color, age, national origin, ancestry, religious creed, marital status, sexual orientation, political belief or activity, veteran status, pregnancy or medical condition, physical or mental disability, or any other characteristic protected under federal and state laws and regulations. Our non-harassment policy applies to all persons involved in the operations of Civicorps Schools, including all agents, company vendors, suppliers and customers. Harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. It is a violation of this policy for males to harass females or other males, and for females to harass males or other females.

Harassment defined

Harassment includes, but is not limited to, the following forms of offensive behavior:

- Verbal conduct such as making or using derogatory comments, offensive jokes, slurs, and inappropriate comments about an employee's body or attire;
- Verbal sexual advances or propositions; verbal abuse of sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; visual conduct such as leering or making gestures;
- Displaying sexually suggestive objects or pictures, derogatory posters, photography, cartoons, drawings or gestures; web-surfing sexually explicit sites;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work;
- Threats and demands to submit to sexual requests in order to retain employment or avoid some other loss; offers of job benefits in return for sexual favors;
- Flirtation and sexual innuendoes which could be perceived as sexual harassment even when well intended;
- Retaliation for having reported or threatened to report harassment; making or threatening reprisals after receiving a negative response to sexual advances;
- Using peer pressure to discourage harassment victims from complaining.

Complaint Process

If you are the victim of, or a witness to, harassment in the workplace you are required by Civicorps Schools to take Step #2, below, and may take Step #1:

1. If appropriate, confront the harasser and ask him/her to stop. The harasser may not realize that his/her conduct is offensive. If it is appropriate and sensible for you to do so, you may tell the harasser the behavior is unwelcome and ask him/her to stop.
2. Report the harassment to a Supervisor/Manager via the UNIFORM COMPLAINT PROCEDURE as follows:

binding mediation, and if the information mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with this or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and a decision rendered within sixty (60) days after receiving a request for direct investigation or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

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.

The following items and actions are STRICTLY FORBIDDEN AND/OR BANNED at all times at the CIVICORPS K-5 Charter School:

- **Weapons (Real or Imitation)**
- **Intoxicants, Paraphernalia, and/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, knife, 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 and/or Tobacco

Hate Violence

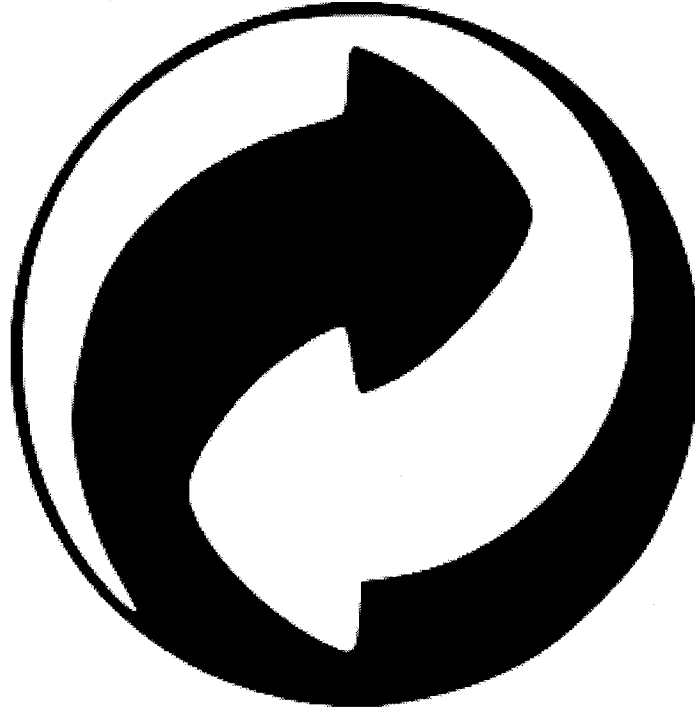
The California Education Code (§48900.3) bans students from causing, threatening to cause, or participating in an act of hate violence, as defined in the Education Code 233. Hate violence means the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, 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.



CIVICORPS ELEMENTARY SCHOOL
2010-2011
STAFF HANDBOOK

ACADEMIC RIGOR + CREATIVITY + PURPOSE



CIVICORPS SCHOOLS

WELCOME to the 2010-2011 School Year!

Dear Team,

It gives me great pleasure to welcome you to the 2010-2011 school year after you so warmly welcomed me to the school last June.

While we as a learning community have faced several transitions in the past few months, I am confident that these changes will lead us in a very positive direction. Several staff and families of our scholars have expressed to me a renewed sense of purpose and an even deeper commitment to the mission and vision of the school.

Moving forward with the positive energy of the school community, we will have a great year.

That said, this will also be a defining year for the school in many ways. After facing the challenges of the past year, we are coming back into balance. We now have the opportunity to come together and refine our instructional program, strengthen our partnership with families and deepen our scholar's experience in our school's three pillars – academic, artistic and civic literacy.

Given that we are in a charter renewal year, I'd like to suggest that our unofficial motto for the year be, "Show, not tell". Meaning, it will be vital to clearly show off all of the wonderful things about our school to anyone who walks through our doors. And with such a talented staff, there's lot of incredible instruction and best practices to show off!

It's an honor to be working with you and I look forward to the year ahead.

My best,

Desiree

OUR MISSION

The mission of Civicorps Schools is to promote citizenship and build a civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic literacy.

Academic Literacy is defined as the ability to read, write, calculate reason and communicate with precision and depth.

Civic Literacy is the ability to "let one's life speak" through participating thoughtfully, responsibly and passionately in the life of the community with an overriding concern for the common good and an orientation towards service.

Artistic Literacy is graceful personal expression, the development of a discerning eye, a sensitive ear, and an acquired taste for beauty.

We believe that each of these forms of literacy is necessary for twentieth century learners to grow into adults who can successfully grapple with the complexities of our world and effect positive change.

We provide our students with empowering and transformational opportunities that will enable them to understand and improve their world.

GUIDING PRINCIPLES

In addition to our mission, we have five guiding principles that serve to guide our constant evolution as educators.

- Academic and artistic excellence
- Values, ethics and spiritual development necessary for thoughtful citizenship in a pluralistic, democratic society
- Service as a way of learning
- Participation in the life of the school and the community through stewardship of the environment
- Creative partnerships in sustaining public education

TEAM GUIDELINES

TEACHER WORK DAY

Teachers are expected to be on site, ready and prepared for the day by 8:00 AM Please sign in the attendance book located in the office. If you need to leave during the day, please inform the principal or administrative manager, make arrangements to have classes and yard duty responsibilities covered, and sign out. The work day officially ends at 4:00 PM and teachers are expected to remain until that time unless they have notified

the office. See the staff calendar on the Q drive for additional school events that occur on Saturdays on in the evenings that will require your attendance.

A schedule of staff meetings, staff development workshops and professional developments days will be posted on the Q drive.

PROFESSIONAL APPEARANCE

All staff is expected to dress in a professional manner. Tight or suggestive clothing is not considered acceptable. Educators are expected to wear shoes that allow for athletic movement.

COMMUNICATION PROTOCOL

Most school communication is sent via e-mail. All staff are expected to check their accounts at least twice daily (at the beginning and end of the day) for new messages.

When sending e-mail, please first contact the appropriate person at our school site before contacting home office personnel. Here are suggestions for whom to reach:

Curriculum questions – principal and/or lead teachers

Discipline questions – principal and/or administrative manager and/or lead teachers

Absence request – principal

Human Resources questions – principal or administrative manager

Supplies – principal or administrative manager

Professional Development – principal and/or lead teachers

Cleaning and maintenance – principal or administrative manager

EMAIL ETIQUETTE

RESPECTFUL RESPONSE

- Try to return email within 48 hours. If you need to RSVP to an event or a meeting, do so promptly.
- If you cannot get an email response back in that time, send a courtesy email stating you received the email and when you can respond.
- If someone from the Civicorps office sends you something, either via email or pony, please respond to it as soon as possible. In fact, respond to anyone at your site as soon as possible too.
- Beware of "reply all" – know whom the email is going to.
- Be aware of text messages as well. Anything in writing can be subpoenaed.
- If you have a strong feeling about the email you have just sent and you need to respond: Wait 24 hours; put your response in Word and cut and paste it into the email, send it to the department chair, your coach or a colleague to read it for tone; "cc:" your supervisor if you feel he or she needs to be "in the know"

FORM

- Proof your writing to catch typos, mistaken or missing words, and grammatical errors.
- Use clear subject lines. Do not put names, especially student names, in the header. If you receive an email with a student's name in the subject, change it to "Your student" before you send it back.
- Consider your use of capital letters – they can be perceived as hostile.
- Consider your opener – the reader might forget what a "yes" or "no" refers to.

- Begin with a greeting and a reiteration of the question or topic. "Hello...nice to hear from you...with regard to your invitation/concern/assignment..."
- Consider if email is the correct medium for the topic. If you have gone back and forth two to three times, voice or face to face might be a better way of handling the situation.
- Less is more. Shorter is almost always better in email exchange. Think Hemingway. Short noun-verb sentences and bullets.
- Limit the number of different questions or issues in one email. If you include too many, some may not get addressed in response, and that can irritate. If you do have several answers, state you will respond to the questions with responses directly below the question and if possible, put them in another color so your reader can easily see them.

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PRINCIPAL'S REQUESTS

- Use hard copy sign-up sheets for planning events or asking for volunteers
- Please send me any official documents or surveys before they go out to all staff
- Direct email only to the targeted recipients
- Don't use the subject line to capture entire thoughts
- Do not use blind copy. Forward when necessary
- Remember that work email is subject to subpoena
- Use weekly staff e-newsletter for announcements that can wait
- Please do not use email groups (such as the K5 group) when communicating with families

Thank you!

REGULAR COMMUNICATION AND RESOURCES

MASTER CALENDAR

Civicorps maintains an electronic master calendar on Outlook. Staff members are responsible for regularly checking the calendar, responding to outlook invitations, and posting important dates (such as field trips and planned absences). Please see the administrative manager to access the master calendar.

THE INSIDER

A weekly electronic staff newsletter is sent by e-mail every Friday. Staff members are responsible for reading and contributing to The Insider.

MAILBOX

You have your very own snail mail box in the staff restroom ante room. Check your mailbox before school and before heading home for the day.

EMAIL

A Civicorps e-mail account will be set up for each staff member. Remote access to this account is through the network while at school and through the web address webmail.42inc.com while offsite.

MONDAY FOLDERS

Folders containing school fliers and homework for the week go home with students on Mondays (or Tuesdays if there is a holiday). Teachers are provided with these folders at the start of the school year. Electronic versions of most documents will also be available of the Q drive if you choose to email them to families.

SCHOOL NEWSLETTER PUBLISHED JOINTLY WITH THE PTC

Informational newsletters for families will be sent home with students on a monthly basis. Please send submissions to the principal or the administrative manager by the 15th of each month.

OUR SCHOOL WEBSITE

www.civicorpsk5.org

THE Q DRIVE

Please see our local drive for a wealth of information and forms. To access the Q drive, login to a school computer, go to "My Computer" and click on the "K5" icon. *You must close out files once you read them otherwise they will not be accessible to others.* As Q drive folders are public folders, do not store your "only copy" of files on the drive as files can inadvertently be erased or changed by other users.

STAFF ABSENCE

SCHEDULED ABSENCE REQUEST

If you need to schedule an absence, fill out a *Scheduled Absence Request Form* located in the office and submit it 10 school days in advance for consideration. Please note that it is not permissible to request an absence during required school events. Personal day requests are subject to denial depending on school financial circumstances, schedule conflicts, and classroom dynamics.

ILLNESS

While on campus, let the principal or administrative manager know at the earliest sign of an illness, even if you are not certain that you will need a substitute. **If you are off campus, you are responsible for securing your own substitute.** Please use our substitute pool list first (substitute contact available in the office), if you do not get a response, please contact Teachers on Reserve (information also available in the office) and request a substitute. You must email or leave a message for the administrative manager and principal to let them know that you will be out.

GUEST TEACHER LESSONS PLANS

For all scheduled absences and foreseeable illnesses, thorough substitute teacher plans are required. Substitute plans should remain true to regular class schedules, routines and procedures as much as possible to avoid a disruption of routine and to ensure quality instruction.

One week of emergency substitute plans must be on file with the main office. General illness is not considered an emergency. Emergency plans are self-contained plans that are universal enough that they can be implemented at any time and are independent of the current classroom content.

Lastly, a breakout plan for students must be kept on file with the office in the case of an emergency situation where a substitute is not available

OFFICE PROCEDURES & EQUIPMENT

COPIERS

We have three copiers. The primary copier/printer is located in the Teacher Resource Room and are available to all staff. The backup copier is located in the area outside of the storage room. **The third copier resides in the main office and is only to be operated by the administrative manager or intern.** Please inform them if you have a copying emergency and they will accommodate you, as time allows. Copiers have idiosyncrasies and need to be handled with care. If you should encounter a problem that is not easily fixed, please let the administrative manager know immediately.

FAX

A fax machine is located in the main office.

SUPPLIES

Each teacher has an annual supply budget of \$300 to spend on classroom supplies for students. Gift cards to Office Depot and Target will be provided to each teacher. Receipts for items purchased with the gift cards must be returned to the administrative manager.

Office supplies will be ordered bi-weekly. A "Top Ten" order binder is located in the office. Supplies outside of this list must be purchased with your supply gift cards.

REIMBURSEMENT

A *Reimbursement Form* is to be submitted by the last Friday of the month to the administrative manager for any **previously approved** expenditures during the month in order to keep our budget current.

TIMESHEETS

Timesheets are located in the *Staff Timesheets Binder* in the main office. Each staff member is responsible for signing in every morning, checking the accuracy of his/her timesheet, and for signing their timesheet. Payroll is submitted every two weeks and employees are paid within the same cycle.

POSITIVE SCHOOL CLIMATE

BEGINNING AND END OF SCHOOL DAY

At the beginning of the day, teachers and administrative staff gather on the blacktop no later than 8:10 AM. At that time, any equipment still out is collected and put away. Teachers informally greet families and students and help out with supervision until the

drum sounds and everyone gathers in the circle. At 8:15 AM, a drumbeat sounds and the entire school gathers for "Morning Circle", a brief meeting to hear any important announcements, honor birthdays, and simply become ready for the day ahead. Classes are then dismissed off the black top and head to class with their teacher. Teachers on morning duty (schedule on the Q drive) must arrive to the blacktop area by 8:05 AM.

At the end of the day teachers release their afterschool students to afterschool staff in the garden area and then walk the rest of their class out to the blacktop. You must wait with and supervise your class as students are picked up or walk out on their own. Please make every effort to encourage parents not to engage in conversations with you at that time, so that you can be alert to what is occurring at dismissal. You must make eye contact and identify anyone who is picking up a student. At 3:30 PM, any students who have not been picked up must be escorted back to the main office to call home.

OUTDOOR SUPERVISION OF STUDENTS

Students must be supervised while at play on the garden/structure and blacktop yard. Our three general school expectations hold for play times as well as class times:

- Follow Directions and Agreements
- Be safe –use hands, feet and objects appropriately
- Use put-ups, not put-downs –no bullying or name-calling

In addition to our general school expectations, there are procedures specific to the outdoor play spaces.

- Students sit down to eat and drink and do not wander around with food/beverage.
- Students get a restroom pass from an adult to use the restroom or go inside, unless there is an emergency (nose bleed etc.).
- At the 5-minute warning whistle (one whistle), students freeze, then clean-up equipment and take care of their personal needs.
- At the final whistle (three whistles), students freeze, then line-up to go inside (students do not get water or use the restroom after this whistle).

We want all students to understand and apply these general and specific expectations to their recess and lunch times so that everyone can have fun. If students are not meeting expectations, they will be benched and will receive a lunchtime citation.

Please carry a first aid fanny pack while supervising students.

INDOOR SUPERVISION OF STUDENTS

Students are to be supervised at all times. If it is necessary for an educator to leave the classroom, please have another educator share supervision (students must be in view) until your return or call the office for an emergency back-up. **Students are never to be placed outside of the classroom away from an educator's supervision.**

HALLWAY RULES

Students are to show respect for the learning of others. Quiet is to be observed in the hallways at all times. EXCEPTION – Students may greet adults and visitors in the hallway, when appropriate.

Students who are sent out of the classroom for specific reasons are to have a hallpass with the day and time clearly marked with them. During instructional time, students sent to the office or restroom or any other area must travel in the hallways with a partner and possess a hallpass.

OFFICE

The office is a very busy place. Only students who have an office pass may come to the office from their classrooms or the playground. Please do not send students to the office to pick up copies.

STUDENT ATTENDANCE AND UNIFORM REPORTING

Teachers take the daily attendance and uniform status of their class on-line through Power School. Each teacher will be provided with a user name, password and necessary training to access Power School. Attendance and uniform statuses are due no later than 9:00 AM each morning.

Tardy students are only permitted to enter class with a slip from the office. If a child comes to class without a tardy slip, kindly send them back to the office to get one.

STUDENT ATTENDANCE AND TRUANCY POLICY

Students who are alert and ready to learn in school each day make the most of the learning opportunities offered. Regular attendance also contributes to school resources, because each school's budget is based on its average daily attendance from the previous year.

Parents' Legal Responsibility for Attendance

Parents are legally responsible for ensuring that each child between 6 and 18 years old attends school during the entire school year. Parents of truant students may be held civilly and criminally accountable for their children's truancy. EDUCATION CODE SECTION 48200

ATTENDANCE COMMUNICATION

When a child is absent from school, his or her parent must call the school each day to validate the absence.

ABSENCES

Absences from school are accepted only in cases of illness, quarantine, medical appointments, funeral services of an immediate family member, jury duty, and certain justifiable personal reasons. For the full text of the absence policy in EDUCATION CODE 48205, including rights to make up assignments and tests EDUCATION CODE SECTION 46014, 48205, 48980 Students must be provided with make-up homework to be turned in by the deadline determined by the teacher,

LATE STUDENTS

Students who arrive in class after the bell has rung are considered tardy. A student is considered tardy when the teacher takes roll once students are in the classroom. Tardy students may be required to attend after-school detention. Students who are 30 minutes late without a valid excuse three or more times are considered truant. Students who regularly arrive late to school may, at the discretion of the school administration, may be excluded from extracurricular activities, including proms, athletics, and graduation ceremonies. Parents will also receive a Notification of Truancy (NOT) letter in the mail from the school alerting them of their child's truancy.

TRUANCY CONSEQUENCES

A student who receives a NOT letter in the mail may also be invited to a Student Attendance Review Team (SART) meeting, to be held at the school site with school personnel. An attendance contract is signed at that meeting. If the contract is subsequently broken, the school may refer the student to the School Attendance Review Board (SARB) for a hearing. If attendance still does not improve, SARB may refer the student and/or parent to the district attorney and/or probation department or to court for prosecution and/or disposition of the matter. EDUCATION CODE SECTION 40293

TRUANCY RETRIVAL

Students who are out of school during school hours without a valid pass or permit may be transported by any peace officer to their school, or to the Family & Community Office to be re-enrolled. One- and two-time repeaters will appear before the School Attendance Review Board (SARB) for a hearing. If attendance still does not improve, SARB may refer the student to juvenile court or the district attorney. Truancy is a serious offense and may result in a criminal complaint against a parent who fails to comply with the state attendance requirement. EDUCATION CODE SECTION 48260

EXCUSED ABSENCES

A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic
4. services rendered.
5. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
6. For the purpose of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
8. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent
9. or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
10. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

11. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
12. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
13. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

STUDENT DISCIPLINE

The maintenance of student conduct and behavior is the primary responsibility of the classroom educator. The principal operates in a support capacity with defiant, disrespectful and disruptive students. Prior to sending a student to the office, please verify that the principal is on site AND available to receive the student by calling ahead or sending another student with a referral to the office. Please employ due process before sending a student out to the office (e.g. nonverbal and verbal warnings, timeout, conference with student, student call to parent, letter home to be signed by parent, etc...). A conduct referral (see Q drive) must accompany each student when they come to the office. NEVER leave a student in a hallway unsupervised as a time out. This is a liability issue that also constitutes failure to supervise.

GROUNDS FOR DISCIPLINARY ACTION

The following acts—whether occurring on school grounds, during lunch on or off campus, while going to or from school, or at a school function may result in disciplinary action:

- causing, attempting to cause, or threatening to cause physical injury to another person
- willfully using force or violence upon another person, except in self-defense
- possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object
- unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind
- unlawfully offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either selling, delivering, or otherwise furnishing that substance to another person, or selling, delivering, or otherwise furnishing to a person another substance or material and representing it to be a controlled substance, alcoholic beverage, or intoxicant
- committing or attempting to commit robbery or extortion
- causing or attempting to cause damage to school property or private property
- stealing or attempting to steal school property or private property
- possessing or using tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, unless by prescription
- committing an obscene act or engaging in habitual profanity or vulgarity
- unlawfully possessing or offering, arranging, or negotiating to sell any drug paraphernalia

- disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly receiving stolen school property or private property
- possessing an imitation firearm (something that would lead a reasonable person to conclude that the replica was a firearm)
- committing or attempting to commit sexual assault or committing sexual battery
- harassing, threatening, or intimidating a student who is a complaining witness or a witness in a student disciplinary proceeding, for the purpose of preventing the student from being a witness, retaliating against the student for being a witness, or both
 - for students in grades 4 and 5, committing sexual harassment
- for students in grades 4 and 5, participating in, causing, attempting, or threatening to cause hate violence
- for students in grades 4 and 5, intentionally engaging in harassment, threats, or intimidation against the school personnel or another student that is severe enough to disrupt the other student's class work, creates substantial disorder, or invades the rights of a student or students by creating an intimidating or hostile educational environment
- engaging in, or attempting to engage in hazing
- engaging in an act of bullying, including by means of an electronic act
- making terroristic threats against school officials or school property
- unlawfully offering or arranging to sell, negotiating to sell, or having sold the prescription drug Soma
- aiding and abetting, as defined by Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person
- engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

DISCIPLINARY ACTIONS

Students found to have committed any act of misconduct listed as "grounds for disciplinary action" (preceding) may be suspended or expelled from school following a hearing. This includes students enrolled in special education programs or receiving educational services pursuant to Section 504.

Five actions will result in immediate suspension and recommendation for expulsion if a student commits any of them at school or at a school activity:

1. possessing, selling, or otherwise furnishing a firearm
2. brandishing a knife at another person
3. selling a controlled substance
4. committing or attempting to commit sexual assault or battery
5. possessing explosives

If the Principal determines that an expulsion hearing is warranted, a hearing will be scheduled within the next seven school days. No fewer than three staff members will sit on the hearing's panel.

Once the hearing is held, a decision will be made and communicated in writing within three school days. The decision may be appealed by postmarking a letter within three school days of the hearing decision date addressed to:

The Civicorps Board Program Committee
101 Myrtle Street
Oakland, CA 94607

The Civicorps Board Program Committee will make a ruling within three school days and communicate the answer in writing.

The Civicorps Board Program Committee holds the final authority in expulsion matters.

For other actions, Civicorps Elementary supports alternatives to suspension and expulsion. Such solutions can address possible causes of the behavior, including misdirected goals and unmet needs on the part of the student. In some cases, these alternatives may include making restitution to those affected or harmed by the behavior. Some alternatives used by Civicorps Schools include the following:

- restorative justice practices, such as circles of support and accountability
- conflict resolution programs
- community service activities
- behavioral contracts
- home visits and/or conferences with family members
- on-campus suspension
- loss of privilege (such as recess)
- changes in schedule

SUSPENSION

A student may be removed from regular school activities for up to five school days at a time and not more than 20 school days in any school year. Parents must be notified in writing in their primary language of the reasons for suspension. EDUCATION CODE SECTION 48903

Suspended students may not be present on any school property or attend any school activity, whether at a public or private facility, during the entire time period of suspension. Students are required to complete all assignments and tests missed during the period of suspension. Except in emergencies, before students are suspended they will meet with a site administrator to discuss the misconduct and present their version of the incident and evidence in their defense. Suspension and the length of the suspension shall be determined on a case-by-case basis with the administrator imposing the suspension, taking into account any mitigating or aggravating circumstances.

Students who are on "in-school suspension" will be placed in an out of classroom setting.

DUE PROCESS RIGHTS

All school staff members are expected to treat all students in a consistent, fair, and equitable manner and to assure due process for all students. Parents and students have the right to:

- be informed of the policies and rules governing student conduct and discipline
- be informed of charges of misconduct and the evidence used as a basis for the charges
- present their version of the facts and any supporting evidence or testimony to the appropriate school administrator prior to disciplinary action being taken, unless the administrator deems it an emergency situation
- have a conference with school staff
- be notified in advance of any disciplinary hearing
- subpoena witnesses, and appear and be represented in disciplinary hearings

DISCIPLINE BY TEACHER

Should other means to correct student behavior fail for any acts of misconduct listed under "grounds for disciplinary action" (preceding), a teacher can:

- keep a student after school for not more than half an hour at the end of the school day
- refer the student to the appropriate school administrator
- require, following written notice, the student's parent to attend a conference with the teacher

CELL PHONES AND OTHER ELECTRONIC EQUIPMENT

Use of cell phones, pagers, and other electronic equipment is prohibited during class or during school hours. Prohibited equipment may be confiscated from a student and held until the end of the class period, school day, or activity.

PERSONAL PROPERTY

Students are discouraged from wearing expensive clothing or jewelry and from bringing expensive personal items to school. Civicorps Schools is not responsible for the loss of students' personal property.

Expectations for Student Conduct

AREA OF SCHOOL	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	<ol style="list-style-type: none"> 1.Walk facing forward 2.Keep hands, feet and objects to self 3.Get adult help for accidents and spills 4.Use all equipment and materials appropriately 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Wait for your turn 3.Clean up after self 4.Follow adult directions 	<ol style="list-style-type: none"> 1.Follow school rules 2.Remind others to follow school rules 3.Take proper care of all personal belongings and school equipment 4.Be honest
Lunch	<ol style="list-style-type: none"> 1.Keep all food to self 2.Sit with feet on floor, bottom on seat and facing table 3.Eat your own food 	<ol style="list-style-type: none"> 1.Allow anyone to sit next to you 2.Use quiet voices 3.All food and drinks stay inside 4. Be polite – say “please” and “thank you” 	<ol style="list-style-type: none"> 1.Raise hand and wait to be excused 2.Throw away or compost, recycle or reuse all garbage
Playground/ Recess	<ol style="list-style-type: none"> 1.Walk to and from the playground 2.Stay on the playground 3.Be aware of activities and games around you 4.No play fighting 5.What is on the ground, stays on the ground 	<ol style="list-style-type: none"> 1.Play fairly 2.Include everyone 3. Use words to solve problems 4. Be pleasant and respectful with all staff members 	<ol style="list-style-type: none"> 1.Ask an adult before leaving the playground area 2. Use playground equipment properly and return it to the proper place
Passing Areas Halls, Breezeways, Sidewalks	<ol style="list-style-type: none"> 1.Stay to the right 2.Allow others to pass 3.Walk at all times 4.Move to class on time 	<ol style="list-style-type: none"> 1.Hold the door open for the person behind you 2.Use quiet voices 	<ol style="list-style-type: none"> 1.Stay on sidewalk 2. Walk with purpose
Restrooms	<ol style="list-style-type: none"> 1.Keep feet on floor 2.Keep water in the sink 3.Wash hands 4. Put towels in garbage can 	<ol style="list-style-type: none"> 1.Knock on stall door 2.Give people privacy 3.Use quiet voices 	<ol style="list-style-type: none"> 1.Flush toilet after use 2.Return to room promptly 3. Use a restroom pass 4. Use the restroom during break times or recess
Arrival and Dismissal Areas	<ol style="list-style-type: none"> 1.Use sidewalks and crosswalks 2.Wait in designated areas 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Wait for your turn 3.Clean up after self 4.Follow adult directions 	<ol style="list-style-type: none"> 1.Arrive on time 2.Leave on time 3. Get teacher permission to use the classroom phone
Library	<ol style="list-style-type: none"> 1.Keep hands and feet to yourself 2.Use chairs and tables appropriately 	<ol style="list-style-type: none"> 1.Return materials on time 2.Use quiet voices 3.No food or drinks 4. Be polite 	<ol style="list-style-type: none"> 1.Respect property, yours and others 2. Return unused materials to the proper place
Special Events and Assemblies	<ol style="list-style-type: none"> 1.Sit quietly during presentation 2.Wait for arrival and dismissal signal 	<ol style="list-style-type: none"> 1.Use audience manners 2.Sit on bottom 3. Give the speaker your attention 	<ol style="list-style-type: none"> 1.Listen responsibly 2.Applaud appropriately
Office	<ol style="list-style-type: none"> 1.Keep hands and feet to yourself 2.Use tables and chairs appropriately 	<ol style="list-style-type: none"> 1.State your purpose politely 2.Obtain permission to use phone 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Keep hands and feet to yourself
Classroom	<ol style="list-style-type: none"> 1. Keep hands and feet to yourself 2. Use all equipment and materials appropriately 3. Use tables and chairs appropriately 4. Walk at all times 5. Keep feet on floor 	<ol style="list-style-type: none"> 1. Use kind words and actions 2. Clean up after yourself 3. Use quiet voices 4. Follow adult directions 5. Put forth your best effort 	<ol style="list-style-type: none"> 1. Use kind words and actions 2. Follow school rules 3. Remind others to follow school rules 4. Take proper care of all personal belongings and school equipment 5. Be honest 6. Arrive and leave on time 7. Respect property, yours and others 8. Be prepared and productive
Afterschool Program	<ol style="list-style-type: none"> 1.Report to the appropriate line immediately following dismissal 2.Keep hands and feet to yourself 3.No play fighting 4.Use all equipment appropriately 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Use quiet voices 3.Follow adult instructions 4.Include everyone in activities 5.Put forth your best effort 	<ol style="list-style-type: none"> 1.Ask an adult before you move to a new area 2.Arrive on time 3.Arrive on time 4.Listen to all adults 5.Follow all school rules

REFERRALS

STUDENT SUCCESS TEAM REFERRAL

SST meetings are held as needed. Students who are struggling academically or socially must be referred for an SST by filling out a *SST Referral Form* and returning it to the principal. The referring teacher is responsible for scheduling SST meetings with participants. Available times will be listed on the master Outlook calendar. Please see the administrative manager to secure a time. Current assessment data must be made available to the team prior to meeting. The SST will plan and agree to Response to Intervention (RTI) and schedule a follow-up meeting.

DISCIPLINE REFERRAL

If you are in need of immediate administrative support in handling a situation with a student, either 1) intercom the office and simply request immediate administrative support or 2) send a confidential note with a student to the office. A student conduct incident that requires immediate administrative attention assumes severity as a factor and must be followed up with a *Conduct Referral Form*. For severe, but non-emergency incidents, please send the student to the office with a completed referral. All discipline outcomes will be recorded in PowerSchool and are accessible to teachers. Parents will be notified by the school administration.

SCHOOL-WIDE PROCEDURES

SCHEDULES

See Q Drive for schedules.

RAINY DAY SCHEDULES

On rainy day mornings, students will wait under the awning until 8:10 AM and then walk inside to their classrooms (no need to pick students up). Before recess, the admin-on will make a call as to whether we are having an indoor or outdoor recess. If indoors, students stay in their classroom. Teachers on blacktop duty will relieve teachers on the upstairs floor. Teachers on garden/structure duty will relieve teachers downstairs. At lunchtime, the admin-on will make a call as to whether students will be allowed to play outside. If not, students will be able to choose a lunch activity 1) arts and crafts 2) games or 3) movies. We will rotate the use of rooms for rainy day lunch recess, starting with rooms 1, 2, and 3 and moving through all the classrooms and repeating if necessary.

RECESS DUTY SCHEDULES

Teachers have recess duty two times per week. Recess packs are available in the Ante room to assist in recess duties. The pack includes a whistle, restroom passes, band-aids.

INSTRUCTIONAL GUIDELINES

LESSON PLANNING

All teachers plan in a unique way. Educators are not required to submit lesson plans however; instruction must be in sync with grade level scopes and sequences. Lesson overviews/note for each day must be available for reference in the classroom.

ASSESSMENT

On-going assessment brings the teaching and learning cycle together. Civicorps has universal trimester and interim assessments that are administered, scored, analyzed and used for re-teaching or setting new learning goals. Teachers are free to conduct other informal assessments that they feel will be beneficial to the teaching and learning cycle.

FAMILIES AS PARTNERS

We recognize families as partners in the education of their children. We strive to create authentic and lasting relationships with families through positive, caring and truthful communication that conveys a deep care and respect for their child.

CONFERENCES AND REPORT CARDS

We have three sets of conferences throughout the year. The first conference is a goal-setting conference/check-in with families. The last two sets of conferences correspond to the December and March trimester reports. There are no conferences associated with the last report period.

Report cards are issued to families at the end of each trimester. Teachers new to our report cards will be supported with a brief training.

FIELD TRIPS

Of course, many trips have multiple objectives and can be interconnected (i.e. service-learning trips foster community-building), but for purposes of budget management and support, we put them in these four categories:

1. Academic – these are field trips that are focused on supporting the current academic content students are learning.
2. Service-Learning/Arts Integration – these are field trips specifically related to bi-annual service-learning and arts integrations.
3. Signature – these are repeated year after year and are signature to a certain grade-level.
4. Community-Building – these are field trips that are focused on community-building, adventure, and exploration, i.e. we are going bowling. Community-building trips are at most one trip in the first trimester and one trip in the last trimester.

FIELD TRIP PROTOCOL

1. Field trips are scheduled in advance at the beginning of the school year.
2. Field trips to local parks or walking field trips have been pre-approved by parents during registration, however, please be courteous and inform all parents ahead of time.
3. Anytime that you are off-campus, you must inform the office
4. Driving Fieldtrips: **Any time parents or staff are drivers, they must sign a waiver and show proper insurance.**

INSTRUCTIONAL MINUTES BY SUBJECT/DAY

GRADES K-3

Reading 90 minutes
Writing 60 minutes
Math 60 minutes
Social Studies 30 minutes
Science 30 minutes

GRADES 4-5

Reading 60 minutes
Writing 60 minutes
Math 60 minutes
Social Studies 30 minutes
Science 40 minutes

LANGUAGE ARTS GUIDELINES

Reading Workshop

Read Aloud
Reading Mini-lesson
*Shared Reading
Literacy Work Stations
*Literature Circles
Guided Reading
Written Response to Text
Independent Reading

60 minutes
Daily
5 times a week
5 times a week
5 times a week
5 times a week
5 times a week

Writing Workshop

Independent Writing
Writing Mini-lessons
Guided Writing
Interactive Writing
Grammar/DOL

60 minutes
5 times a week
5 times a week
3 times a week
2 times a week
Daily

Word Work

Spelling Paragraph
K-3 Phonics
4-5 Vocabulary
Word Wall

30 minutes
1 paragraph a week
Daily
Daily
Daily

MATH GUIDELINES

Do Now

Daily

Math Facts/Fact Fluency	Daily
▪ Flash cards	
▪ Roll and Write	
▪ Mad Minute	
Math Meeting	Daily
Student Led Solution (SLS)	4 times a week
Problem Solving	Once a week
Mental Math	On-going
Math Journaling	On-going
Math Workshop	5 times a week
Mini-lesson	
	(Opportunities for instruction and spiral review – 10 min.)
Guided Practice	
	(Students practice skill from mini-lesson while teacher assesses understanding through observation – 5 min.)
Guided Math	
	(Teacher pulls small groups or work individually with students based on data while other students are working at centers – 30 min.)
Work Stations/Independent Practice	
	(Students work independently or with partners on standards based activities such as Math Games or Math Investigations – 30 min.)
Suggested format by strand:	
▪ Number Sense (i.e. Roll and Write, Flash Cards, Calculator Math)	
▪ Algebra & Functions (i.e. missing addends)	
▪ Measurement & Geometry (i.e. area game)	
▪ Statistics, Data & Probability (i.e. graphs)	
▪ Mathematical Reasoning (i.e. Problem Solving)	

ASSESSMENTS

- Benchmark Exams
- (Survey of standards taught throughout the year – administered 3 times; fall, winter, spring)
- Problem Solving Question
- Observation/Checklists
- (Teacher makes anecdotal notes on individual students)
- Exit Tickets
- (Quick check of skills)
- Homework

WRITING EXPECTATIONS

Grade level	Number and Types of Essays	Writing Assessment Modules	Writing Benchmark Assessment	Other Expectations	# Days Writing per week	Amount of Writing per week
Kinder 4 Published Pieces	2 narrative 1 Interdisciplinary unit piece 1 expository description	1 narrative 1 expository description	Teacher made assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	5	1 page
1st 4 Published Pieces	2 narrative 1 Interdisciplinary unit piece 1 expository description	1 narrative 1 expository description	Teacher made assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	5	1 page
2nd 6 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 2 Narratives 1 Formal letter Numerous friendly letters, summaries & (reading response letters)	Summary, Narratives (personal and imaginative)	Civcorps Trimester Writing Assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	5	2 pages
3rd 7 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Description w/sensory details 1 Formal letter - Numerous friendly Letters, summaries & (reading response letters)	Summary, Narratives (personal and imaginative)	Civcorps Trimester Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	5	3 pages
4th 8 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Informational Report	Summary, Narrative (personal & imaginative), Response to Literature	Civcorps Trimester Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	5	4 pages
5th 8 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Research Report 1 Persuasive Letter	Summary, Narrative (personal & imaginative), Response to Literature & persuasive	Civcorps Trimester Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	5	4 pages

HOMWORK POLICY

HOMWORK FOR ALL GRADE LEVELS –

1. The Grade Level Guidelines of this policy are based on the needs of the average student. The amount of time a student spends on assigned homework depends on factors such as the student's needs, learning ability, subject, school schedule, testing schedule and assigned homework due dates. Time spent on homework should be balanced with the importance of personal and family well-being, and the wide array of family obligations experienced in our society today.
2. Parents and teachers should make students aware that learning occurs at home, school, and in the world around them.
3. Homework should be the result of collaborative efforts, thoughtfully considered, and coordinated to improve student learning.
4. Homework should be purposeful and meaningful to students. Legitimate purposes for homework include practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
5. Reading is an integral part of learning and is a consistent part of homework.
6. Homework will reflect the accommodations and modifications of curriculum that is stated in a student's IEP or 504 plan.
7. Assigning homework over holidays is highly discouraged.

GRADE LEVEL GUIDELINES

1. Reading is an integral part of learning. These guidelines include 15-20 minutes of reading per night:

K-1	15-30 minutes of homework per night (reading included)
2-3	30-45 minutes of homework per night (reading included)
4-5	45-60 minutes of homework per night (reading included)
2. In the primary grades (K-3), homework consists primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.
3. Except for reading, homework at the elementary level should not be assigned over weekends, holidays, or extended school breaks.
4. At the upper grades (4-5), homework consists of completing, practicing, preparing, or extending core academic skills and is designed to build independent study habits.
5. Long term assignments should be limited in number and duration. Project based assignments should primarily be undertaken and completed in the classroom. Portions

of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents or costly materials. These assignments should include clear check points to monitor progress toward completion.

FUNDRAISING

In order to provide equitable educational opportunities to all our students, proceeds from school fundraising will be deposited into a **general school fund**.

The only exception is individual education grants written and received by teachers. Every teacher is strongly encouraged to write a Donors Choose grant at least once a year. If you need assistance with grant writing, Civicorps' Director of Development will be happy to help you. All funding received must be reported to the school.

Individual teachers may not fundraise for their classes outside of grant writing.

BAKE SALES– These are fundraisers sponsored by each class every week. Proceeds will be deposited to the general school field trip fund. All money must be accounted for and turned into the administrative manager. See Q drive for bake sale schedule.

PTC– Civicorps' Parent Teacher Core is a strong supporter of our school's program and they have scheduled fundraisers throughout the year. It's very important that we support these efforts as much as we can to ensure their success. All fundraising proceeds will be deposited into the PTC account. **Please do not make any individual requests for funding for your classrooms.**

HEALTH AND SAFETY OF STAFF AND STUDENTS

CHILD ABUSE REPORTING

All school employees are considered to be mandated reporters of child abuse. This means that an employee who knows or reasonably suspects that a child has been the victim of child abuse is responsible for reporting the instance to a child protective agency. Child abuse is defined as "a physical injury which is inflicted by other than accidental means," sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare.

If you suspect that a child is a victim of child abuse, you must 1) promptly report the suspicion to the Principal by filling out a *Suspected Child Abuse* Form and 2) report the incident to Child Protective Services yourself or elect to have the Principal report the incident to Child Protective Services. If you have a borderline concern, it is imperative that you discuss the matter with the Principal.

SECURITY PROTOCOLS

Civicorps has developed guidelines to maintain a secure school site. Be aware of unknown persons loitering in walkways, entrances, and exits of the school; report suspicious persons or activities to the administrative staff immediately. In the event that

you feel concerned or threatened by a person *known* to the community, immediately report the matter to an administrator.

The public address (PA) system operates through our phone system. It is therefore necessary that phones be set to allow calls and must **not** be set to the 'Do Not Disturb' or 'DND' setting. If a situation arises that requires security measures to be taken, the following announcement will be made over the PA system: "Staff, we are instituting lock-in procedures." If this announcement is made, immediately secure your classroom door(s), transition your students to a quiet activity and await further instructions.

Secure your classroom or office at the end of each day by locking doors and windows unless it is in use by the afterschool program. When called away from your classroom for an extended length of time, do not leave valuable or personal articles unattended.

The security of our facility is directly related to the health and safety of our students and our colleagues. You should immediately notify an administrator when keys are missing or if security access or codes have been breached.

Each employee will be issued a set of building keys and a unique alarm code. Prior to school beginning, Civicorps staff will be trained and/or updated on relevant security features. Do not give your alarm code to anyone as each staff member will receive a unique code.

ACCIDENT/INCIDENT REPORTING

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during school activities or on the Civicorps premises by filling in an *Accident/Incident Form* and informing the office so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. **All work place injuries must be diagnosed by our Worker's Compensation provider. You will not be reimbursed medical expenses billed by any other provider.**

GUESTS AND VISITORS

All guests and visitors must report to the office to sign in and receive a visitor pass to enter Civicorps Elementary. If ever you notice a visitor without a pass, please redirect them to the office. If they do not comply, please call the administrator on duty.

FLU

Please familiarize yourself with the CDC's flu guidance for schools (located on the Q drive).

EMERGENCY PREPAREDNESS

EMERGENCY DRILLS/EMERGENCY MANAGEMENT PLANS

Appropriate fire exit and earthquake preparedness drills will be administered and practiced monthly. Each staff member will have a copy of the Emergency Management Plan and will be required to fully read through it for understanding.

In the case of an actual emergency, teachers are to take their emergency backpack and emergency clipboard, meet at our pre-determined meeting site, and assist in emergency response efforts as needed. The State of California mandates that all school staff

members remain at the school site (or evacuation staging area) until the Incident Commander releases them.

REPORTING FIRES AND EMERGENCIES

Please call 9-1-1 to report any emergencies, and then call the office to follow-up.

FACILITY MAINTENANCE

It is important that our facility be clean and safe at all times. If you notice a facility issue (light broken, lock missing, water leak, etc.), please notify the administrative manager by filling out a *Facilities Maintenance Request Form* located in the *Staff Requests Binder*.

COMMON AREA USAGE AND ETTIQUETTE

The following areas are considered common areas: Teacher Resource Room, Staff Restroom and Ante Room, Multi-Purpose Room and Kitchen. In all these areas it is important to be mindful of the space and to leave no trace!

STAFF REFRIGERATOR

The white refrigerator in the kitchen is designated for staff. Note, this space is only for short-term storage of your lunch or foods for classroom activities. The refrigerator will be cleaned out regularly with notice posted in the Insider.

AFTER LUNCH CLEAN-UP

As our scholars eat lunch in the classrooms, please make sure that they are responsible for cleaning up their work spaces. Each class will be provided with spray cleaner to wipe down desks after each lunch period. Recyclables and compost must be deposited in the appropriate containers outside.

COMPOST

To keep our school building free of insects, pests, mold and fungi, compost bins will only be stored outside

TEACHER AND STAFF EVALUATION

Civicorps' teacher evaluation system is based on the six areas of focus of the California Standards for the Teaching Profession (CSTP) coupled with a focus on the pillars of our charter: academic rigor, artistic literacy and service learning. Along with informal observations by the administrator and peers, each teacher will participate in a formal classroom observation and evaluation process once a year. Each teacher is also expected to present artifacts of practice in a professional development setting as described in the following pages.

Each teacher and staff member will also participate in the Civicorps Schools employee evaluation program.

Timeline

Event	Deadline
Self Evaluation Rubric	August 26, 2010
Pre-Observation Conference (Cohort 1)	December 2, 2010
Pre-Observation Conference (Cohort 2)	March 3, 2011
Observation (Cohort 1)	December 3, 2011
Observation (Cohort 2)	March 4, 2011
Post-Observation Conference (Cohort 1)	Within 3 working days of observation
Post-Observation Conference (Cohort 2)	Within 3 working days of observation
Artifacts of Practice Presentation (Cohorts 1 & 2)	April 1, 2011
Evaluation Conference (Cohort 1 & 2)	May 6, 2011

Cohort 1
Adams Giovacchini Wherritt Mills Vaughn
Cohort 2
Roberts Ridders Khalifah Moore Bartone

Civicorps Elementary Pre-Observation Conference

Teacher:
Subject/Grade:
Time:
Date:

1. Briefly describe the students in the class (or group of students), including those with special needs.
2. What are your goals for this lesson? What do you want students to learn?
3. To which of your curriculum content standards do these goals relate? How is Service Learning and/or the Arts integrated into your lesson?
4. Describe the learning that occurred prior to this lesson and what will follow it.
5. How will you engage students in the content? What will you do? What will the students do? Will the students work in groups, or all together?
6. How and when will you know whether the students have learned what you intended?

Civicorps Elementary Classroom Observation Record

Teacher:
Observer:
Date of Observation:
Grade:
Subject:
Time In: _____ Time Out: _____

CSTP/Civicorps Focus (Check all that apply)

Engaging and supporting all students in learning

Evidence:

Interpretation:

Creating and maintaining effective environments for student learning

Evidence:

Interpretation:

Understanding and organizing subject matter for student learning

Evidence:

Interpretation:

Planning instruction and designing learning experiences for all students

Evidence:

Interpretation:

Integrating Service Learning and/or the Arts

Evidence:

Interpretation:

Assessing student learning

Evidence:

Interpretation:

Developing as a professional educator

Evidence:

Interpretation:

Civicorps Elementary Post-Observation Conference

1. As you reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what you intended? Were your instructional goals met? How do you know, or how and when will you know?
3. Did you alter your goals or plan as you taught the lesson? Why or why not?
4. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? Why?
5. What do you plan to do next with these students?

Civicorps Elementary School Teacher Evaluation Artifacts of Practice

As part of the evaluation process, teachers will present artifacts of practice to their peers in order to demonstrate elements of CSTP and their work in integrating Service Learning and the Arts. The presentation must use PowerPoint or a similar multimedia program and be no longer than 20 minutes. The following are just some examples of artifacts that might be used to demonstrate elements of CSTP. This is not an exhaustive list, and teachers may provide other relevant artifacts not included below. Please note that, in some cases, one artifact could be used as evidence for several different standards.

Standard 1: Engaging and supporting all students in learning

- Student work samples that evidence their building on life experiences, prior knowledge and interest (autobiographies, family histories, personal narratives, college/career reports, for example)
- Documentation of student led conferences or goal setting conferences
- Lesson plans that utilize a variety of instructional strategies (small group, partners, technology, mini lesson, Socratic seminar, preview/review, SADAI, TPR)
- Video of classroom instruction that evidences a variety of instructional strategies, grouping strategies, and student engagement
- Documentation of a wide variety of grouping strategies (list of cooperative learning groups, partner assignments, student-teacher conference schedules)
- Lesson plans or other documents that demonstrate modifications for students with special needs and/or differentiation to meet students' unique learning styles and levels of achievement
- Student work samples that evidence problem solving and critical thinking (open ended problems, extended projects, research and writing assignments, thematic units of instruction)
- Student work samples that evidence student reflection and self-evaluation (student led conferences, peer editing, student scored work, student use of rubrics/checklists, student reflections)

Standard 2: Creating and maintaining an effective environment for student learning

- Photographs of classroom displays, learning centers, seating arrangements
- Posters or lists of classroom rules, agreements, schedules, agendas, routines, procedures
- Posters or lists of student roles and responsibilities, and leadership opportunities
- Video tape of classroom instruction that evidences smooth transitions from one activity to another
- Charts, posters, displays that provide clear expectations, standards, rubrics, checklists and other resources for students

Standard 3: Understanding and organizing subject matter for student learning

- List of professional reading in subject matter being taught
- Identification of key concepts in subject matter used for designing instruction

- Lesson plans which reference key standards
- Documentation of collaborative planning of units of study with colleagues
- Example of integrated units of study organized around key concepts, themes and skills
- Lesson plans which evidence use of variety of instructional strategies to make content accessible to all students
- Lists of wide range of materials used, including technology integration, to extend students' understanding of content and concepts
- Lists of books and materials used that reflect diverse perspectives

Standard 4: Planning instruction and designing learning experiences for all students

- Lesson plans evidencing a variety of instructional designs and strategies
- Student work samples that evidence their building on life experiences, prior knowledge and interests (autobiographies, family histories, personal narratives, college/career reports, for example)
- Documentation of student led conferences, student goal sheets, or individualized instructional plans Lessons plans evidencing differentiation to reflect individual students' interests and developmental needs
- Samples of student assessments and lesson plans that reflect changes in instruction based on results of assessments

Standard 5: Assessing student learning

- Examples of student learning goals, goal setting conferences, progress reports which indicate student progress toward goals
- Samples of anecdotal student records
- Samples of student assessments
- Samples of student reflection, self-evaluations, peer evaluations
- Documentation of parent nights, parent-teacher-student conferences
- Samples of parent newsletters, web pages, parent communication logs, homework hotlines
- Samples of student awards
- Samples of student progress reports

Standard 6: Developing as a professional educator

- Materials from workshops and seminars attended
- Notes from peer coaching, grade level team, department meetings
- Samples of work produced from team collaboration/team teaching/team planning sessions
- Materials from professional organizations, conferences, networks that demonstrate professional collaborations
- Documentation of meetings, committees and school event planning with parents and other community members
- Written notes/reflections on professional goals, written notes from plan books, lesson plans
- Learning walk documentation
- Samples of parent newsletters
- Documentation of parent workshops/training/partnership

**Employee Handbook
Civicorps Schools - Oakland**



Revised October 2009

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Introductory Statement

Welcome! As an employee of Civicorps Schools, you are an important member of a team effort. We hope that you will find your position with Civicorps Schools 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 Civicorps Schools.

This employee handbook is intended to explain the terms and conditions of employment of all full-time and part-time employees. Written employment contracts between Civicorps Schools 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 Human Resources will be happy to answer any questions you may have.

Mission and Values

Civicorps Schools promotes citizenship and builds civil society by creating educational models that draw upon the power of service as a way of learning.

An educated citizenry is the cornerstone of a healthy democracy. At Civicorps Schools, we promote not only academic and artistic mastery but an understanding in each student of their potential and responsibility to change the world.

Guiding Principles

- Academic excellence
- Artistic literacy
- Values, ethics and spiritual development necessary for thoughtful citizenship in a pluralistic, democratic society
- Service as a way of learning
- Participation in the life of the school and the community through stewardship in the environment
- Creative partnerships in sustaining public education

New Employee Orientation

Civicorps Schools; distribute and complete all legal paperwork for payroll, benefits, etc. and give you time with your manager to review your job functions, have a tour and meet your co-workers. Please use this time to ask any questions you may have. We want to ensure that you have a great start!

GENERAL EMPLOYMENT POLICIES

At-Will Employment Status

Civicorps Schools 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 Civicorps Schools. Nothing in this handbook shall limit the right to terminate at-will employment. No supervisor or employee of Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

Civicorps Schools 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. Changes may be made with or without advance notice to employees and become effective immediately unless otherwise stated. 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 Civicorps Schools 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 and Americans with Disabilities Act

Civicorps Schools 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. Civicorps Schools policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, and 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.

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

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Civicorps Schools 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 Human Resources and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Civicorps Schools 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. Civicorps Schools will identify possible accommodations,

if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Civicorps Schools will make the accommodation.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to Human Resources or the Chief Financial Officer. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. Civicorps Schools will immediately undertake a thorough and objective investigation and attempt to resolve the situation. If Civicorps Schools determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense, up to, and including, termination. Appropriate action also will be taken to deter any future discrimination. Civicorps Schools will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.

Unlawful Harassment & Uniform Complaint Procedures

Civicorps Schools maintains a zero tolerance policy that prohibits harassment in any form against any person involved in the operations of Civicorps Schools. This prohibition includes sexual harassment.

Civicorps Schools maintains a strict policy of prohibiting sexual harassment and harassment because of gender, race, color, age, national origin, ancestry, religious creed, marital status, sexual orientation, political belief or activity, veteran status, pregnancy or medical condition, physical or mental disability, or any other characteristic protected under federal and state laws and regulations. Our non-harassment policy applies to all persons involved in the operations of Civicorps Schools, including all agents, company vendors, suppliers and customers. Harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. It is a violation of this policy for males to harass females or other males, and for females to harass males or other females.

Harassment defined:

Harassment includes, but is not limited to, the following forms of offensive behavior:

- Verbal conduct such as making or using derogatory comments, offensive jokes, slurs, and inappropriate comments about an employee's body or attire;
- Verbal sexual advances or propositions; verbal abuse of sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; visual conduct such as leering or making gestures;
- Displaying sexually suggestive objects or pictures, derogatory posters, photography, cartoons, drawings or gestures; web-surfing sexually explicit sites;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work;
- Threats and demands to submit to sexual requests in order to retain employment or avoid some other loss; offers of job benefits in return for sexual favors;
- Flirtation and sexual innuendoes which could be perceived as sexual harassment even when well intended;
- Retaliation for having reported or threatened to report harassment; making or threatening reprisals after receiving a negative response to sexual advances.
- Using peer pressure to discourage harassment victims from complaining

Complaint process

If you are the victim of, or a witness to, harassment in the workplace you are required by Civicorps Schools to take Step #2, below, and may take Step #1:

- 1. If appropriate, confront the harasser and ask him/her to stop.**

The harasser may not realize that his/her conduct is offensive. *If it is appropriate and sensible for you to do so*, you may tell the harasser the behavior is unwelcome and ask him/her to stop.

2. Report the harassment to your Supervisor/Manager via the *UNIFORM COMPLAINT PROCEDURE* as follows:

Civcorps Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Civcorps Schools acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

Civcorps Schools prohibits retaliation in any form for participating in complaint procedures, including by not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Civcorps Schools recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of students, school and district advisory committee, and other interested parties. Civcorps Schools designates the CEO as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. The designee appointed by the CEO may conduct the investigation.

Procedures

The following procedures shall be used to address all complaints that allege that Civcorps Schools has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

- **Complaint:** a complaint shall be presented in writing by way of a Civcorps Schools Community Complaint Form to the CEO, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time under 5 CCR 4630(b). A copy of this complaint form is attached to the end of this handbook.
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the

information mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with this or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct investigation or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

Alternative Dispute Resolution

All Civicorps Schools employees and Corpsmembers agree that if a resolution is not possible within this process further action will be done under the Alternative Dispute Resolution criteria and documentation set forth on page 18 of this handbook.

Liability for Harassment

Harassers may be personally liable for their actions. If you, as an employee, are found to have engaged in any form of harassment or if you, as a supervisor, know about such conduct and condone or ratify it, you may be personally liable for monetary damages. Civicorps Schools will not pay damages assessed against you personally in such instances.

In addition, Civicorps Schools will take appropriate measures – up to and including termination – against any employee or contractor who engages in any form of harassment, including sexual harassment, or who condones or knowingly permits harassment to take place.

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 Civicorps Schools 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 Human Resources. 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 to 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.

In order to enroll a domestic partner in any group benefits, an employee must fill out an "Affidavit of Domestic Partnership", available through Human Resources. Civicorps Schools wishes to make it clear that it cannot guarantee confidentiality of the relationship once a domestic partner is covered under our policy.

Criminal Record Search Policy

As mandated by the California Education Code Civicorps Schools 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.

Civicorps Schools 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 Human Resources and their designees will have access to Criminal Offender Record Information (CORI) and will be committed to protect CORI from unauthorized access, use or disclosure. Human Resources 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.

Personnel Records

You have a right to inspect certain documents in your personnel file, as provided by law, in the presence of Human Resources at a mutually convenient time. Employees wishing to review their personnel file must put the request in writing.

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 should 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.

Civicorps Schools will attempt to restrict disclosure of your personnel file to authorized individuals within Civicorps Schools. Any request for information from personnel files must be directed to Human Resources. Disclosure of personnel information to outside sources will be limited. Only payroll or Human Resources are authorized to release information about current or former employees. However, Civicorps Schools will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

Personal Information

Since changes in personal information affect such things as your tax withholding, receipt of tax forms, and benefits, please notify Human Resources of any change in your name, home address, telephone number, marital status, number of dependents, beneficiaries, or the individuals to notify in case of an emergency.

Employment Verifications

All requests for employment verifications must be directed to Human Resources. No other manager, supervisor or employee is authorized to release verifications for current or former employees. By policy, Civicorps Schools discloses only the dates of employment and the title of the last position held by former employees. With written authorization from the employee, Civicorps Schools will release salary or wage information to institutions such as banks or credit unions, or prospective employers.

Employment of Relatives

Civicorps Schools 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.

Civicorps Schools defines "relatives" as spouses, children, siblings, parents, in-laws and step-relatives. Under most circumstances one relative may not supervise another. 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 Civicorps Schools, 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

Civicorps Schools. 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 Civicorps Schools, which impairs an employee's ability to exercise good judgment, 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 Human Resources, for a determination of whether a potential or actual conflict exists. If an actual or potential conflict is determined, Civicorps Schools may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Reductions in Force

Under some circumstances, Civicorps Schools may need to restructure or reduce its workforce. In such cases, Civicorps Schools will attempt to provide advance notice 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, Civicorps Schools 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.

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 employee must notify their manager of their decision to submit their application for consideration. Civicorps Schools will make every effort to fill open positions from within, but reserves the right to select external candidates when deemed appropriate to so do. Occasionally, for legitimate business reasons, some positions will not be posted internally.

EMPLOYMENT CONDITIONS & CLASSIFICATIONS

Eligibility for Employment

Civicorps Schools will only employ authorized workers. All new hires must provide proof of identity and work eligibility in accordance with US Immigration and Homeland Security Regulations. Employees must complete and sign a Form I-9 and produce valid documents designated by the U.S. Department of Justice which establish both identity and employment eligibility within three working days of hire. Failure to comply may result in termination of employment.

Employment Classifications

For purposes of salary administration and eligibility for overtime payments and employee benefits, Civicorps Schools classifies its employees as defined below. If you change positions during your

employment, you will be informed of any change in your status. Please direct any questions you may have to Human Resources or your direct supervisor.

Nonexempt Employees

Employees who are entitled to be paid overtime in accordance with applicable federal and state wage and law hours. They may be either full-time or part-time employees.

Exempt Employees

Employees who are not required to be paid overtime in accordance with applicable federal and state wage and hour laws. Executives, professional employees, outside sales representatives, and certain employees in administrative positions are typically exempt.

Employment Status

Regular Full-time Employees

Employees hired to work Civicorps Schools normal, full-time, 40 hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above. They are eligible for employee benefits as described in this handbook as well as those benefits required by law.

Regular Part-time Employees

Employees hired to work fewer than 40 hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above. Employees working 30 or more hours per week are eligible for prorated benefits as described in this handbook.

Temporary/Seasonal/Contract/Intern Employees

Employees engaged to work for a limited period of time to fill a specific need within Civicorps Schools. A temporary/seasonal/contract/intern employee earns no employee benefits except where specifically indicated or required by law. A temporary employee may be offered and may accept a new temporary assignment with Civicorps Schools and still retain temporary status. Temporary/seasonal/contract/intern employees are not eligible for benefits, outside of federal and state mandated benefits, unless specifically stated in employment agreement.

People hired from temporary employment agencies are employees of the agency and not of Civicorps Schools.

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.

Rehired Employees (Bridging of Time)

A rehired employee is considered a new employee from the date of the rehire. Civicorps Schools will give credit to employees previously employed by the agency, provided the break in service does not exceed one year for the purposes of vacation accrual only.

WORK SCHEDULE & PAY

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 Civicorps Schools. Your cooperation and assistance in performing such additional work is expected.

Civicorps Schools 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

Civicorps Schools 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. Civicorps Schools reserves the right to change work schedules and assign employees to special schedules as deemed necessary for effective operations. When a change in work schedule is necessary, every effort will be made to provide reasonable advance notice to the employees.

Any request to change work hours must be approved in advance by the employee's supervisor.

Meal and Rest Periods

Non-exempt employees are provided with a 30-minute to 1-hour unpaid meal period to be taken approximately in the middle of the workday, and also 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 Civicorps Schools 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.

The way in which time is tracked may change from time to time. In the event of any change, employees will be given adequate notice and instruction as to the new procedure.

Payment of Wages

Paydays are scheduled on the 15th and last work day 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 or Sunday, employees will be paid on the previous Friday. 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. 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.

Civicorps Schools 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.

Garnishments and Support Orders

Civicorps Schools must comply with all legal claims against the wages of employees. If the Organization receives a wage garnishment from taxing authorities, child support order, or some other legal claim against your wages, you will be notified about the amount and details of the order.

Payroll Deductions

Federal and state laws require deductions from each employee's wages. These include federal and state income taxes, Social Security taxes, Medicare and State Disability Insurance payments. Such deductions are made without written authorization of the employee.

Optional deductions for insurance premiums or other employee elected benefits are made only with the written authorization of the employee.

Call-In Pay for Non-exempt Employees

Civicorps Schools will pay a minimum of two hours' compensation to employees who are required to report to work on a day other than their normally scheduled workday.

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

Civicorps Schools 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 Civicorps School's power to control.

Pay for Mandatory Meetings/Training

Civicorps Schools 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. Civicorps Schools will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must previously authorize all overtime work.

Civicorps Schools 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.

Advances

Civicorps Schools permits a limited number of advances against paychecks in emergency situations, as determined by the CEO and/or CFO. Employees may receive advances only against money that has been earned, but is unpaid. These advances are dependent upon the financial health of the agency, and require the approval of the CEO and/or CFO. Civicorps Schools does not permit advances against accrued vacation.

PERFORMANCE

Employment Responsibilities

Upon employment, each employee will be given a job description that explains the responsibilities and duties of the tasks associated with his or her position. From time to time, employees may be asked to work on special projects or to assist with other work that is necessary or important to the operation of Civicorps Schools. Employees' cooperation and assistance in performing such additional work is expected.

Performance Evaluations

Civicorps Schools strives to conduct performance reviews for all of its employees at least once a year. Teachers typically will be reviewed twice each school year.

Your performance evaluations may cover factors such as job criteria, critical duties and tasks of a job, attainment of goals, and Civicorps Schools 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 Civicorps Schools 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 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. You may add a rebuttal statement to your review that will be maintained in your personnel file.

Performance Improvement Plan

Employees who are having performance or behavioral difficulties will be placed on a performance improvement plan. This plan will detail the current issue(s) and outline improvement plan steps and goals to assist the employee in a successful outcome. Performance Improvement Plans will be initiated by the Supervisor and will be done in writing with input from Human Resources. Both the Supervisor and the employee are expected to sign off on the plan and meet at the specified times to work through the issues.

DISCIPLINE, TERMINATIONS and GRIEVANCES

Introduction

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

compensation level, or any other terms and conditions of employment at any time, within its sole discretion, with or without cause or notice.

Voluntary or Involuntary Termination

Termination is the voluntary (resignation) or involuntary end of the employment relationship between an employee and Civicorps Schools. Should an employee decide to resign, we request that you give your manager two-weeks notice. This will allow Civicorps Schools time to seek a replacement so that an undue burden will not have to be placed on the employee's department. All resignations must be confirmed in writing. Resignation/Voluntary termination also results when an employee fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor.

Return of Civicorps Schools Property

All Civicorps Schools -owned property, including vehicles, keys, cell phones, pagers, gas cards and credit cards must be returned immediately upon termination of employment.

Termination Pay

An employee who is terminated by Civicorps Schools will be paid his/her earned wages and earned and unused accrued benefits according to applicable state and federal laws.

Complaint and Grievance Procedure

Civicorps Schools philosophy is that good relations and communications between employees and management is essential. Each employee is encouraged to request discussion time with his/her supervisor or manager whenever necessary.

Civicorps Schools encourages employees to contact their supervisor/manager regarding work-related controversies, complaints, disputes and misunderstandings. The following voluntary procedure has been established to address these problems:

1. Discuss the situation with an immediate supervisor.
2. If not satisfied with the resolution, please contact your manager or director who will try to resolve the problem.
3. If not satisfied with the resolution, contact the Human Resources Department who will review the matter with the appropriate parties and render a decision on the problem and necessary actions.

Civicorps Schools has created a voluntary Complaint and Grievance Procedure to administer sound complaint processes. For further information on this procedure, review page 8 and 9 of this document or contact Human Resources.

Alternative Dispute Resolution

Civicorps Schools has implemented a policy requiring binding arbitration, which is described in the Mutual Agreement to Arbitrate Claims. This policy establishes procedures to quickly and inexpensively resolve disputes regarding employment or termination of employment. Binding arbitration ("arbitration") provides the opportunity for employees and Civicorps Schools to have employment disputes heard and resolved in a private and informal setting by an impartial person with experience in the employment field. The arbitration procedures set forth in the Mutual Agreement to Arbitrate Claims provided to you, and summarized below, shall be followed if and when a dispute arises.

As a condition of hire or **continued employment** with Civicorps Schools, all employees are required to arbitrate disputes and to sign an agreement to do so (the "Mutual Agreement to Arbitrate Claims").

Disputes covered by Civicorps Schools Alternative Dispute Resolution Policy include all claims or causes of action an employee may have against Civicorps Schools and all claims or causes of action that Civicorps Schools may have against the employee.

When either an employee or Civicorps Schools wishes to initiate arbitration, that party must give written notice of the claim to the other party. The written notice must identify and describe the nature of the claims asserted and the facts upon which such claims are based. An employee should give notice to the Human Resources Department. Civicorps Schools will give notice to the employee's last known address recorded in that employee's personnel file.

Either party may submit the dispute for resolution by final binding confidential arbitration under the Procedure. The arbitration will be conducted under the rules of the American Arbitration Association (AAA) with the additional proviso that the Procedure shall be conducted on a confidential basis. These Rules, incorporated by reference into the Mutual Agreement to Arbitrate Claims, include (but are not limited to) the procedures for the joint selection of an impartial arbitrator and for the hearing of evidence before the arbitrator. The arbitrator shall have the authority to allow for appropriate discovery and exchange of information before a hearing, including, but not limited to, production of documents, information requests, depositions and subpoenas. A copy of the complete AAA Employment Dispute Resolution Rules may be obtained from AAA's San Francisco office.

Employees assume responsibility for any fees associated with their opening of a claim up to \$355. Civicorps Schools will advance the remaining fees and costs of the arbitrator. To the extent permissible under the law, however, the arbitrator may rule that the arbitrator's fees and costs be distributed in an alternative manner. Each party may be represented by legal counsel, but must pay its own costs and attorneys' fees, if any.

If you have questions about Civicorps Schools Alternative Dispute Resolution Policy, please contact the Human Resources Department.

STANDARDS OF CONDUCT

Prohibited Conduct

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

- Falsification of employment records, employment information, or other Civicorps Schools 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 Civicorps Schools property or the property of any employee or customer;
- Removing or borrowing Civicorps Schools property without prior authorization;
- Unauthorized use of Civicorps Schools 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 Civicorps Schools property;
- Carrying firearms or any other dangerous weapons on Civicorps Schools 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 Civicorps Schools property;
- Insubordination, including but not limited to failure or refusal to obey the 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 Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools, or while operating employer owned vehicles or equipment; and
- Violation of personnel policies.

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

Off-Duty Conduct

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

Drug and Alcohol Abuse

Civicorps Schools 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. 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 Civicorps Schools to the risks of property loss or damage, or injury to other persons.

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 Civicorps Schools.

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 immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on Civicorps Schools property or during the workday (including meals and rest periods). Behavior that violates Civicorps Schools 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 Civicorps Schools 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. Civicorps Schools also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, Civicorps Schools reserves the right to conduct searches of Civicorps Schools 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 Civicorps Schools property will not be tolerated because such conduct, even though off duty, reflects adversely on Civicorps Schools. In addition, Civicorps Schools must keep people who sell or possess controlled substances off Civicorps Schools' premises in order to keep the controlled substances themselves off the premises.

Civicorps Schools 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. Civicorps Schools is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools' 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.

Civicorps Schools reserves the right to conduct a drug or alcohol screening test as part of the pre-placement process for new hires, transfers and promotions; and where there is a good faith belief that

substance or alcohol abuse is affecting the safety, productivity and/or work-related performance of any employee.

In addition, employees must notify their supervisor, the CEO or Human Resources of any criminal drug statute conviction for any violation occurring in the workplace no later than five (5) days after such a conviction. Civicorps Schools 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.

Civicorps Schools believes that the majority of our employees share our commitment to maintaining an environment free of substance abuse, and will do their part in ensuring that Civicorps Schools is indeed safe, pleasant and productive.

Punctuality and Attendance

As an employee of Civicorps Schools, you are expected to be punctual. Any tardiness or absence causes problems for your fellow employees. 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 Civicorps Schools 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 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 will not be tolerated and may be grounds for termination.

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

Dress Code and Other Personal Standards

Each employee is a representative of Civicorps Schools and, therefore, it is important that each employee report to work wearing appropriate dress. Civicorps Schools uniform symbolizes the service that we provide to the community. 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

The field uniform consists of black issued pants, long or short-sleeved gray work shirts, gray Civicorps Schools T-shirt, work boots, and work jacket. Civicorps Schools sweatshirt may be worn with the gray work shirt as well as Civicorps Schools baseball hat or beanie. Civicorps Schools 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 Corpsmember Academy staff must wear the in-house uniform or professional attire. The in-house uniform is Civicorps Schools emblem polo shirt or sweatshirt and a black or khaki colored skirt or slacks.

Other departments may wear the in-house uniform or professional attire. **If wearing professional attire, items that are not acceptable include blue jeans, shorts, mini-skirts and ripped, torn or dirty clothing, flip flops, sneakers, and beach shoes.**

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

Teacher Uniforms:

2 shirts
1 Sweatshirt

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

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

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 Civicorps Schools, its suppliers, its business partners or even fellow employees. You have a responsibility not to reveal or divulge any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information is 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 Civicorps Schools.

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 Civicorps Schools 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 occasionally may be approached for interviews or comments by the news media. Only employees designated by the Executive Director may comment to news reporters on Civicorps Schools policy or events relevant to Civicorps Schools.

Notice Posting

Civicorps Schools notices and notices required by law are regularly posted on our bulletin board(s) or designated area(s). Employees should make it a practice to review them frequently so that they can keep current regarding news about Civicorps Schools. Employees may not post or remove items on the bulletin board(s) or designated area(s) without approval by their manager. The same restrictions apply to bulletin boards located in employee break areas. Employees who wish to post on the bulletin board should obtain approval from their Manager or Director.

Referral for Employment

Civicorps Schools appreciates those employees who recommend qualified individuals for employment. Job applicants that are referred will be considered, along with other applicants, for suitable current openings for which they are qualified. Policy prohibits the placement of friends or relatives in positions that management deems to be in conflict with Civicorps Schools interests, such as one relative supervising another relative.

Smoking Policy

Civicorps Schools prohibits smoking in all locations on school property except where specifically designated. In addition, all local, city and state smoking ordinances must be followed.

Change of Status

Employees who change their name, address, telephone number, dependent status (for purposes of tax withholdings), insurance coverage for themselves or their dependents and/or their insurance beneficiaries should advise Human Resources in writing of the change. Failure to do so may result in distribution of insurance benefits or payroll in a manner contrary to the employee's wishes.

Operational Considerations

Employer Property

Lockers, computers, desks, vehicles and other employer-owned property are Civicorps Schools property and must be maintained according to Civicorps Schools rules and regulations. They must be kept clean and are to be used only for work-related purposes. Civicorps Schools reserves the right to inspect all Civicorps Schools 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.

Civicorps Schools voice mail and/or electronic mail (e-mail) are to be used for business purposes only. Civicorps Schools 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 Civicorps Schools -provided lockers unless the employee furnishes a copy of the key or the combination to the lock to both Human Resources *and* the employee's supervisor. Unauthorized use of a personal lock by an employee may result in losing the right to use the locker.

Civicorps Schools 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 Civicorps Schools business and they remain the property of the Organization.

Civicorps Schools reserves the right to keep a record of all passwords and codes used and may override any such password system. Prior authorization must be obtained before any Civicorps Schools 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.

Computer and Telecommunication Resources Policy

Civicorps Schools has created this Computer and Telecommunication Resources Policy to ensure that its resources are used properly by all personnel, including but not limited to employees, participants, consultants, and other persons working with Civicorps Schools who use the e-mail system.

The rules and obligations described in this policy apply to all users of the resources, wherever the user may be located. It is every person's obligation to use the resources responsibly, professionally, ethically and lawfully.

- (a) Business Use. The e-mail system is meant to be used for business purposes of Civicorps Schools. Personal e-mail accounts are not to be used for professional communications.
- (b) Ownership. All email accounts and all information and messages that are created, sent, received or stored on the e-mail system of Civicorps Schools is the sole property of Civicorps Schools and are not the properties of the employee or other personnel.
- (c) E-mail Review. All e-mail is subject to the right of Civicorps Schools to monitor, access, read, delete, copy, disclose and use such e-mail without prior notice to the originators and recipients of such e-mail. E-mail may be monitored and read by authorized personnel for any violations of law, breaches of Civicorps Schools policies, communications harmful to Civicorps Schools, or for any other reason.
- (d) E-mail Content. Emails should be professional, courteous and in compliance with all applicable laws. **Use of "All Civicorps" emails are limited to supervisor level and above. If employees want to send an "All Civicorps" email; please obtain authorization from your supervisor prior to sending.**
- (e) Prohibited Acts. Provided below is a non-exclusive list of prohibited acts associated with your use of our email system. When considering the appropriateness of engaging in a particular act, personnel should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:

- (i) Using any words, images or references that could be views as libelous, offensive, harassing, illegal, derogatory, discriminatory, or otherwise offensive;
 - (ii) Creating or transmitting email or images that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic;
 - (iii) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital preference, religion, national origin, physical or mental disability, or other protected status;
 - (iv) Downloading copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Any personnel with a question concerning a copyright issue should contact the Human Resources Dept; and
 - (v) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
- (f) Security. The e-mail system is only to be used by authorized persons, and personnel must have been issued an e-mail password in order to use the system. Personnel shall not disclose their codes or passwords to others and may not use someone else's code or password without express written authorization from an authorized officer of Civicorps Schools.
- (g) No Presumption of Privacy/Confidentiality. E-mail communications should not be assumed to be private and security cannot be guaranteed. Highly confidential or sensitive information should not be sent through e-mail. Personnel are required to use email in a manner that will not risk the disclosure of proprietary and other information to persons outside Civicorps Schools. In addition, Civicorps Schools reserves the right to monitor its employees' email communications.
- (h) Message Retention and Creation. Users expressly waive any right of privacy in anything they create, store, send, or receive on or through the resources, regardless of whether such material may be protected by password or other special entry code or procedure. Civicorps Schools makes its resources available to users solely to assist them in the performance of their jobs. Access to resources is within the sole discretion of Civicorps Schools and use of the resources is a privilege that may be revoked at any time. Generally, users are given access to our various technologies based on their job functions. Only employees whose job performance will benefit from the use of Civicorps Schools' resources will be given access to the necessary resources.
- (i) Viruses. Any files downloaded from e-mail received from non-Civicorps Schools sources must be scanned with Civicorps Schools' virus detection software. If a computer does not have a virus protection system and/or any viruses, suspected tampering or system problems should be immediately reported to our network administrator.
- (j) Passwords. All passwords must be made known to network administrator. The use of passwords to gain access to our computer systems or to access specific files does not provide users with an expectation of privacy in connection therewith.
- (k) Retention in the Event of Litigation, subpoena, or Regulatory Inquiry. It is Civicorps Schools' policy to comply with all legal proceedings. In the event of any litigation, subpoena, regulatory inquiry, criminal proceeding, or the like, our

personnel are prohibited from deleting, discarding, or destroying any emails or any other documents relating in any way to the litigation, subpoena, regulatory inquiry, criminal proceeding, or the like.

- (l) No Waiver. Any delay or failure to discipline personnel for violations of this policy will not constitute a waiver of the rights of Civicorps Schools.
- (m) Prohibited Acts. Users may not use the resources of Civicorps Schools for any illegal purpose, violation of any Civicorps Schools policy, in a manner contrary to the best interests of Civicorps Schools, in any way that discloses confidential information of Civicorps Schools or third parties, or for personal or pecuniary gain. Provided below is a non-exclusive list of prohibited acts associated with use of the resources of Civicorps Schools. When considering the appropriateness of engaging in a particular act, users should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:
 - (i) Using any words, images or references that could be viewed as libelous, harassing, illegal, derogatory, discriminatory, or otherwise offensive.
 - (ii) Using the resources of Civicorps Schools to transmit, receive, or store any information that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic (e.g., sexually explicit or racial messages, jokes, or cartoons).
 - (iii) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital status, religion, national origin, physical or mental disability, or other protected status.
 - (iv) Downloading, copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Without prior consultation with the Network Administrator, users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or participants of Civicorps Schools programs or to any other third party; (3) install software on any of Civicorps Schools' workstations or servers; (4) download any software from the Internet or other on-line service to any Civicorps Schools' workstations or servers; (5) modify, revise, transform, recast, or adapt any software; or (6) reverse-engineer, disassemble, or decompile any software. Any user with a question concerning a copyright issue, or who becomes aware of any misuse of software or violation of copyright law, should contact the Human Resources Department.
 - (v) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
 - (vi) Deliberately performing acts that waste any of the resources or unfairly monopolize any of the resources to the exclusion of others. These acts include, but are not limited to, using the e-mail system for other than business-related communications (or occasional and necessary personal communications, as described in section b), sending multiple pictures using the e-mail system (unless specifically authorized to do so and business-related), sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large documents,

undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

Note: Questions regarding e-mail technical usage or terms contained in this policy should be directed to the Network Administrator and/or the Human Resources Department.

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

Cell Phone Policy

Cell phones are to be used for Civicorps Schools 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 face disciplinary actions, which may include losing cell phone privileges, re-paying 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 and could push a user over the average minute usage; therefore, employees should not use their Civicorps Schools 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, Civicorps Schools employees are prohibited from using cell phones while driving on Civicorps Schools business and/or Civicorps Schools 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 Civicorps Schools business and/or time.

Civicorps Schools will NOT assume liability for any traffic violations or fines if you are ticketed for driving and using your cell phone in ways that violate current city, county or state regulation.

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 Civicorps Schools premises or using Civicorps Schools facilities while not on duty. Employees are expressly prohibited from using Civicorps Schools facilities, Civicorps Schools property or Civicorps Schools 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 Civicorps Schools property. For Insurance purposes, employees' personal property is not covered by our liability insurance for damages resulting from theft, fire or any other cause while on the premises, and you are requested to keep personal items to a minimum.

Security/Workplace Violence

Civicorps Schools 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.

Civicorps Schools workplace security and violence program is described in detail in the Civicorps Schools Illness and Injury Prevention Program (IIPP). This document is available from the HR office.

Health and Safety

Civicorps Schools is committed to the safety and health of all employees. Maintaining a safe work environment requires everyone's cooperation. When in doubt about how to safely perform a job, please ask your supervisor for assistance. Immediately report any suspected unsafe conditions and all injuries that occur on the job. Compliance with safety rules is a condition of employment.

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

Ergonomics

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

Civicorps Schools 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 Human Resources.

Parking

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

Solicitation and Distribution of Literature

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

Unless part of a school sponsored event; under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on Civicorps Schools 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 Civicorps Schools 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. Civicorps Schools 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.

Civicorps Schools will obtain and review a Motor Vehicle Record (MVR) prior to employment for those individuals seeking positions that require driving a Civicorps Schools or rented vehicle. Once employed, Civicorps Schools will receive from the DMV at least every 12 months an updated MVR for every employee insured under our plan.

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 be ineligible for hire. 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 drive their personal vehicles on behalf of Civicorps Schools 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 Civicorps Schools. Each person is required to furnish proof of auto insurance and registration annually.

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

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

- Any type of moving violation, speeding ticket, parking ticket or accident either while driving a Civicorps Schools or non- Civicorps Schools 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 Civicorps Schools of any of the above described incidents that would affect the employee's driving status may lead to revocation of driving privileges for Civicorps Schools business. In most cases, revocation of driving privileges will lead to termination. In addition, employees agree to the following:

- To complete daily vehicle inspections. If there are any safety problems with the vehicle, the vehicle should not be driven and the Operations Supervisor must 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 Civicorps Schools 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 Manual.

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 Civicorps Schools' expense reimbursement policy, contact the Controller.

Spending Authority

Some Directors and Senior Executives may be granted spending authority as part of their position. It should be noted that:

- All contracts must be signed by the Chief Executive Officer.
- Each Director or Senior Executive will be given a spending limit from the Controller's Office.

Board Communications

If an employee wishes to communicate with the board, this communication should be approved by the employee's department Director and be initiated by the Chief Executive Officer.

Employee Benefits

Holidays

Teachers

Teachers follow the school calendar set for each academic year and are ineligible for vacation or paid holidays other than what is included in the school calendar.

All Employees Other than Teachers

Regular full and part-time employees who work a minimum of 30 hours per week are eligible for holiday pay. Part-time employees will be paid proportionately to the number of hours they normally work. Temporary employees are not eligible for holiday pay.

Civicorps Schools observes the following paid holidays:

- January 1st - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4th - Independence Day
- Labor Day
- Thanksgiving Day and the following Friday
- Christmas Day
- Floating Holiday

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

To be eligible for a paid holiday you must be regularly scheduled to work on the day on which the holiday is observed and must work your regular schedule on the 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 your regular pay and be permitted to take those hours off within the following two pay periods to make up for the time worked on the holiday. Employees who are on unpaid leave at the time of the holiday will not receive holiday pay.

Winter Leave

All regular full- and part-time employees who work a minimum of 30 hours per week are eligible for Winter Leave. Temporary employees are not eligible for Winter Leave pay. For complete Teacher Winter Leave Policy – see page 43.

Civcorps Schools will be closed from December 25th and will reopen the first business day following New Years Day. Winter Leave will begin December 26th 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 26th and December 31st. 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 26th and December 31st. 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 who work a minimum of 30 hours per week accrue paid vacation 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.

Accrual for full-time regular employees

> 0-3 Years	3.33 Hours per pay period	10 days per year
> 4-10 Years	5.00 Hours per pay period	15 days per year
> 11+ Years	6.70 Hours per pay period	20 days per year

Employees working less than 40 hours per week but a minimum of 30 hours per week accrue vacation proportionately to the number of hours worked.

Employees may not accrue more than 200 hours of vacation. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation time will begin to accrue again.

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

An employee whose employment terminates will be paid for accrued unused vacation days.

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.

NOTE: Teaching staff does not accrue vacation pay.

Insurance Benefits

Health Benefits

Civicorps Schools offers a comprehensive health insurance plan for eligible employees. Eligible employees 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 health plan.

Regular full- and part-time employees, who work at least 30 hours per week, are eligible for health insurance on the first day of the month following completion of 30 days of service. Temporary employees are not eligible for health benefits.

Employees pay a portion of the monthly premium for employee health benefits. Civicorps Schools pays the remainder of the premium for eligible employees up to the designated benchmark. Employees will be notified of their contribution amount at the time they sign up for the specific benefit. Eligible employees may be responsible for a portion of the monthly premium costs for their dependents' coverage.

In the event of an increase in health insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about health insurance coverage are available in a separate publication from Human Resources.

Section 125/129 Flexible Spending Plans

Civicorps Schools provides, at no cost to employees a Premium Only Plan (POP) which 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. The 125 Plan Document is in all cases controlling and supersedes any inconsistent terms in this manual. We also offer employees' access to a Medical Reimbursement and Dependent Care option within this program that is funded 100% by the employee. These options will be explained to you during your new hire orientation and during open enrollment.

Section 132 Commuter Choice Tax Benefit

Employees are able to deduct pre-tax up to the federal published limit each year, expenses for public transit including BART, buses, and van pools and / or work-related parking expenses. Details regarding this deduction are available from Human Resources.

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, 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 short-term disability insurance mandated by the California Unemployment Insurance Code. Long-term disability insurance coverage (after a 90 day benefit waiting period) is provided at no cost to the employee. Contributions are made through a payroll deduction. Disability insurance benefits are payable when you cannot work because of illness or injury not caused by employment at Civicorps Schools 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 Human Resources.

Workers' Compensation

You are protected by Civicorps Schools' workers' compensation insurance policy while employed by Civicorps Schools, 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 Human Resources

Retirement Plan

Civicorps Schools provides a 403(b) plan for eligible employees in order to assist in saving for their retirement. All employees age 18 or over are eligible upon hire to begin contributing their own money on a pre-tax basis. For information regarding eligibility, contributions, benefits and tax status, contact Human Resources.

Unemployment Compensation

Civicorps Schools contributes to the California Unemployment Insurance Fund on behalf of all employees.

Social Security

Civicorps Schools pays a matching contribution to each employee's social security tax deduction.

Leaves of Absence

Personal Leave of Absence

Civicorps Schools 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 Human Resources 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, Civicorps Schools will assume that you do not plan to return and that you have terminated your employment.

Upon 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 legally mandated. 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. Civicorps Schools 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 Act (FMLA)/California Family Rights Act (CFRA)

Eligibility for FMLA/CFRA Leave

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 Civicorps Schools 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 FMLA/CFRA Leave

Please contact Human Resources 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 Civicorps Schools 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 Civicorps Schools. 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, Civicorps Schools must be informed as soon as practical.

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

When both parents are employed by Civicorps Schools and request simultaneous leave for the birth, adoption or foster care of a child, Civicorps Schools 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 family/medical leave begins. 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

Civicorps Schools requires employee's to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. Civicorps Schools 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.

Civicorps Schools 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. Civicorps Schools will continue to make the same premium contribution as if the employee had continued working. The employee will also have to continue paying his or her 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/CFRA. In some instances, Civicorps Schools 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 Civicorps Schools in conjunction with federal COBRA guidelines by making monthly payments to Civicorps Schools for the amount of the applicable premium. Employees should contact Human Resources 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.

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.

California Paid Family Leave Insurance

As of July 1, 2004 most California employees are eligible for up to six weeks of partial pay, per twelve month period, while taking time from work to care for a new child or sick family member. The payments are distributed by the EDD, a state agency, not by Civicorps Schools. California's Paid Family Leave program does not create a right to take a leave of absence if one does not exist under the law.

Employees may take this leave in order to:

- Care for a child, husband, wife, domestic partner, or parent because of a serious health problem; or
- Bond with a new baby, adopted or foster child (this is for both mothers and fathers).

For additional information, please contact Human Resources, call 1-877-238-4373 or go to www.edd.ca.gov.

Pregnancy Disability Leave

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 Human Resources 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, Civicorps Schools 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 Disability 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 Human Resources to discuss the following conditions:

- Employees who need to take pregnancy disability leave must inform Civicorps Schools when a leave is expected to begin and how long it will likely last. If the need for a pregnancy disability leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. 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 disability leave usually begins when ordered by the employee's physician. The employee must provide Civicorps Schools 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, childbirth, or related medical conditions;
 - 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 pregnancy disability 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.
 - The duration of this leave is based on the employee's health care provider's determination and certification of the period(s) during which the employee is actually disabled due to pregnancy, childbirth or a related condition, up to a maximum of four months. 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 Disability 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 disability 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 (with the exceptions noted above) 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, Civicorps Schools 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 with 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 Civicorps Schools may provide and for which you are eligible. In some instances, Civicorps Schools 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 Civicorps Schools in conjunction with federal COBRA guidelines by making monthly payments to Civicorps Schools for the amount of the relevant premium. Contact Human Resources for further information.

Teacher – Specific Leave Programs

Please see page 43 of this handbook for paid leave programs in place for the teaching staff.

COBRA

Civicorps Schools participates in the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) program. If you are terminated from employment, you will be notified of your rights to continue on certain of your benefits through this program. Please contact human resources if you have any questions.

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. Civicorps Schools will not tolerate abuse or misuse of your sick leave privilege. Civicorps Schools offers paid sick leave to regular full- and part-time employees who work a minimum of 30 hours per week. Full-time employees accrue four hours of paid sick time per pay period, or one day per month. Part-time employees (who work a minimum of 30 hours per week) 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 beyond this until accrued sick time is used. Civicorps Schools does not pay employees in lieu of unused sick leave. Civicorps Schools may require a note from your doctor for illnesses longer than five business days before paying for sick time taken.

Employees may use 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.

Definitions

- 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).
- A "domestic partner" is another adult with whom you have chosen to share your life in an intimate and committed relationship of mutual caring

- 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.

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.

Bereavement Leave

Civicorps Schools grants leaves of absence to employees in the event of the death of the employee's current spouse or 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 five consecutive scheduled work days off paid with the approval of the employee's supervisor. In addition, with the supervisor's approval, the employee may use up to five 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 Human Resources for information about their rights before and after such leave. Civicorps Schools complies with applicable state and federal laws relating to military leave and job reinstatement.

Jury Duty and Witness Leave

Civicorps Schools encourages employees to serve on jury duty or as a witness when called. Any regular fulltime 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 on a jury for up to five business days. Part-time employees will be paid in proportion 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.

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 and ensure your health, safety or welfare, or that of your child(ren).

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.

Civicorps Schools 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 under the federal Family and Medical Leave Act. Employees may use accrued sick and or vacation time for this type of leave.

Time Off for Voting

Civicorps Schools encourages all employees to fulfill their civic responsibilities by voting. All employees will be allowed a reasonable amount of time off to vote in elections either at the beginning or at the end of the workday, provided the polls are not open sufficient time outside working hours.

Time off for voting must be requested at least two working days in advance and must be approved by your supervisor. A maximum of two hours of time off to vote will be paid, and proof of voting may be required.

School Activities

Employees are encouraged to participate in the school activities of their child(ren). Any absence for this purpose 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 Civicorps Schools, 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.

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings or other outside activities for the benefit of Civicorps Schools or the individual employee. Attendance at such activities, whether required by Civicorps Schools 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 Civicorps Schools, 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 Civicorps Schools 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

Civicorps Schools 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

Civicorps Schools, in accordance with state law, provides insurance coverage for employees in case of work related injuries. Employees who become injured or ill resulting from their work at Civicorps Schools must:

- Immediately report any work-related injury or illness to your supervisor;
- Seek medical treatment at the agency's chosen health care provider and follow-up care if required;
- Complete a written Claim Form and return it to your supervisor; and
- Ensure that Civicorps Schools 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 Civicorps Schools' 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, Civicorps Schools' 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.

Teacher-Specific Benefits, Accruals & Holidays

Teachers are eligible for sick time accrual only. Vacation time does not accrue.

Teaching staff are eligible for the following paid leave programs in addition to the other leave programs previously mentioned:

- a. Spring Leave – Both K-5 and High School teaching staff are eligible for Spring Leave pay. Generally the schools will be closed either the week before or the week after the Easter Holiday. The actual dates of the leave will be announced at the beginning of each school year via the academic calendar. Spring Leave may only be used during this time and cannot be carried over from year to year. Part-time teachers will be paid proportionately to the number of hours or days they normally work.
- b. Summer Leave – Both K-5 and High School teaching staff are eligible for Summer Leave. Summer leave will be announced at the beginning of each school year. Generally the teaching staff will begin Summer Leave one week after school ends and will return three weeks prior to school starting. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. Summer Leave may only be used during this time and cannot be carried over from year to year.
- c. Thanksgiving Leave – based on academic calendar school closing. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. This leave may only be used during this time and cannot be carried over from year to year.
- d. Winter Leave – an additional week of paid leave is provided for the teachers based upon the academic calendar. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. This leave may only be used during this time and cannot be carried over from year to year.

NOTE: Current teacher contract in place and the current academic calendar are to be utilized in conjunction with this handbook.

Confirmations of Receipt

On the following pages are confirmation documents and sample complaint form. Please sign and return the Confirmation of Receipt of Employee Handbook immediately. Please review and sign the Confirmation of Receipt of Alternative Dispute Resolution within 2 days of receipt and return this form to Human Resources. If you have questions prior to signing these documents, please see Human Resources. The CCF should only be used as needed.

**CONFIRMATION OF RECEIPT
EMPLOYEE HANDBOOK**

I have received my copy of Civicorps Schools' employee handbook. I understand 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 and practices can be changed at any time, with or without prior notice, by Civicorps Schools. Civicorps Schools reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that, other than the CEO, no manager, supervisor, or representative of Civicorps Schools has the authority to enter into any agreement, expressed or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only signed and in writing.

I understand and agree that nothing in the employee handbook creates or is intended to create a promise or representation of continued employment and that employment at Civicorps Schools is at-will; employment may be terminated at anytime by either party.

My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between Civicorps Schools and me concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreement, understandings, and representations concerning my employment with Civicorps Schools.

Employee's Name (Please Print)

Employee's Signature

Date

**CONFIRMATION OF RECEIPT
ALTERNATIVE DISPUTE RESOLUTION**

I have received my copy of Civicorps Schools' Mutual Agreement to Arbitrate Claims. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Agreement.

My signature certifies that I understand the foregoing agreement and that it supersedes all prior agreements, understandings, and representations concerning my dispute resolution with Civicorps Schools.

Employee's Name (Please Print)

Employee's Signature

Date

**CIVICORPS SCHOOLS
COMMUNITY COMPLAINT FORM**

NAME: _____ Address: _____

Phone (day) _____ Phone (evening/other) _____

1. Who is your complaint against?

Name: _____ Title: _____

2. Has this been discussed with him/her? YES _____ NO _____ Date: _____

3. Has the complaint been discussed with the Manager/Sup/Principal? YES ___ NO ___ Date _____

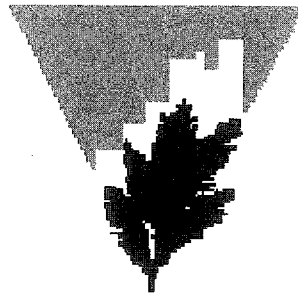
Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy of action do you suggest?

Signature: _____ Date: _____

Date Received by Civicorps Schools Compliance Officer/HR: _____

Employee Handbook
Civicorps Schools - Oakland



Revised October 2009

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Introductory Statement

Welcome! As an employee of Civicorps Schools, you are an important member of a team effort. We hope that you will find your position with Civicorps Schools 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 Civicorps Schools.

This employee handbook is intended to explain the terms and conditions of employment of all full-time and part-time employees. Written employment contracts between Civicorps Schools 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 Human Resources will be happy to answer any questions you may have.

Mission and Values

Civicorps Schools promotes citizenship and builds civil society by creating educational models that draw upon the power of service as a way of learning.

An educated citizenry is the cornerstone of a healthy democracy. At Civicorps Schools, we promote not only academic and artistic mastery but an understanding in each student of their potential and responsibility to change the world.

Guiding Principles

- Academic excellence
- Artistic literacy
- Values, ethics and spiritual development necessary for thoughtful citizenship in a pluralistic, democratic society
- Service as a way of learning
- Participation in the life of the school and the community through stewardship in the environment
- Creative partnerships in sustaining public education

New Employee Orientation

Civicorps Schools; distribute and complete all legal paperwork for payroll, benefits, etc. and give you time with your manager to review your job functions, have a tour and meet your co-workers. Please use this time to ask any questions you may have. We want to ensure that you have a great start!

GENERAL EMPLOYMENT POLICIES

At-Will Employment Status

Civicorps Schools 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 Civicorps Schools. Nothing in this handbook shall limit the right to terminate at-will employment. No supervisor or employee of Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

Civicorps Schools 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. Changes may be made with or without advance notice to employees and become effective immediately unless otherwise stated. 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 Civicorps Schools 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 and Americans with Disabilities Act

Civicorps Schools 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. Civicorps Schools policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, and 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.

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

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Civicorps Schools 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 Human Resources and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Civicorps Schools 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. Civicorps Schools will identify possible accommodations,

if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Civicorps Schools will make the accommodation.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to Human Resources or the Chief Financial Officer. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. Civicorps Schools will immediately undertake a thorough and objective investigation and attempt to resolve the situation. If Civicorps Schools determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense, up to, and including, termination. Appropriate action also will be taken to deter any future discrimination. Civicorps Schools will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.

Unlawful Harassment & Uniform Complaint Procedures

Civicorps Schools maintains a zero tolerance policy that prohibits harassment in any form against any person involved in the operations of Civicorps Schools. This prohibition includes sexual harassment.

Civicorps Schools maintains a strict policy of prohibiting sexual harassment and harassment because of gender, race, color, age, national origin, ancestry, religious creed, marital status, sexual orientation, political belief or activity, veteran status, pregnancy or medical condition, physical or mental disability, or any other characteristic protected under federal and state laws and regulations. Our non-harassment policy applies to all persons involved in the operations of Civicorps Schools, including all agents, company vendors, suppliers and customers. Harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. It is a violation of this policy for males to harass females or other males, and for females to harass males or other females.

Harassment defined:

Harassment includes, but is not limited to, the following forms of offensive behavior:

- Verbal conduct such as making or using derogatory comments, offensive jokes, slurs, and inappropriate comments about an employee's body or attire;
- Verbal sexual advances or propositions; verbal abuse of sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; visual conduct such as leering or making gestures;
- Displaying sexually suggestive objects or pictures, derogatory posters, photography, cartoons, drawings or gestures; web-surfing sexually explicit sites;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work;
- Threats and demands to submit to sexual requests in order to retain employment or avoid some other loss; offers of job benefits in return for sexual favors;
- Flirtation and sexual innuendoes which could be perceived as sexual harassment even when well intended;
- Retaliation for having reported or threatened to report harassment; making or threatening reprisals after receiving a negative response to sexual advances.
- Using peer pressure to discourage harassment victims from complaining

Complaint process

If you are the victim of, or a witness to, harassment in the workplace you are required by Civicorps Schools to take Step #2, below, and may take Step #1:

- 1. If appropriate, confront the harasser and ask him/her to stop.**

The harasser may not realize that his/her conduct is offensive. *If it is appropriate and sensible for you to do so*, you may tell the harasser the behavior is unwelcome and ask him/her to stop.

2. Report the harassment to your Supervisor/Manager via the *UNIFORM COMPLAINT PROCEDURE* as follows:

Civicorps Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Civicorps Schools acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

Civicorps Schools prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Civicorps Schools recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of students, school and district advisory committee, and other interested parties. Civicorps Schools designates the CEO as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. The designee appointed by the CEO may conduct the investigation.

Procedures

The following procedures shall be used to address all complaints that allege that Civicorps Schools has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

- **Complaint:** a complaint shall be presented in writing by way of a Civicorps Schools Community Complaint Form to the CEO, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time under 5 CCR 4630(b). A copy of this complaint form is attached to the end of this handbook.
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the

information mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with this or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct investigation or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

Alternative Dispute Resolution

All Civicorps Schools employees and Corpsmembers agree that if a resolution is not possible within this process further action will be done under the Alternative Dispute Resolution criteria and documentation set forth on page 18 of this handbook.

Liability for Harassment

Harassers may be personally liable for their actions. If you, as an employee, are found to have engaged in any form of harassment or if you, as a supervisor, know about such conduct and condone or ratify it, you may be personally liable for monetary damages. Civicorps Schools will not pay damages assessed against you personally in such instances.

In addition, Civicorps Schools will take appropriate measures – up to and including termination – against any employee or contractor who engages in any form of harassment, including sexual harassment, or who condones or knowingly permits harassment to take place.

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 Civicorps Schools 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 Human Resources. 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 to 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.

In order to enroll a domestic partner in any group benefits, an employee must fill out an "Affidavit of Domestic Partnership", available through Human Resources. Civicorps Schools wishes to make it clear that it cannot guarantee confidentiality of the relationship once a domestic partner is covered under our policy.

Criminal Record Search Policy

As mandated by the California Education Code Civicorps Schools 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.

Civicorps Schools 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 Human Resources and their designees will have access to Criminal Offender Record Information (CORI) and will be committed to protect CORI from unauthorized access, use or disclosure. Human Resources 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.

Personnel Records

You have a right to inspect certain documents in your personnel file, as provided by law, in the presence of Human Resources at a mutually convenient time. Employees wishing to review their personnel file must put the request in writing.

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 should 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.

Civicorps Schools will attempt to restrict disclosure of your personnel file to authorized individuals within Civicorps Schools. Any request for information from personnel files must be directed to Human Resources. Disclosure of personnel information to outside sources will be limited. Only payroll or Human Resources are authorized to release information about current or former employees. However, Civicorps Schools will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

Personal Information

Since changes in personal information affect such things as your tax withholding, receipt of tax forms, and benefits, please notify Human Resources of any change in your name, home address, telephone number, marital status, number of dependents, beneficiaries, or the individuals to notify in case of an emergency.

Employment Verifications

All requests for employment verifications must be directed to Human Resources. No other manager, supervisor or employee is authorized to release verifications for current or former employees. By policy, Civicorps Schools discloses only the dates of employment and the title of the last position held by former employees. With written authorization from the employee, Civicorps Schools will release salary or wage information to institutions such as banks or credit unions, or prospective employers.

Employment of Relatives

Civicorps Schools 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.

Civicorps Schools defines "relatives" as spouses, children, siblings, parents, in-laws and step-relatives. Under most circumstances one relative may not supervise another. 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 Civicorps Schools, 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

Civicorps Schools. 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 Civicorps Schools, which impairs an employee's ability to exercise good judgment, 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 Human Resources, for a determination of whether a potential or actual conflict exists. If an actual or potential conflict is determined, Civicorps Schools may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Reductions in Force

Under some circumstances, Civicorps Schools may need to restructure or reduce its workforce. In such cases, Civicorps Schools will attempt to provide advance notice 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, Civicorps Schools 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.

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 employee must notify their manager of their decision to submit their application for consideration. Civicorps Schools will make every effort to fill open positions from within, but reserves the right to select external candidates when deemed appropriate to so do. Occasionally, for legitimate business reasons, some positions will not be posted internally.

EMPLOYMENT CONDITIONS & CLASSIFICATIONS

Eligibility for Employment

Civicorps Schools will only employ authorized workers. All new hires must provide proof of identity and work eligibility in accordance with US Immigration and Homeland Security Regulations. Employees must complete and sign a Form I-9 and produce valid documents designated by the U.S. Department of Justice which establish both identity and employment eligibility within three working days of hire. Failure to comply may result in termination of employment.

Employment Classifications

For purposes of salary administration and eligibility for overtime payments and employee benefits, Civicorps Schools classifies its employees as defined below. If you change positions during your

employment, you will be informed of any change in your status. Please direct any questions you may have to Human Resources or your direct supervisor.

Nonexempt Employees

Employees who are entitled to be paid overtime in accordance with applicable federal and state wage and law hours. They may be either full-time or part-time employees.

Exempt Employees

Employees who are not required to be paid overtime in accordance with applicable federal and state wage and hour laws. Executives, professional employees, outside sales representatives, and certain employees in administrative positions are typically exempt.

Employment Status

Regular Full-time Employees

Employees hired to work Civicorps Schools normal, full-time, 40 hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above. They are eligible for employee benefits as described in this handbook as well as those benefits required by law.

Regular Part-time Employees

Employees hired to work fewer than 40 hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above. Employees working 30 or more hours per week are eligible for prorated benefits as described in this handbook.

Temporary/Seasonal/Contract/Intern Employees

Employees engaged to work for a limited period of time to fill a specific need within Civicorps Schools. A temporary/seasonal/contract/intern employee earns no employee benefits except where specifically indicated or required by law. A temporary employee may be offered and may accept a new temporary assignment with Civicorps Schools and still retain temporary status. Temporary/seasonal/contract/intern employees are not eligible for benefits, outside of federal and state mandated benefits, unless specifically stated in employment agreement.

People hired from temporary employment agencies are employees of the agency and not of Civicorps Schools.

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.

Rehired Employees (Bridging of Time)

A rehired employee is considered a new employee from the date of the rehire. Civicorps Schools will give credit to employees previously employed by the agency, provided the break in service does not exceed one year for the purposes of vacation accrual only.

WORK SCHEDULE & PAY

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 Civicorps Schools. Your cooperation and assistance in performing such additional work is expected.

Civicorps Schools 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

Civicorps Schools 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. Civicorps Schools reserves the right to change work schedules and assign employees to special schedules as deemed necessary for effective operations. When a change in work schedule is necessary, every effort will be made to provide reasonable advance notice to the employees.

Any request to change work hours must be approved in advance by the employee's supervisor.

Meal and Rest Periods

Non-exempt employees are provided with a 30-minute to 1-hour unpaid meal period to be taken approximately in the middle of the workday, and also 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 Civicorps Schools 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.

The way in which time is tracked may change from time to time. In the event of any change, employees will be given adequate notice and instruction as to the new procedure.

Payment of Wages

Paydays are scheduled on the 15th and last work day 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 or Sunday, employees will be paid on the previous Friday. 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. 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.

Civicorps Schools 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.

Garnishments and Support Orders

Civicorps Schools must comply with all legal claims against the wages of employees. If the Organization receives a wage garnishment from taxing authorities, child support order, or some other legal claim against your wages, you will be notified about the amount and details of the order.

Payroll Deductions

Federal and state laws require deductions from each employee's wages. These include federal and state income taxes, Social Security taxes, Medicare and State Disability Insurance payments. Such deductions are made without written authorization of the employee.

Optional deductions for insurance premiums or other employee elected benefits are made only with the written authorization of the employee.

Call-In Pay for Non-exempt Employees

Civicorps Schools will pay a minimum of two hours' compensation to employees who are required to report to work on a day other than their normally scheduled workday.

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

Civicorps Schools 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 Civicorps School's power to control.

Pay for Mandatory Meetings/Training

Civicorps Schools 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. Civicorps Schools will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must previously authorize all overtime work.

Civicorps Schools 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.

Advances

Civicorps Schools permits a limited number of advances against paychecks in emergency situations, as determined by the CEO and/or CFO. Employees may receive advances only against money that has been earned, but is unpaid. These advances are dependent upon the financial health of the agency, and require the approval of the CEO and/or CFO. Civicorps Schools does not permit advances against accrued vacation.

PERFORMANCE

Employment Responsibilities

Upon employment, each employee will be given a job description that explains the responsibilities and duties of the tasks associated with his or her position. From time to time, employees may be asked to work on special projects or to assist with other work that is necessary or important to the operation of Civicorps Schools. Employees' cooperation and assistance in performing such additional work is expected.

Performance Evaluations

Civicorps Schools strives to conduct performance reviews for all of its employees at least once a year. Teachers typically will be reviewed twice each school year.

Your performance evaluations may cover factors such as job criteria, critical duties and tasks of a job, attainment of goals, and Civicorps Schools 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 Civicorps Schools 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 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. You may add a rebuttal statement to your review that will be maintained in your personnel file.

Performance Improvement Plan

Employees who are having performance or behavioral difficulties will be placed on a performance improvement plan. This plan will detail the current issue(s) and outline improvement plan steps and goals to assist the employee in a successful outcome. Performance Improvement Plans will be initiated by the Supervisor and will be done in writing with input from Human Resources. Both the Supervisor and the employee are expected to sign off on the plan and meet at the specified times to work through the issues.

DISCIPLINE, TERMINATIONS and GRIEVANCES

Introduction

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

compensation level, or any other terms and conditions of employment at any time, within its sole discretion, with our without cause or notice.

Voluntary or Involuntary Termination

Termination is the voluntary (resignation) or involuntary end of the employment relationship between an employee and Civicorps Schools. Should an employee decide to resign, we request that you give your manager two-weeks notice. This will allow Civicorps Schools time to seek a replacement so that an undue burden will not have to be placed on the employee's department. All resignations must be confirmed in writing. Resignation/Voluntary termination also results when an employee fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor.

Return of Civicorps Schools Property

All Civicorps Schools -owned property, including vehicles, keys, cell phones, pagers, gas cards and credit cards must be returned immediately upon termination of employment.

Termination Pay

An employee who is terminated by Civicorps Schools will be paid his/her earned wages and earned and unused accrued benefits according to applicable state and federal laws.

Complaint and Grievance Procedure

Civicorps Schools philosophy is that good relations and communications between employees and management is essential. Each employee is encouraged to request discussion time with his/her supervisor or manager whenever necessary.

Civicorps Schools encourages employees to contract their supervisor/manager regarding work-related controversies, complaints, disputes and misunderstandings. The following voluntary procedure has been established to address these problems:

1. Discuss the situation with an immediate supervisor.
2. If not satisfied with the resolution, please contact your manager or director who will try to resolve the problem.
3. If not satisfied with the resolution, contact the Human Resources Department who will review the matter with the appropriate parties and render a decision on the problem and necessary actions.

Civicorps Schools has created a voluntary Complaint and Grievance Procedure to administer sound complaint processes. For further information on this procedure, review page 8 and 9 of this document or contact Human Resources.

Alternative Dispute Resolution

Civicorps Schools has implemented a policy requiring binding arbitration, which is described in the Mutual Agreement to Arbitrate Claims. This policy establishes procedures to quickly and inexpensively resolve disputes regarding employment or termination of employment. Binding arbitration ("arbitration") provides the opportunity for employees and Civicorps Schools to have employment disputes heard and resolved in a private and informal setting by an impartial person with experience in the employment field. The arbitration procedures set forth in the Mutual Agreement to Arbitrate Claims provided to you, and summarized below, shall be followed if and when a dispute arises.

As a condition of hire or **continued employment** with Civicorps Schools, all employees are required to arbitrate disputes and to sign an agreement to do so (the "Mutual Agreement to Arbitrate Claims").

Disputes covered by Civicorps Schools Alternative Dispute Resolution Policy include all claims or causes of action an employee may have against Civicorps Schools and all claims or causes of action that Civicorps Schools may have against the employee.

When either an employee or Civicorps Schools wishes to initiate arbitration, that party must give written notice of the claim to the other party. The written notice must identify and describe the nature of the claims asserted and the facts upon which such claims are based. An employee should give notice to the Human Resources Department. Civicorps Schools will give notice to the employee's last known address recorded in that employee's personnel file.

Either party may submit the dispute for resolution by final binding confidential arbitration under the Procedure. The arbitration will be conducted under the rules of the American Arbitration Association (AAA) with the additional proviso that the Procedure shall be conducted on a confidential basis. These Rules, incorporated by reference into the Mutual Agreement to Arbitrate Claims, include (but are not limited to) the procedures for the joint selection of an impartial arbitrator and for the hearing of evidence before the arbitrator. The arbitrator shall have the authority to allow for appropriate discovery and exchange of information before a hearing, including, but not limited to, production of documents, information requests, depositions and subpoenas. A copy of the complete AAA Employment Dispute Resolution Rules may be obtained from AAA's San Francisco office.

Employees assume responsibility for any fees associated with their opening of a claim up to \$355. Civicorps Schools will advance the remaining fees and costs of the arbitrator. To the extent permissible under the law, however, the arbitrator may rule that the arbitrator's fees and costs be distributed in an alternative manner. Each party may be represented by legal counsel, but must pay its own costs and attorneys' fees, if any.

If you have questions about Civicorps Schools Alternative Dispute Resolution Policy, please contact the Human Resources Department.

STANDARDS OF CONDUCT

Prohibited Conduct

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

- Falsification of employment records, employment information, or other Civicorps Schools 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 Civicorps Schools property or the property of any employee or customer;
- Removing or borrowing Civicorps Schools property without prior authorization;
- Unauthorized use of Civicorps Schools 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 Civicorps Schools property;
- Carrying firearms or any other dangerous weapons on Civicorps Schools 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 Civicorps Schools property;
- Insubordination, including but not limited to failure or refusal to obey the 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 Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools, or while operating employer owned vehicles or equipment; and
- Violation of personnel policies.

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

Off-Duty Conduct

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

Drug and Alcohol Abuse

Civicorps Schools 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. 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 Civicorps Schools to the risks of property loss or damage, or injury to other persons.

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 Civicorps Schools.

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 immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on Civicorps Schools property or during the workday (including meals and rest periods). Behavior that violates Civicorps Schools 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 Civicorps Schools 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. Civicorps Schools also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, Civicorps Schools reserves the right to conduct searches of Civicorps Schools 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 Civicorps Schools property will not be tolerated because such conduct, even though off duty, reflects adversely on Civicorps Schools. In addition, Civicorps Schools must keep people who sell or possess controlled substances off Civicorps Schools' premises in order to keep the controlled substances themselves off the premises.

Civicorps Schools 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. Civicorps Schools is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools' 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.

Civicorps Schools reserves the right to conduct a drug or alcohol screening test as part of the pre-placement process for new hires, transfers and promotions; and where there is a good faith belief that

substance or alcohol abuse is affecting the safety, productivity and/or work-related performance of any employee.

In addition, employees must notify their supervisor, the CEO or Human Resources of any criminal drug statute conviction for any violation occurring in the workplace no later than five (5) days after such a conviction. Civicorps Schools 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.

Civicorps Schools believes that the majority of our employees share our commitment to maintaining an environment free of substance abuse, and will do their part in ensuring that Civicorps Schools is indeed safe, pleasant and productive.

Punctuality and Attendance

As an employee of Civicorps Schools, you are expected to be punctual. Any tardiness or absence causes problems for your fellow employees. 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 Civicorps Schools 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 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 will not be tolerated and may be grounds for termination.

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

Dress Code and Other Personal Standards

Each employee is a representative of Civicorps Schools and, therefore, it is important that each employee report to work wearing appropriate dress. Civicorps Schools uniform symbolizes the service that we provide to the community. 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

The field uniform consists of black issued pants, long or short-sleeved gray work shirts, gray Civicorps Schools T-shirt, work boots, and work jacket. Civicorps Schools sweatshirt may be worn with the gray work shirt as well as Civicorps Schools baseball hat or beanie. Civicorps Schools 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 Corpsmember Academy staff must wear the in-house uniform or professional attire. The in-house uniform is Civicorps Schools emblem polo shirt or sweatshirt and a black or khaki colored skirt or slacks.

Other departments may wear the in-house uniform or professional attire. **If wearing professional attire, items that are not acceptable include blue jeans, shorts, mini-skirts and ripped, torn or dirty clothing, flip flops, sneakers, and beach shoes.**

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

Teacher Uniforms:

2 shirts
1 Sweatshirt

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

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

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 Civicorps Schools, its suppliers, its business partners or even fellow employees. You have a responsibility not to reveal or divulge any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information is 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 Civicorps Schools.

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 Civicorps Schools 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 occasionally may be approached for interviews or comments by the news media. Only employees designated by the Executive Director may comment to news reporters on Civicorps Schools policy or events relevant to Civicorps Schools.

Notice Posting

Civicorps Schools notices and notices required by law are regularly posted on our bulletin board(s) or designated area(s). Employees should make it a practice to review them frequently so that they can keep current regarding news about Civicorps Schools. Employees may not post or remove items on the bulletin board(s) or designated area(s) without approval by their manager. The same restrictions apply to bulletin boards located in employee break areas. Employees who wish to post on the bulletin board should obtain approval from their Manager or Director.

Referral for Employment

Civicorps Schools appreciates those employees who recommend qualified individuals for employment. Job applicants that are referred will be considered, along with other applicants, for suitable current openings for which they are qualified. Policy prohibits the placement of friends or relatives in positions that management deems to be in conflict with Civicorps Schools interests, such as one relative supervising another relative.

Smoking Policy

Civicorps Schools prohibits smoking in all locations on school property except where specifically designated. In addition, all local, city and state smoking ordinances must be followed.

Change of Status

Employees who change their name, address, telephone number, dependent status (for purposes of tax withholdings), insurance coverage for themselves or their dependents and/or their insurance beneficiaries should advise Human Resources in writing of the change. Failure to do so may result in distribution of insurance benefits or payroll in a manner contrary to the employee's wishes.

Operational Considerations

Employer Property

Lockers, computers, desks, vehicles and other employer-owned property are Civicorps Schools property and must be maintained according to Civicorps Schools rules and regulations. They must be kept clean and are to be used only for work-related purposes. Civicorps Schools reserves the right to inspect all Civicorps Schools 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.

Civicorps Schools voice mail and/or electronic mail (e-mail) are to be used for business purposes only. Civicorps Schools 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 Civicorps Schools -provided lockers unless the employee furnishes a copy of the key or the combination to the lock to both Human Resources *and* the employee's supervisor. Unauthorized use of a personal lock by an employee may result in losing the right to use the locker.

Civicorps Schools 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 Civicorps Schools business and they remain the property of the Organization.

Civicorps Schools reserves the right to keep a record of all passwords and codes used and may override any such password system. Prior authorization must be obtained before any Civicorps Schools 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.

Computer and Telecommunication Resources Policy

Civicorps Schools has created this Computer and Telecommunication Resources Policy to ensure that its resources are used properly by all personnel, including but not limited to employees, participants, consultants, and other persons working with Civicorps Schools who use the e-mail system.

The rules and obligations described in this policy apply to all users of the resources, wherever the user may be located. It is every person's obligation to use the resources responsibly, professionally, ethically and lawfully.

- (a) Business Use. The e-mail system is meant to be used for business purposes of Civicorps Schools. Personal e-mail accounts are not to be used for professional communications.
- (b) Ownership. All email accounts and all information and messages that are created, sent, received or stored on the e-mail system of Civicorps Schools is the sole property of Civicorps Schools and are not the properties of the employee or other personnel.
- (c) E-mail Review. All e-mail is subject to the right of Civicorps Schools to monitor, access, read, delete, copy, disclose and use such e-mail without prior notice to the originators and recipients of such e-mail. E-mail may be monitored and read by authorized personnel for any violations of law, breaches of Civicorps Schools policies, communications harmful to Civicorps Schools, or for any other reason.
- (d) E-mail Content. Emails should be professional, courteous and in compliance with all applicable laws. **Use of "All Civicorps" emails are limited to supervisor level and above. If employees want to send an "All Civicorps" email; please obtain authorization from your supervisor prior to sending.**
- (e) Prohibited Acts. Provided below is a non-exclusive list of prohibited acts associated with your use of our email system. When considering the appropriateness of engaging in a particular act, personnel should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:

- (i) Using any words, images or references that could be views as libelous, offensive, harassing, illegal, derogatory, discriminatory, or otherwise offensive;
 - (ii) Creating or transmitting email or images that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic;
 - (iii) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital preference, religion, national origin, physical or mental disability, or other protected status;
 - (iv) Downloading copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Any personnel with a question concerning a copyright issue should contact the Human Resources Dept; and
 - (v) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
- (f) Security. The e-mail system is only to be used by authorized persons, and personnel must have been issued an e-mail password in order to use the system. Personnel shall not disclose their codes or passwords to others and may not use someone else's code or password without express written authorization from an authorized officer of Civicorps Schools.
- (g) No Presumption of Privacy/Confidentiality. E-mail communications should not be assumed to be private and security cannot be guaranteed. Highly confidential or sensitive information should not be sent through e-mail. Personnel are required to use email in a manner that will not risk the disclosure of proprietary and other information to persons outside Civicorps Schools. In addition, Civicorps Schools reserves the right to monitor its employees' email communications.
- (h) Message Retention and Creation. Users expressly waive any right of privacy in anything they create, store, send, or receive on or through the resources, regardless of whether such material may be protected by password or other special entry code or procedure. Civicorps Schools makes its resources available to users solely to assist them in the performance of their jobs. Access to resources is within the sole discretion of Civicorps Schools and use of the resources is a privilege that may be revoked at any time. Generally, users are given access to our various technologies based on their job functions. Only employees whose job performance will benefit from the use of Civicorps Schools' resources will be given access to the necessary resources.
- (i) Viruses. Any files downloaded from e-mail received from non-Civicorps Schools sources must be scanned with Civicorps Schools' virus detection software. If a computer does not have a virus protection system and/or any viruses, suspected tampering or system problems should be immediately reported to our network administrator.
- (j) Passwords. All passwords must be made known to network administrator. The use of passwords to gain access to our computer systems or to access specific files does not provide users with an expectation of privacy in connection therewith.
- (k) Retention in the Event of Litigation, subpoena, or Regulatory Inquiry. It is Civicorps Schools' policy to comply with all legal proceedings. In the event of any litigation, subpoena, regulatory inquiry, criminal proceeding, or the like, our

personnel are prohibited from deleting, discarding, or destroying any emails or any other documents relating in any way to the litigation, subpoena, regulatory inquiry, criminal proceeding, or the like.

- (l) No Waiver. Any delay or failure to discipline personnel for violations of this policy will not constitute a waiver of the rights of Civicorps Schools.
- (m) Prohibited Acts. Users may not use the resources of Civicorps Schools for any illegal purpose, violation of any Civicorps Schools policy, in a manner contrary to the best interests of Civicorps Schools, in any way that discloses confidential information of Civicorps Schools or third parties, or for personal or pecuniary gain. Provided below is a non-exclusive list of prohibited acts associated with use of the resources of Civicorps Schools. When considering the appropriateness of engaging in a particular act, users should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:
 - (i) Using any words, images or references that could be viewed as libelous, harassing, illegal, derogatory, discriminatory, or otherwise offensive.
 - (ii) Using the resources of Civicorps Schools to transmit, receive, or store any information that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene; sexually explicit, or pornographic (e.g., sexually explicit or racial messages, jokes, or cartoons).
 - (iii) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital status, religion, national origin, physical or mental disability, or other protected status.
 - (iv) Downloading, copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Without prior consultation with the Network Administrator, users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or participants of Civicorps Schools programs or to any other third party; (3) install software on any of Civicorps Schools' workstations or servers; (4) download any software from the Internet or other on-line service to any Civicorps Schools' workstations or servers; (5) modify, revise, transform, recast, or adapt any software; or (6) reverse-engineer, disassemble, or decompile any software. Any user with a question concerning a copyright issue, or who becomes aware of any misuse of software or violation of copyright law, should contact the Human Resources Department.
 - (v) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
 - (vi) Deliberately performing acts that waste any of the resources or unfairly monopolize any of the resources to the exclusion of others. These acts include, but are not limited to, using the e-mail system for other than business-related communications (or occasional and necessary personal communications, as described in section b), sending multiple pictures using the e-mail system (unless specifically authorized to do so and business-related), sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large documents,

undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

Note: Questions regarding e-mail technical usage or terms contained in this policy should be directed to the Network Administrator and/or the Human Resources Department.

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

Cell Phone Policy

Cell phones are to be used for Civicorps Schools 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 face disciplinary actions, which may include losing cell phone privileges, re-paying 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 and could push a user over the average minute usage; therefore, employees should not use their Civicorps Schools 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, Civicorps Schools employees are prohibited from using cell phones while driving on Civicorps Schools business and/or Civicorps Schools 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 Civicorps Schools business and/or time.

Civicorps Schools will NOT assume liability for any traffic violations or fines if you are ticketed for driving and using your cell phone in ways that violate current city, county or state regulation.

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 Civicorps Schools premises or using Civicorps Schools facilities while not on duty. Employees are expressly prohibited from using Civicorps Schools facilities, Civicorps Schools property or Civicorps Schools 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 Civicorps Schools property. For Insurance purposes, employees' personal property is not covered by our liability insurance for damages resulting from theft, fire or any other cause while on the premises, and you are requested to keep personal items to a minimum.

Security/Workplace Violence

Civicorps Schools 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.

Civicorps Schools workplace security and violence program is described in detail in the Civicorps Schools Illness and Injury Prevention Program (IIPP). This document is available from the HR office.

Health and Safety

Civicorps Schools is committed to the safety and health of all employees. Maintaining a safe work environment requires everyone's cooperation. When in doubt about how to safely perform a job, please ask your supervisor for assistance. Immediately report any suspected unsafe conditions and all injuries that occur on the job. Compliance with safety rules is a condition of employment.

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

Ergonomics

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

Civicorps Schools 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 Human Resources.

Parking

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

Solicitation and Distribution of Literature

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

Unless part of a school sponsored event; under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on Civicorps Schools 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 Civicorps Schools 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. Civicorps Schools 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.

Civicorps Schools will obtain and review a Motor Vehicle Record (MVR) prior to employment for those individuals seeking positions that require driving a Civicorps Schools or rented vehicle. Once employed, Civicorps Schools will receive from the DMV at least every 12 months an updated MVR for every employee insured under our plan.

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 be ineligible for hire. 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 drive their personal vehicles on behalf of Civicorps Schools 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 Civicorps Schools. Each person is required to furnish proof of auto insurance and registration annually.

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

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

- Any type of moving violation, speeding ticket, parking ticket or accident either while driving a Civicorps Schools or non- Civicorps Schools 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 Civicorps Schools of any of the above described incidents that would affect the employee's driving status may lead to revocation of driving privileges for Civicorps Schools business. In most cases, revocation of driving privileges will lead to termination. In addition, employees agree to the following:

- To complete daily vehicle inspections. If there are any safety problems with the vehicle, the vehicle should not be driven and the Operations Supervisor must 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 Civicorps Schools 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 Manual.

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 Civicorps Schools' expense reimbursement policy, contact the Controller.

Spending Authority

Some Directors and Senior Executives may be granted spending authority as part of their position. It should be noted that:

- All contracts must be signed by the Chief Executive Officer.
- Each Director or Senior Executive will be given a spending limit from the Controller's Office.

Board Communications

If an employee wishes to communicate with the board, this communication should be approved by the employee's department Director and be initiated by the Chief Executive Officer.

Employee Benefits

Holidays

Teachers

Teachers follow the school calendar set for each academic year and are ineligible for vacation or paid holidays other than what is included in the school calendar.

All Employees Other than Teachers

Regular full and part-time employees who work a minimum of 30 hours per week are eligible for holiday pay. Part-time employees will be paid proportionately to the number of hours they normally work. Temporary employees are not eligible for holiday pay.

Civicorps Schools observes the following paid holidays:

- January 1st - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4th - Independence Day
- Labor Day
- Thanksgiving Day and the following Friday
- Christmas Day
- Floating Holiday

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

To be eligible for a paid holiday you must be regularly scheduled to work on the day on which the holiday is observed and must work your regular schedule on the 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 your regular pay and be permitted to take those hours off within the following two pay periods to make up for the time worked on the holiday. Employees who are on unpaid leave at the time of the holiday will not receive holiday pay.

Winter Leave

All regular full- and part-time employees who work a minimum of 30 hours per week are eligible for Winter Leave. Temporary employees are not eligible for Winter Leave pay. For complete Teacher Winter Leave Policy – see page 43.

Civcorps Schools will be closed from December 25th and will reopen the first business day following New Years Day. Winter Leave will begin December 26th 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 26th and December 31st. 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 26th and December 31st. 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 who work a minimum of 30 hours per week accrue paid vacation 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.

Accrual for full-time regular employees

> 0-3 Years	3.33 Hours per pay period	10 days per year
> 4-10 Years	5.00 Hours per pay period	15 days per year
> 11+ Years	6.70 Hours per pay period	20 days per year

Employees working less than 40 hours per week but a minimum of 30 hours per week accrue vacation proportionately to the number of hours worked.

Employees may not accrue more than 200 hours of vacation. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation time will begin to accrue again.

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

An employee whose employment terminates will be paid for accrued unused vacation days.

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.

NOTE: Teaching staff does not accrue vacation pay.

Insurance Benefits

Health Benefits

Civicorps Schools offers a comprehensive health insurance plan for eligible employees. Eligible employees 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 health plan.

Regular full- and part-time employees, who work at least 30 hours per week, are eligible for health insurance on the first day of the month following completion of 30 days of service. Temporary employees are not eligible for health benefits.

Employees pay a portion of the monthly premium for employee health benefits. Civicorps Schools pays the remainder of the premium for eligible employees up to the designated benchmark. Employees will be notified of their contribution amount at the time they sign up for the specific benefit. Eligible employees may be responsible for a portion of the monthly premium costs for their dependents' coverage.

In the event of an increase in health insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about health insurance coverage are available in a separate publication from Human Resources.

Section 125/129 Flexible Spending Plans

Civicorps Schools provides, at no cost to employees a Premium Only Plan (POP) which 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. The 125 Plan Document is in all cases controlling and supersedes any inconsistent terms in this manual. We also offer employees' access to a Medical Reimbursement and Dependent Care option within this program that is funded 100% by the employee. These options will be explained to you during your new hire orientation and during open enrollment.

Section 132 Commuter Choice Tax Benefit

Employees are able to deduct pre-tax up to the federal published limit each year, expenses for public transit including BART, buses, and van pools and / or work-related parking expenses. Details regarding this deduction are available from Human Resources.

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, 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 short-term disability insurance mandated by the California Unemployment Insurance Code. Long-term disability insurance coverage (after a 90 day benefit waiting period) is provided at no cost to the employee. Contributions are made through a payroll deduction. Disability insurance benefits are payable when you cannot work because of illness or injury not caused by employment at Civicorps Schools 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 Human Resources.

Workers' Compensation

You are protected by Civicorps Schools' workers' compensation insurance policy while employed by Civicorps Schools, 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 Human Resources

Retirement Plan

Civicorps Schools provides a 403(b) plan for eligible employees in order to assist in saving for their retirement. All employees age 18 or over are eligible upon hire to begin contributing their own money on a pre-tax basis. For information regarding eligibility, contributions, benefits and tax status, contact Human Resources.

Unemployment Compensation

Civicorps Schools contributes to the California Unemployment Insurance Fund on behalf of all employees.

Social Security

Civicorps Schools pays a matching contribution to each employee's social security tax deduction.

Leaves of Absence

Personal Leave of Absence

Civicorps Schools 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 Human Resources 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, Civicorps Schools will assume that you do not plan to return and that you have terminated your employment.

Upon 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 legally mandated. 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. Civicorps Schools 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 Act (FMLA)/California Family Rights Act (CFRA)

Eligibility for FMLA/CFRA Leave

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 Civicorps Schools 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 FMLA/CFRA Leave

Please contact Human Resources 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 Civicorps Schools 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 Civicorps Schools. 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, Civicorps Schools must be informed as soon as practical.

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

When both parents are employed by Civicorps Schools and request simultaneous leave for the birth, adoption or foster care of a child, Civicorps Schools 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 family/medical leave begins. 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

Civicorps Schools requires employee's to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. Civicorps Schools 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.

Civicorps Schools 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. Civicorps Schools will continue to make the same premium contribution as if the employee had continued working. The employee will also have to continue paying his or her 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/CFRA. In some instances, Civicorps Schools 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 Civicorps Schools in conjunction with federal COBRA guidelines by making monthly payments to Civicorps Schools for the amount of the applicable premium. Employees should contact Human Resources 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.

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.

California Paid Family Leave Insurance

As of July 1, 2004 most California employees are eligible for up to six weeks of partial pay, per twelve month period, while taking time from work to care for a new child or sick family member. The payments are distributed by the EDD, a state agency, not by Civicorps Schools. California's Paid Family Leave program does not create a right to take a leave of absence if one does not exist under the law.

Employees may take this leave in order to:

- Care for a child, husband, wife, domestic partner, or parent because of a serious health problem; or
- Bond with a new baby, adopted or foster child (this is for both mothers and fathers).

For additional information, please contact Human Resources, call 1-877-238-4373 or go to www.edd.ca.gov.

Pregnancy Disability Leave

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 Human Resources 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, Civicorps Schools 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 Disability 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 Human Resources to discuss the following conditions:

- Employees who need to take pregnancy disability leave must inform Civicorps Schools when a leave is expected to begin and how long it will likely last. If the need for a pregnancy disability leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. 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 disability leave usually begins when ordered by the employee's physician. The employee must provide Civicorps Schools 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, childbirth, or related medical conditions;
 - 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 pregnancy disability 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.
 - The duration of this leave is based on the employee's health care provider's determination and certification of the period(s) during which the employee is actually disabled due to pregnancy, childbirth or a related condition, up to a maximum of four months. 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 Disability 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 disability 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 (with the exceptions noted above) 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, Civicorps Schools 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 with 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 Civicorps Schools may provide and for which you are eligible. In some instances, Civicorps Schools 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 Civicorps Schools in conjunction with federal COBRA guidelines by making monthly payments to Civicorps Schools for the amount of the relevant premium. Contact Human Resources for further information.

Teacher – Specific Leave Programs

Please see page 43 of this handbook for paid leave programs in place for the teaching staff.

COBRA

Civicorps Schools participates in the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) program. If you are terminated from employment, you will be notified of your rights to continue on certain of your benefits through this program. Please contact human resources if you have any questions.

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. Civicorps Schools will not tolerate abuse or misuse of your sick leave privilege. Civicorps Schools offers paid sick leave to regular full- and part-time employees who work a minimum of 30 hours per week. Full-time employees accrue four hours of paid sick time per pay period, or one day per month. Part-time employees (who work a minimum of 30 hours per week) 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 beyond this until accrued sick time is used. Civicorps Schools does not pay employees in lieu of unused sick leave. Civicorps Schools may require a note from your doctor for illnesses longer than five business days before paying for sick time taken.

Employees may use 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.

Definitions

- 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).
- A "domestic partner" is another adult with whom you have chosen to share your life in an intimate and committed relationship of mutual caring

- 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.

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.

Bereavement Leave

Civicorps Schools grants leaves of absence to employees in the event of the death of the employee's current spouse or 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 five consecutive scheduled work days off paid with the approval of the employee's supervisor. In addition, with the supervisor's approval, the employee may use up to five 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 Human Resources for information about their rights before and after such leave. Civicorps Schools complies with applicable state and federal laws relating to military leave and job reinstatement.

Jury Duty and Witness Leave

Civicorps Schools encourages employees to serve on jury duty or as a witness when called. Any regular fulltime 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 on a jury for up to five business days. Part-time employees will be paid in proportion 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.

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 and ensure your health, safety or welfare, or that of your child(ren).

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.

Civicorps Schools 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 under the federal Family and Medical Leave Act. Employees may use accrued sick and or vacation time for this type of leave.

Time Off for Voting

Civicorps Schools encourages all employees to fulfill their civic responsibilities by voting. All employees will be allowed a reasonable amount of time off to vote in elections either at the beginning or at the end of the workday, provided the polls are not open sufficient time outside working hours.

Time off for voting must be requested at least two working days in advance and must be approved by your supervisor. A maximum of two hours of time off to vote will be paid, and proof of voting may be required.

School Activities

Employees are encouraged to participate in the school activities of their child(ren). Any absence for this purpose 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 Civicorps Schools, 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.

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings or other outside activities for the benefit of Civicorps Schools or the individual employee. Attendance at such activities, whether required by Civicorps Schools 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 Civicorps Schools, 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 Civicorps Schools 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

Civicorps Schools 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

Civicorps Schools, in accordance with state law, provides insurance coverage for employees in case of work related injuries. Employees who become injured or ill resulting from their work at Civicorps Schools must:

- Immediately report any work-related injury or illness to your supervisor;
- Seek medical treatment at the agency's chosen health care provider and follow-up care if required;
- Complete a written Claim Form and return it to your supervisor; and
- Ensure that Civicorps Schools 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 Civicorps Schools' 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, Civicorps Schools' 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.

Teacher-Specific Benefits, Accruals & Holidays

Teachers are eligible for sick time accrual only. Vacation time does not accrue.

Teaching staff are eligible for the following paid leave programs in addition to the other leave programs previously mentioned:

- a. Spring Leave – Both K-5 and High School teaching staff are eligible for Spring Leave pay. Generally the schools will be closed either the week before or the week after the Easter Holiday. The actual dates of the leave will be announced at the beginning of each school year via the academic calendar. Spring Leave may only be used during this time and cannot be carried over from year to year. Part-time teachers will be paid proportionately to the number of hours or days they normally work.
- b. Summer Leave – Both K-5 and High School teaching staff are eligible for Summer Leave. Summer leave will be announced at the beginning of each school year. Generally the teaching staff will begin Summer Leave one week after school ends and will return three weeks prior to school starting. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. Summer Leave may only be used during this time and cannot be carried over from year to year.
- c. Thanksgiving Leave – based on academic calendar school closing. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. This leave may only be used during this time and cannot be carried over from year to year.
- d. Winter Leave – an additional week of paid leave is provided for the teachers based upon the academic calendar. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. This leave may only be used during this time and cannot be carried over from year to year.

NOTE: Current teacher contract in place and the current academic calendar are to be utilized in conjunction with this handbook.

Confirmations of Receipt

On the following pages are confirmation documents and sample complaint form. Please sign and return the Confirmation of Receipt of Employee Handbook immediately. Please review and sign the Confirmation of Receipt of Alternative Dispute Resolution within 2 days of receipt and return this form to Human Resources. If you have questions prior to signing these documents, please see Human Resources. The CCF should only be used as needed.

**CONFIRMATION OF RECEIPT
EMPLOYEE HANDBOOK**

I have received my copy of Civicorps Schools' employee handbook. I understand 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 and practices can be changed at any time, with or without prior notice, by Civicorps Schools. Civicorps Schools reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that, other than the CEO, no manager, supervisor, or representative of Civicorps Schools has the authority to enter into any agreement, expressed or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only signed and in writing.

I understand and agree that nothing in the employee handbook creates or is intended to create a promise or representation of continued employment and that employment at Civicorps Schools is at-will; employment may be terminated at anytime by either party.

My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between Civicorps Schools and me concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreement, understandings, and representations concerning my employment with Civicorps Schools.

Employee's Name (Please Print)

Employee's Signature

Date

**CONFIRMATION OF RECEIPT
ALTERNATIVE DISPUTE RESOLUTION**

I have received my copy of Civicorps Schools' Mutual Agreement to Arbitrate Claims. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Agreement.

My signature certifies that I understand the foregoing agreement and that it supersedes all prior agreements, understandings, and representations concerning my dispute resolution with Civicorps Schools.

Employee's Name (Please Print)

Employee's Signature

Date

CIVICORPS SCHOOLS
COMMUNITY COMPLAINT FORM

NAME: _____ Address: _____

Phone (day) _____ Phone (evening/other) _____

1. Who is your complaint against?

Name: _____ Title: _____

2. Has this been discussed with him/her? YES _____ NO _____ Date: _____

3. Has the complaint been discussed with the Manager/Sup/Principal? YES _____ NO _____ Date _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy of action do you suggest?

Signature: _____ Date: _____

Date Received by Civicorps Schools Compliance Officer/HR: _____

**CIVICORPS ELEMENTARY SCHOOL
POSITIVE SCHOOL CLIMATE PLAN**



2010-2011

THE FOUNDATION

In June of 2010, the staff of Civicorps Elementary School decided by consensus that Civicorps would be a Responsive Classroom school and use the principles of the approach in developing our school-wide plan. This was a result of the School Development Plan goal of creating a school-wide behavior plan.

The guiding principles of Responsive Classroom, which Civicorps Elementary has adopted are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand-in hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to in Responsive Classroom as CARES) are:

•
Cooperation
Assertion
Responsibility
Empathy
Self-Control

- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- **Morning Meeting** - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation** - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling** - teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language** - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences** - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery** - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice** - increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization** - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families** - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving** - using conferencing, role playing, and other strategies to resolve problems with students

It is the expectation that all staff will be moving toward this approach in their classrooms and specialties.

Civicorps Life Practices



Be alive with purpose and practice thanks
Be open to challenges and opportunities to grow
Be respectful of the differences we share
Be honest with yourself and others
Find your part and work together
Be a thoughtful listener and
Speak from your heart

SCHOOLWIDE SUPPORT

- Firm, fair and consistent student consequences in the classroom and w/the administration
- Highly visible Principal (in classrooms and on yard at recess)
- Administration conferences logged into PowerSchool
- Expectations reinforced during all-school morning circle, all-school community meetings and classroom morning meetings
- Components of the Positive School Climate Plan shared with parents and families on a regular basis through teacher letters/emails, school newsletters and parent meetings
- Opportunities for student leadership
- Opportunities for positive reinforcement

SCHOOLWIDE EXPECTATIONS FOR STUDENT CONDUCT

- **Follow Directions and Agreements**
- **Be Safe** – Use hands, feet and objects appropriately
- **Use Put-Ups, not Put-Downs** – No bullying or name-calling

SPECIFIC EXPECTATIONS FOR STUDENT CONDUCT

AREA OF SCHOOL	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	<ol style="list-style-type: none"> 1.Walk facing forward 2.Keep hands, feet and objects to self 3.Get adult help for accidents and spills 4.Use all equipment and materials appropriately 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Wait for your turn 3.Clean up after self 4.Follow adult directions 	<ol style="list-style-type: none"> 1.Follow school rules 2.Remind others to follow school rules 3.Take proper care of all personal belongings and school equipment 4.Be honest
Lunch	<ol style="list-style-type: none"> 1.Keep all food to self 2.Sit with feet on floor, bottom on seat and facing table 3.Walk at all times 4.Eat your own food 	<ol style="list-style-type: none"> 1.Allow anyone to sit next to you 2.Use quiet voices 3.All food and drinks stay in class 5. Be polite – say "please" and "thank you" 	<ol style="list-style-type: none"> 1.Raise hand and wait to be excused 3. Sort, Recycle or Compost all garbage
Playground/ Recess	<ol style="list-style-type: none"> 1.Walk to and from the playground 2.Stay on the playground 3.Be aware of activities and games around you 4.No play fighting 5.What is on the ground, stays on the ground 	<ol style="list-style-type: none"> 1.Play fairly 2.Include everyone 3. Use words to solve problems 4. Be pleasant and respectful with all staff members 	<ol style="list-style-type: none"> 1.Ask an adult before leaving the playground area 2. Use playground equipment properly and return it to the proper place
Passing Areas Halls, Breezeways, Sidewalks	<ol style="list-style-type: none"> 1.Stay to the right 2.Allow others to pass 3.Walk at all times 4.Move to class on time 	<ol style="list-style-type: none"> 1.Hold the door open for the person behind you 2.Use quiet voices 	<ol style="list-style-type: none"> 1.Stay on sidewalk 2. Walk with purpose
Bathrooms	<ol style="list-style-type: none"> 1.Keep feet on floor 2.Keep water in the sink 3.Wash hands 4. Put towels in garbage can 	<ol style="list-style-type: none"> 1.Knock on stall door 2.Give people privacy 3.Use quiet voices 	<ol style="list-style-type: none"> 1.Flush toilet after use 2.Return to room promptly 3. Use a bathroom pass 4. Use the restroom during break times or recess
Arrival and Dismissal Areas	<ol style="list-style-type: none"> 1.Use sidewalks and crosswalks 2.Wait in designated areas 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Wait for your turn 3.Clean up after self 4.Follow adult directions 	<ol style="list-style-type: none"> 1.Arrive on time 2.Leave on time 3. Get teacher permission to use the classroom phone
Special Events and Assemblies	<ol style="list-style-type: none"> 1.Sit quietly during presentation 2.Wait for arrival and dismissal signal 	<ol style="list-style-type: none"> 1.Use audience manners 2.Sit on bottom 3. Give the speaker your attention 	<ol style="list-style-type: none"> 1.Listen responsibly 2.Applaud appropriately
Office	<ol style="list-style-type: none"> 1.Keep hands and feet to yourself 2.Use tables and chairs appropriately 	<ol style="list-style-type: none"> 1.State your purpose politely 2.Obtain permission to use phone 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Keep hands and feet to yourself
Classroom	<ol style="list-style-type: none"> 1. Keep hands and feet to yourself 2. Use all equipment and materials appropriately 3. Use tables and chairs appropriately 4. Walk at all times 5. Keep feet on floor 	<ol style="list-style-type: none"> 1. Use kind words and actions 2. Clean up after yourself 3. Use quiet voices 4. Follow adult directions 5. Put forth your best effort 	<ol style="list-style-type: none"> 1. Use kind words and actions 2. Follow school rules 3. Remind others to follow school rules 4. Take proper care of all personal belongings and school equipment 5. Be honest 6. Arrive and leave on time 7. Respect property, yours and others 8. Be prepared and productive
Afterschool Program	<ol style="list-style-type: none"> 1.Report to the appropriate line immediately following dismissal 2.Keep hands and feet to yourself 3.No play fighting 4.Use all equipment appropriately 	<ol style="list-style-type: none"> 1.Use kind words and actions 2.Use quiet voices 3.Follow adult instructions 4.Include everyone in activities 5.Put forth your best effort 	<ol style="list-style-type: none"> 1.Ask an adult before you move to a new area 2.Arrive on time 3.Arrive on time 4.Listen to all adults 5.Follow all school rules

Classroom interventions

If a student is not following one of the school wide expectations, typically the following steps are taken:

1. **REMIND or REDIRECT** – Students will be reminded of what they are supposed to be doing and given a chance to change their behavior.
2. **WARNING** – Students will be informed that their behavior needs to be changed immediately.
3. **TIME OUT** - Students will have a brief time away from the group, small loss of privileges (related to the problem) or another logical consequence. This time may be used to reflect on the problem, conference with myself or another student, regroup or write or draw to explain what they should have done differently. (At this step some students are asked if they would like a bit of time outside of the classroom as this helps them to refocus)
4. **ALTERNATE CLASSROOM** - If the behavior continues once a student rejoins the group they may need to spend a small amount time in another classroom (along with work to complete).

These steps are modified based on student needs, personality and consideration for the safety of the class as a whole.

Student learning, participation and engagement are always at the center of our thinking. Students will not be asked to leave the classroom unless their behaviors are severely impairing the safety or learning of other students. A variety of additional management strategies are employed in an effort to reduce the need to begin this series of steps. Students are also encouraged to begin to understand and express what best helps them to refocus and do their best work.

Examples of Logical Consequences

Clean up a mess that was made and do some additional cleaning.

Letter (or drawing) of apology.

Loss of choice time (due to making inappropriate choices during the day)

Loss of choice time (to finish work that was unfinished due to lack of focus)

Working at an individual work area (if students are unable to focus while working with a group)

TIMELINE

Month	Action	Who's Responsible
August	Whole School Morning Circle and Wednesday All School Community Meeting	Admin, All Teachers and Staff
	Begin Responsive classroom activities (Morning Meeting, Quiet Time and Closing Circle) and continue daily for the remainder of the school year *Resource: The First Six Weeks of School	All self-contained classroom Teachers
	Include classroom discipline and uniform policy in Family Handbook and teacher introductory letter home	Admin and All Teachers
	School Climate Report in Family Newsletter	Desiree and Tara
	Citizen Leader. Citizen Learner (new schoolwide focus each month)	Admin, All Teachers and Staff
September	Fall Expectations Meeting with each classroom	Desiree
	Reinforce conduct and uniform policy with families at Back to School Night	All Staff
	Safety Patrol Training	Desiree
	Caught you Being Good	All staff
	Student Council	TBD
	School Climate Report in Family Newsletter	Abdul-Haqq Coach Cruz
October	Lesson on Bullying from Teaching Tolerance	All self-contained classroom Teachers
	School Climate Report in Family Newsletter	Abdul- Haqq
November	DVD Presentation on bullying	Classroom Teachers
	Parent training on behavior interventions and positive reinforcement	Classroom Teachers
	Training for 4 th and 5 th grade students to become peer mediators and Jr. Coaches	Desiree
	School Climate Report in Family Newsletter	Desiree and Tara
December	Begin the Peer Mediation Program	Desiree
	School Climate Report in Family Newsletter	Desiree and Tara
January	Spring Expectations Meeting with each classroom	Desiree
	School Climate Report in Family Newsletter	Desiree and Tara
February	DVD Presentation on bullying	Classroom Teachers
	Friendship Festival (February 14 th)	All staff
	School Climate Report in Family Newsletter	Desiree and Tara
March	Principal for a Day	Desiree
	State of the School Address	Desiree and Staff
	School Climate Report in Family Newsletter	Desiree and Tara
April	School Climate Report in Family Newsletter	Desiree and Tara
May	DVD presentation on bullying	Classroom Teachers
	School Climate Report in Family Newsletter	Desiree and Tara
June	Student-Staff Kickball Tournament	All Staff
	School Climate Report in Family Newsletter	Desiree and Tara

CLASSROOM MANAGEMENT RESOURCES

Sample Script for Student Behavior Call to Parent or Guardian

"Hello, this is (child's name) and I need a word of encouragement right now because my teacher has already talked to me three times today about my behavior."

Dr. Hollie's Behavior Chart (4-5 grades)

(use pegs with students' names to indicate level)

- 4 I am in balance.
My heart is light as a feather.
- 3 I am almost in balance.
My heart is almost light as a feather.
- 2 I am not quite in balance.
I need to reflect with a classmate and make better choices so that my heart can be light as a feather.
- 1 I am out of balance.
I need to reflect with my teacher so that my heart can be light as a feather.

SAMPLE LETTER

Date: _____

To Whom It May Concern:

Your child, _____, was on a red card today. This means that he/she was disruptive to the learning process multiple times today. When I tried to contact you today during school, there was no answer. Please sign this letter, confirming that you are aware of your child's behavior today. If this note is not signed and returned to school tomorrow, a discipline report will be written for your child. Please call me with any questions or concerns at 510-555-5555.

Thank you,

Teacher's Name

I read this note and talked to my child about his/her behavior.

Parent/Guardian Signature

Behavior Reflection

Name _____

Date _____

Time of Incident _____

This is the classroom rule I chose not to follow:

This is what happened:

This is why I did it:

This is what I could have done:

Teacher's Comments:

Other Comments:

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Class Jobs (K-5)

Here are some ideas for classroom jobs:

Math Secretary
Reading and Language Secretary
Science Secretary
Spelling Secretary
Social Studies Secretary
Weekly Assignments Page Secretary
Pencil Sharpener Monitor
Playground Equipment Monitor
Lunch Count Aide
Errand Aide
Clean-Up Aide
Line Monitor
Recycling Monitor
Facts Test Aide
Calendar Aide
Backpack Aide
Extra Time Center Aide
Desk Checker
Special Jobs
Plants Monitor
Flag Salute Aide
Lottery Coupon Aide
Door Holder
Line Leader (rotates)
Lunch Tub Aide 1
Lunch Tub Aide 2
Sink Monitor
Paper Supplies Monitor
Papers Home Aide
Return Papers Aide
Class Aide (teacher's assistant)
Monday Folders Aide
Progress Folders Aide
Job Checker & Sub
Librarian

Class Jobs (Upper Grades – 3 pages total)

Librarian

Responsibilities:

- Keep class library neat and organized
- Encourage peers to return overdue books (2+ weeks)
- Help with distribution and collection of whole class books

Requirements:

- Organized and values books
- Willing to give up 1 lunch period to organize books at beginning, middle and end of year

Scribe/Artist

Responsibilities:

- Help create posters and displays for class and school walls

Requirements:

- Likes to write and draw neatly and with colors
- Willing to give up lunch time occasionally to create posters and displays

Ambassador

Responsibilities:

- Greet visitors to our classroom and explain what we're working on
- Greet substitute teachers and explain class routines, systems, and expectations
- Answer phone if the teacher can't pick it up

Requirements:

- Responsible, articulate, friendly, outgoing, and honest
- Willing to give up 15 minutes of lunch time for initial training

Historian

Responsibilities:

- Record the day's agenda, homework, and brief description of class
- Write names of absent peers on handouts and place in "What did I miss?" binder

Requirements:

- Responsible and reliable -- will fulfill responsibility every day without a reminder
- Neat and quick writer (must copy agenda and h/w for binder during Do Now)

Paper Distributor (3)

Responsibilities:

- Assist the teacher in returning student work, passing out handouts
- Help Historian to write names of absent peers on handouts and place in "What did I miss?" binder

Requirements:

- Friendly
- Quick to complete independent work

Supplies Organizer (2)

Responsibilities:

- Assist the teacher in passing out and collecting supplies (markers, glue sticks etc.)
- Ensure that all supplies are returned and organized neatly
- Keep stapler and tape stocked

Requirements:

- Friendly and efficient

- Appreciates organized materials

How to Apply

1. Complete job application
2. Turn in application by deadline
3. Prepare for interview: Explain how you will fulfill the responsibilities and requirements of the position
4. Be on time and appropriately dressed for your interview. Don't chew gum.

Your teacher will hire an alternate for each position so there are 24 spots available. All applicants will be notified the day after interviews.

Your performance will be evaluated at the end of each grading period, though you can be fired if you are not fulfilling your responsibilities. Your decision to take one of these jobs helps make us a more efficient and cooperative learning community. Successfully completing a job gives you the opportunity to receive a certificate.

Thank you for your interest in applying for a job.

Job Application

Name: _____ Age: _____

Class: _____

Education:

Elementary School: _____

Middle School and Year Graduated (expected): _____

High School and Year Graduated (expected): _____

College Graduation Year (expected): _____

Position Applying For: _____

Relevant Experience:

Describe work you've done or skills you have that will help you do the job well.

Why are you applying for this job?

(3 – 4 sentence answer)

Reference:

(A teacher or advisor who can say what a great person you are)

School Song



I am free
I let go
I let my spirit be my guide
My heart is open wide
It's the practice of my life
No more trouble, no more strife
Thanks and praise for all that's right
Peace is my purpose
It's the practice of my life
Peace is my purpose
It's the practice of my life

DISCIPLINE POLICIES & PROCEDURES

In order for Civicorps Elementary School to be a safe place for every person to learn and grow, we expect our students to be held accountable to the following expectations:

- Follow Directions and Agreements
- Be Safe – Use hands, feet and objects appropriately
- Use Put-Ups, not Put-Downs – No bullying or name-calling

Grounds for Disciplinary Action

The following acts, whether occurring on school grounds, during lunch on or off campus, while going to or from school, or at a school function may result in disciplinary action:

- causing, attempting to cause, or threatening to cause physical injury to another person
- willfully using force or violence upon another person, except in self-defense
- possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object
- unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind
- unlawfully offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either selling, delivering, or otherwise furnishing that substance to another person, or selling, delivering, or otherwise furnishing to a person another substance or material and representing it to be a controlled substance, alcoholic beverage, or intoxicant
- committing or attempting to commit robbery or extortion
- causing or attempting to cause damage to school property or private property
- stealing or attempting to steal school property or private property
- possessing or using tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, unless by prescription
- committing an obscene act or engaging in habitual profanity or vulgarity
- unlawfully possessing or offering, arranging, or negotiating to sell any drug paraphernalia
- disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly receiving stolen school property or private property
- possessing an imitation firearm (something that would lead a reasonable person to conclude that the replica was a firearm)
- committing or attempting to commit sexual assault or committing sexual battery
- harassing, threatening, or intimidating a student who is a complaining witness or a witness in a student disciplinary proceeding, for the purpose of preventing the student from being a witness, retaliating against the student for being a witness, or both for students in grades 4 and 5, committing sexual harassment
- for students in grades 4 and 5, participating in, causing, attempting, or threatening to cause hate violence
- for students in grades 4 and 5, intentionally engaging in harassment, threats, or intimidation against the school personnel or another student that is severe enough to disrupt the other student's class work, creates substantial disorder, or invades the rights of a student or students by creating an intimidating or hostile educational environment
- engaging in, or attempting to engage in hazing

- engaging in an act of bullying, including by means of an electronic act
- making terroristic threats against school officials or school property
- unlawfully offering or arranging to sell, negotiating to sell, or having sold the prescription drug Soma
- aiding and abetting, as defined by Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person
- engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

DISCIPLINARY ACTIONS

Students found to have committed any act of misconduct listed as "grounds for disciplinary action" (preceding) may be suspended or expelled from school following a hearing. This includes students enrolled in special education programs or receiving educational services pursuant to Section 504.

Five actions will result in immediate suspension and recommendation for expulsion if a student commits any of them at school or at a school activity:

1. possessing, selling, or otherwise furnishing a firearm
2. brandishing a knife at another person
3. selling a controlled substance
4. committing or attempting to commit sexual assault or battery
5. possessing explosives

If the Principal determines that an expulsion hearing is warranted, a hearing will be scheduled within the next seven school days. No fewer than three staff members will sit on the hearing's panel. Once the hearing is held, a decision will be made and communicated in writing within three school days. The decision may be appealed by postmarking a letter within three school days of the hearing decision date addressed to:

The Civicorps Board
101 Myrtle Street
Oakland, CA 94607

The Civicorps Board will make a ruling within three school days and communicate the answer in writing.

The Civicorps Board holds the final authority in expulsion matters.

For other actions, Civicorps Elementary supports alternatives to suspension and expulsion. Such solutions can address possible causes of the behavior, including misdirected goals and unmet needs on the part of the student. In some cases, these alternatives may include making restitution to those affected or harmed by the behavior.

Some alternatives used by Civicorps Schools include the following:

- restorative justice practices, such as circles of support and accountability
- conflict resolution programs
- community service activities
- behavioral contracts
- home visits and/or conferences with family members
- on-campus suspension
- loss of privilege (such as recess)
- changes in schedule

CIVICORPS ELEMENTARY CONDUCT REFERRAL FORM

NAME:	LOCATION: CLASSROOM LUNCH HALLWAY FIELD TRIP RESTROOM PLAYGROUND ASSEMBLY AFTERSCHOOL
DATE:	
TIME:	
REFERRING STAFF:	
GRADE:	

CONDUCT	OTHERS INVOLVED	INTERVENTIONS
<input type="checkbox"/> Fighting <input type="checkbox"/> Abusive Language <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Disruption (repeated) <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Property Damage <input type="checkbox"/> Weapons Other _____	<input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Substitute <input type="checkbox"/> Bus Driver <input type="checkbox"/> None Other _____	<p style="text-align: center;">TEACHER/STAFF</p> <input type="checkbox"/> CONFERENCE W/STUDENT Date _____ <input type="checkbox"/> LOSS OF PRIVILEGE Date _____ <input type="checkbox"/> THINK TIME Date _____ <input type="checkbox"/> PARENT CONTACT Date _____
POSSIBLE MOTIVATION	ADMINISTRATION	SIGNATURES
<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task or activity Other _____	<input type="checkbox"/> CONFERENCE W/PRINCIPAL Date _____ <input type="checkbox"/> LOSS OF PRIVILEGE Date _____ <input type="checkbox"/> PARENT CONTACT Date _____ <input type="checkbox"/> SUSPENSION Days _____ Date(s) _____ <input type="checkbox"/> OTHER _____ Date _____	<p style="text-align: center;">TEACHER'S SIGNATURE</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">ADMINISTRATOR'S SIGNATURE</p> <p style="text-align: center;">_____</p>

COMMENTS _____

Copy Distribution:
 Parent/Guardian
 Student
 Cum Folder
 Student Services Department

CIVICORPS ELEMENTARY SCHOOL OFFICIAL NOTICE OF SUSPENSION

Special Education: Yes No
 504: Yes No
 ELL: Yes No
 CSSA Reportable: Yes No
 Sex: Male Female
 Ethnic Code: _____ I.D. No.: _____

Student's Name: _____ Birth Date: _____ Grade: _____ School: _____
 Parent/Guardian Name: _____ Address: _____ Phone Number: _____
 Offense Occurred Time: _____ a.m./p.m. Date: _____ Place: _____
 Number of Days Suspended: _____ From: _____ Return: _____ Accumulated Days of Suspension: _____
(Month/Day/Year) (Month/Day/Year) (Including Current Suspension)

PRE-SUSPENSION CONFERENCE WITH STUDENT (In an emergency situation where the health, life and safety of students is in danger, this conference may be held within two school days of the suspension or as permitted by Education Code 48911.)
 Date: _____ Time: _____ a.m./p.m. Place: _____
(Month/Day/Year)

CAUSES FOR SUSPENSION AND/OR EXPULSION

Check applicable section(s)

State Education Code 48900

A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act defined pursuant to any of subdivisions (a) to (q), inclusive:

- A (1)** Caused, attempted, threatened physical injury to another person
- A (2)** Willfully used force or violence upon the person of another, except in self-defense
- B** Possessed, sold, furnished any firearm, knife, explosive or other dangerous object
- C** Possessed, sold, furnished or been under influence of any controlled substance, alcoholic beverage, intoxicant.
- D** Unlawfully offered, arranged, negotiated to sell a controlled substance, alcoholic beverage, intoxicant, and then sold, delivered, furnished a liquid, substance, material represented to be a controlled substance, alcoholic beverage or substance committed or attempted to commit robbery or extortion
- E** Committed or attempted to cause damage to school or private property (per EC 48900 (t) school property includes electronic files and databases)
- F** Caused or attempted to cause damage to school or private property (per EC 48900 (t) school property includes electronic files and databases)
- G** Stole or attempted to steal school or private property
- H** Possessed, used tobacco or any products containing tobacco or nicotine products
- I** Committed obscene act or engaged in habitual profanity / vulgarity
- J** Unlawfully possessed, offered, arranged/negotiated to sell any drug paraphernalia. (Section 11014.5 of the Health and Safety Code).
- K** **Disrupted school activities or willfully defied valid authority of school personnel**
- L** Knowingly received stolen school property or private property
- M** Possessed an imitation firearm—a replica of a firearm that is so similar in physical properties to an existing firearm as to lead a person to conclude that the replica is a firearm
- N** Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266, 286, 288, 288a, 289, or committed a sexual battery as defined by Penal Code 243.4
- O** Harassed, threatened, or intimidated a student to prevent / retaliate for being a witness in a school disciplinary proceeding
- P** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Q** Engaged in, or attempted to engage in hazing as defined in Penal Code Section 245.6
- R** Bullying, directed specifically toward a pupil or school personnel, including by means of an electronic act
- T** Aiding or abetting, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another

State Education Code 48900.2, 48900.3, 48900.4 (Grades 4-12 only)

- EC 48900.2** Committed sexual harassment as defined in Education Code section 212.5 considered by a reasonable person of the same gender as the victim to be severe or pervasive to have a negative impact on the individual's academics or as to create an intimidating, hostile or offensive educational environment
- EC 48900.3** Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in subdivision (e) Education Code Section 33032.5. Applies to grades 4-12.
- EC 48900.4** Student intentionally engaged in harassment, threats or intimidation creating an intimidating or hostile educational environment.

State Education Code 48900.7

- EC 48900.7** Made terroristic threats, written or oral, against school officials or school property. 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 carrying it out, which 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.

State Education Code 48915 Subsections A and C

(A) Mandatory Suspension/Probable Expulsion Recommendation

- 1** Causing serious physical injury to another person except in self defense
- 2** Possessing any knife, explosive or other dangerous object
- 3** Unlawful possession of any controlled substance except for the first offense of possession of not more than one avoirdupois ounce of marijuana
- 4** Robbery or extortion
- 5** Assault or battery, as defined by Sections 240 and 242 of the Penal Code, upon any school employee

(C) Mandatory Suspension/Mandatory Expulsion Recommendation

- 1** Possessing, selling or otherwise furnishing a firearm
- 2** Brandishing a knife at another person
- 3** Unlawfully selling a controlled substance
- 4** Committing/attempting to commit a sexual assault or committing a battery as defined in EC 48900 (N)
- 5** Possession of an explosive

Factual explanation of incident(s). If additional space is required, attach report: _____

Police Report # (if applicable): _____

This suspension has been issued in compliance with the Education Code of the State of California. The reasons for this suspension have been explained to the student and an opportunity for the student to explain his/her side of the incident was offered except in emergency situations as outlined in Education Codes 48911 (c).

PLEASE NOTE: During the period of this suspension, your student must not be on or near any school campus and must remain home unless under the direct supervision of the parent/guardian. Supervision is the responsibility of the parent/guardian. The student may not attend, as participant or spectator, any school activity at either this school or another school.

Principal/Designee Signature: _____ **Date:** _____ **Time:** _____
Parent Signature: _____ **Date:** _____ **Time:** _____
(Student signature merely acknowledges receipt of the suspension notice)
Parent/Guardian Contacted: Yes No **Date:** _____ **Time:** _____
Parent Conference Held: Yes No **Date:** _____ **Time:** _____

You have the right to appeal this suspension if you feel this violation did not occur or inappropriate disciplinary action was taken. A suspended student is expected to make up homework missed during the suspension when it is assigned. However, teachers are not required to provide assignments during the period of suspension.

**CIVICORPS ELEMENTARY SCHOOL
EXPULSION PACKET CHECKLIST**

STUDENT NAME _____

ID# _____

DOB: _____

GRADE _____

- ___ 1. Contact Civicorps CEO
- ___ 2. Contact OUSD Program Specialist to confirm Special Education status
- ___ 3. Expulsion Summary
- ___ 4. Copies of the following: (a) Suspension letter
(b) Principal's expulsion recommendation letter to CEO
(c) Principal's notice of expulsion recommendation to parents,
including date of pre-expulsion conference
- ___ 5. Chronological Report by Administrator assigned to the case, describing the incident
- ___ 6. Student & Parent Notification of School Disciplinary Rules and Policies
- ___ 7. Injury report (if applicable)
- ___ 8. Property damage report (If applicable)
- ___ 9. Signed witness statements (typed & dated) from the following :
(a) Victim
(b) Accused
(c) Witness (es)
(d) Staff
- ___ 10. Detailed, Comprehensive Discipline Report
- ___ 11. Report of remediation interventions (past two years). Include referrals to Mental Health Services.
- ___ 12. Student Grade Transcripts or Report Cards
(Report Card for elementary school)
- ___ 13. Student Attendance Data Sheet
Screen AT411, Middle & High School, Screen AT410, Elementary
(Enter Student ID # in Attendance Data Sheet Box, click print)
- ___ 14. Health report
- ___ 15. If Special Education student is recommended by IEP for expulsion, submit copy of Pre-Expulsion Manifestation Determination

THIS CHECKLIST IS A REQUIRED COVER SHEET FOR ALL EXPULSION PACKETS. EXPULSION PACKETS WILL NOT BE ACCEPTED WITH OUT THIS SIGNED CHECKLIST.

Administrator Signature _____ Date _____

AMENDED AND RESTATED
BYLAWS
OF
CIVICORPS SCHOOLS
a California nonprofit public benefit corporation

Effective August 26, 2009

ARTICLE I
NAME, OFFICES, PURPOSE & ACTIVITIES

- 1.1. Name. The name of this nonprofit public benefit corporation is and shall be Civicorps Schools (hereinafter, the "Corporation").
- 1.2. Principal Office. The principal office for the transaction of the business of the Corporation (the "Principal Executive Office") is fixed and located in Alameda County, California. The Board of Directors of the Corporation (collectively, the "Board" and individually, a "Director") is granted full power and authority to change the Principal Executive Office from one location to another. Any change of this location shall be noted by the Secretary of the Corporation on these Bylaws opposite this Section, or this Section may be amended to state the new location.
- 1.3. Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where the Corporation carries on its activities.
- 1.4. Purposes. The Corporation is organized and shall be operated exclusively for the purposes set forth in Article SECOND of the Articles of Incorporation of the Corporation, as amended (the "Articles").
- 1.5. No Partisan Activities. This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the purposes described in the Articles, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the Corporation shall consist of the publication or dissemination of materials with the purpose of attempting to influence legislation, except as permitted by Section 501(h) of the Internal Revenue Code of 1986, as amended (the "Code"), and the Corporation shall not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office.
- 1.6. No Activities Not in Furtherance of Exempt Purposes. The Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described in the Articles.
- 1.7. Dedication of Assets. The properties and assets of this Corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of

this Corporation, upon dissolution or otherwise, shall inure to the benefit of any director or officer of this Corporation or to any private person or individual.

ARTICLE II MEMBERSHIP

2.1. Members. The Corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise vest in the members shall vest in the Directors.

ARTICLE III DIRECTORS

3.1. Powers. General Corporate Powers. Subject to the provisions of the Law, any other applicable laws, and any limitations in the Articles or these Bylaws (as the same may be adopted and amended by the Board from time to time), the activities and affairs of the Corporation shall be managed, and all corporate powers shall be exercised by, or under the direction of, the Board.

3.2. Number of Directors. The Board shall consist of at least five but no more than twenty-five Directors, unless changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws. The exact number of Directors shall be fixed, within those limits, by a resolution adopted by the Board.

3.3. Qualification, Selection and Term of Office of Directors.

(a) Selection. Directors shall be selected on the basis of their knowledge of and commitment to the programs and activities of the Corporation and on their experience, skills or training that will assist the Corporation in carrying out its primary purpose; provided however, that each school district that charters a school operated by the Corporation shall have the right to nominate a person for election to the Board of Directors of the Corporation and, upon the expiration of such director's term or in the event of such director's resignation or removal for any reason, shall have the right to nominate a successor for election to the Board of Directors of the Corporation.

(b) Terms. Except as hereafter provided, all directors of the Corporation shall be elected to terms of two years. The terms of directors are to be staggered so that, in so far as is practicable, the terms of approximately half of the directors expire at the end of each fiscal year. Initially, the President shall determine the expiration of the term of each director so as to achieve this objective, with approximately half of the directors thus having terms that expire at the end of one year. Thereafter all terms shall be for two years except as hereafter provided. Elections for directors shall be held annually for those directors who are nominated and wish to continue to serve and whose terms expire in the succeeding fiscal year. At these annual elections new directors may also be elected. The initial terms of new directors may be

either one or two years as determined by the President in order to achieve the objective stated above. New directors may be elected at regularly scheduled or specially called meetings other than the meeting at which annual elections are held, in which case the initial terms of such directors may be set for less than a full term as determined by the President in order to achieve the objective stated above. Thereafter if such directors are reelected they shall serve for a term of two years unless they are removed or resign.

3.4 Vacancies.

(a) Events Causing Vacancy. A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (i) on the death, resignation, or removal of any Director, (ii) the declaration by resolution of the Board of a vacancy of the office of a Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under Sections 5230 and following of the Law, (iii) the adoption of a resolution by a majority of the Directors then in office to remove a Director without cause; (iv) the failure of a Director to attend more than 33-1/3% of all meetings of the Board of Directors held in the last full calendar year, or (v) the increase of the authorized number of Directors.

(b) Resignations. Except as provided in this Section 3.4(b), any Director may resign effective upon giving written notice to the President or the Secretary of the Board, unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective. The resignation shall be effective regardless of whether it is accepted by the Corporation. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without at least one duly elected Director in charge of its affairs.

(c) Filling Vacancies. Vacancies on the Board shall be filled by approval of the Board or, if the number of Directors then in office is less than a quorum, by (1) the unanimous written consent of the Directors then in office, (2) the affirmative vote of a majority of Directors then in office at a meeting held according to notice or waivers of notice complying with California Corporations Code Section 5211, or (3) a sole remaining Director.

(d) No Vacancy on Reduction of Number of Directors. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expire.

3.5 Interested Persons and Transactions.

(a) During Term. No person serving on the Board of Directors may be an interested person. For purposes of this Section 3.5, an interested person is either (i) any person currently being compensated by the corporation for services rendered to the corporation within the previous twelve months, whether as a full-time or part-time employee, independent contractor, employee of an independent contractor, or otherwise excluding any reasonable compensation paid to a director as a director; (ii) any person having any personal financial

interest, direct or indirect, in any entity currently being compensated by the corporation for services rendered to the corporation within the previous twelve months; or (iii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any person described in the above subparagraphs (i) and (ii); provided, however, an interested person as defined in subparagraphs (i) and (ii) above or a related family member as defined in subparagraph (iii) above may serve if the Board of Directors approves the interested person's engagement by the corporation as a person compensated under subparagraph (i) or (ii) above as being in the best interests of the corporation.

(b) After Term. For a period of twelve months following the termination of any person's service on the Board of Directors, the corporation shall not (i) contract with or otherwise arrange for such person, or any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such person, to render services to the corporation for compensation, whether as a full-time or part-time employee, independent contractor, employee of an independent contractor, or otherwise, or (ii) contract with or otherwise arrange for any entity in which any person described in subparagraph (i) above has any personal financial interest, direct or indirect, to render services to the corporation for compensation.

3.6 Place of Meetings; Meetings by Telephone. Regular and special meetings of the Board may be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or there is no notice, designated by resolution of the Board or, if not so designated, at the Principal Executive Office. Notwithstanding the above provisions of this Section 3.6, a regular or special meeting of the Board may be held at any place consented to in writing by all the Directors, either before or after the meeting. If consents are given, they shall be filed with the minutes of the meeting. Any meeting, regular or special, may be held by conference telephone or similar communications equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present in person at such meeting.

3.7 Regular Meetings. Regular meetings of the Board shall be held at such time and place as the Board may fix from time to time. The first regular meeting of the fiscal year shall be the annual meeting of the Board.

3.8 Special Meetings.

(a) Authority to Call. Special meetings of the Board for any purpose may be called at any time by the Chair of the Board, the President, any Vice President or any two Directors.

(b) Notice.

(1) Manner of Giving. Notice of the time and place of special meetings shall be given to each Director by one of the following methods by: (i) personal delivery of written notice; (ii) first-class mail, postage paid; (iii) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Director or to a person at the Director's office who would reasonably be

expected to communicate such notice promptly to the Director; (iv) facsimile transmission; (v) electronic mail; or (vi) other usual and customary communications technology. All such notices shall be given or sent to the Director's address, telephone number or other usual and customary technological communications receipt address as shown on the records of the Corporation.

(2) Time Requirements. Notices sent by first-class mail shall be deposited in the United States mails at least four days before the time set for the meeting. Notices given by personal delivery, telephone, facsimile transmission, electronic mail or other usual and customary communications technology shall be delivered, telephoned, or sent at least forty-eight hours before the time set for the meeting.

(3) Notice Consents. The notice shall state the time and place for the meeting. However, it need not specify the purpose of the meeting, or the place of the meeting, if it is to be held at the Principal Executive Office.

3.9 Quorum. Five Directors shall constitute a quorum for the transaction of business, provided that if the number of Directors is less than eight, a majority of the number of Directors in office shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 3.11. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the Law, including, without limitation, those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) approval of certain transactions between Corporations having common directorships, (iii) creation of and appointments to committees of the Board, (iv) compensation of Directors and officers, and (v) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

3.10 Waiver of Notice. The transactions of any meeting of the Board, however called and noticed or wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if (i) a quorum is present, and (ii) either before or after the meeting, each of the Directors not present signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any Director who attends the meeting without protesting before or at its commencement about the lack of adequate notice.

3.11 Adjournment. A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

3.12 Notice of Adjourned Meeting. Notice of the time and place of holding an adjourned meeting need not be given, unless the original meeting is adjourned for more than twenty-four hours, in which case notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the Directors who were not present at the time of the adjournment.

3.13 Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting, if all Directors, individually or collectively, consent in writing to that action; provided, however, that the consent of any Director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code Section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as a unanimous vote of the Board. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

3.14 Fees and Compensation of Directors. The Directors shall serve without compensation, but shall be entitled to reimbursement of expenses, as may be determined by resolution of the Board to be fair and reasonable as to the Corporation at the time that the resolution is adopted.

3.15 Conflicts of Interest. By assuming his or her office, the Director commits allegiance to the Corporation and acknowledges that the best interests of the Corporation must prevail over any individual interest of his or her own. Each Director shall annually file a Conflict of Interest statement on a form, if any, prescribed by the Board. Each Director who may perceive a possible conflict with respect to any matter which shall come before the Board or any of its committees shall identify such conflict and shall neither deliberate nor vote thereon.

3.16 Minutes of Meeting. The Board shall keep complete records of its meetings.

3.17 Non-Liability of Directors. The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

3.18 Loans to Directors and Officers. The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties for such Director or officer, provided that, in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE IV COMMITTEES

4.1. Board Committees.

(a) Definition. As used herein, the term "Board Committee" means a committee created by the Board, each consisting of two or more members, all of whom are also Directors. Appointments to Board Committees shall be by majority vote of the Directors then in office.

(b) Standing Board Committees. The Corporation shall have the following standing Board Committees: the Executive Committee, the Audit Committee, and the Finance Committee. The Executive Committee and the Audit Committee shall be governed by the

respective provisions set forth in Sections 4.1(e) and (f) hereof. The Finance Committee shall be governed by the charter adopted by the Board for such committee, as the same may be amended from time to time by the Board.

(c) Additional Board Committees. The Board may, by resolution adopted by a majority of the Directors then in office, designate additional Board Committees.

(d) Authority and Limitations. Any Board Committee, to the extent provided in the resolution of the Board or by these Bylaws, shall have all the authority of the Board, except that no Board Committee, regardless of Board resolution, may (i) fill vacancies on the Board or in any committee; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable; (v) create any other Board Committee or appoint the members of Board Committees; (vi) approve any transaction to which the Corporation is a party and one or more Directors have a direct or indirect material financial interest, except where it is not reasonably practicable to obtain Board approval prior to entering into the transaction, provided that all other requirements of California Corporations Code Section 5233(d)(3) are met; or (vii) expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected.

(e) Executive Committee. The Chair of the Board shall act as the Chair of the Executive Committee. Unless limited by a resolution of the Board and subject to the limitations set forth in Section 4.1(d) above, the Executive Committee shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

(f) Audit Committee. The Board of Directors shall appoint an Audit Committee which shall comply with the requirements of, and exercise the powers authorized by, the California Nonprofit Integrity Act of 2004 (Act) as the Act may be amended from time-to-time. The Audit Committee shall consist of a chair and as many additional members as from time to time may be determined by the Board. At least one member of the Audit Committee shall have such financial and professional expertise as to be able to understand and fully analyze the financial statements of the Corporation and the overall competency of the auditor. If Finance Committee members serve on the Audit Committee, they shall at all times constitute less than half of the membership of the Audit Committee and none of them may serve concurrently as the Chair of the Audit Committee. In no event shall any person having a material financial interest in any entity doing business with the Corporation or shall any of the Corporation's employees serve on the Audit Committee. Subject to the Board's supervision, the Audit Committee shall have responsibility for recommending to the Board the retention and termination of an independent auditor for the Corporation; conferring with the auditor to ensure that the financial affairs of the Corporation are in order; reviewing and determining whether to accept audits of the Corporation; assuring that any non-audit services performed by the auditing firm conform to standards for independence; approving performance of non-audit services by the auditing firm; and such other duties as the Board may from time to time prescribe by resolution

4.2. Advisory Committees. The Corporation may have such other committees as may from time to time be designated by resolution of the Board. The committees referred to in this

Section 4.2 may consist of persons who are not also members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees.

4.3. Meetings and Action of Committees. Meetings and action of committees shall be governed by, and held and taken in accordance with, the provisions of Article III of these Bylaws, concerning meetings and other Board action, with such changes in the context of these Bylaws as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of any committee may be called by resolution of the Board or by the chair or any two members of the committee. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee not inconsistent with the provisions of these Bylaws. Each committee created by the Board shall serve at the pleasure of the Board, and shall be subject to the control and direction of the Board. Each such committee shall act by not less than a majority of the whole authorized number of its members.

ARTICLE V OFFICERS

5.1. Officers. The officers of the Corporation shall be a Chair of the Board of Directors, a Vice Chair, a President, a Secretary, a Chief Executive Officer and a Treasurer who shall be called the Chief Financial Officer. The Chair of the Board and the President shall be the same person. The Corporation may also have, at the discretion of the Board, one or more additional Vice Chairs, Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed in accordance with the provisions of Section 5.3. The Chair and the Vice Chair shall be appointed from among the Directors. All other officers of the Corporation may, but shall not be required to be, Directors. Any number of offices may be occupied by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chair or the President, and no officer shall execute, acknowledge, or verify any instrument in more than one capacity.

5.2. Election and Terms of Officers. The officers of the Corporation shall be appointed by the Board of Directors for such terms as the Board, in individual cases, deems advisable. The Board may appoint officers or fill vacancies at any time. The officers shall hold office until their successors are chosen, except that the Board may remove an officer at any time as provided in Section 5.4.

5.3. Subordinate Officers. The Board may appoint, and may authorize the Chair or the President to appoint any other officers that the business of the Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties specified in these Bylaws or determined from time to time by the Board.

5.4. Removal of Officers. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board, at any regular or special meeting of the Board, or, except in case of an officer chosen by the Board, by an officer upon whom such power of removal may be conferred by the Board.

5.5. Resignation of Officers. Any officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

5.6. Vacancies in Offices. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled by the Board. In such event, a successor shall be appointed to fill his or her predecessor's unexpired term.

5.7. Responsibilities of Officers.

(a) Chair of the Board and President. The Chair of the Board, who shall also be the President, shall preside at meetings of the Board and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the Board or as prescribed by these Bylaws.

(b) Vice Chair of the Board. In the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair, and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chair. The Vice Chair shall also exercise and perform such powers and duties as may be from time to time assigned to him or her by the Board or as prescribed by these Bylaws. The Board may create one or more additional Vice Chairs, who shall have such powers and perform such duties as may be prescribed from time to time by the Board.

(c) Chief Executive Officer. Subject to such supervisory powers, if any, as may be given by the Board to the Chair, and subject to the control of the Board, the Chief Executive Officer shall supervise, direct and control the Corporation's activities, affairs and officers.

(d) Vice Presidents. In the absence or disability of the President, the Vice Presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a Vice President designated by the Board or the Chair, shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice President shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board or the President.

(e) Secretary. The Secretary shall attend to the following:

(1) Book of Minutes. The Secretary shall attend all meetings of the Board of Directors and its committees, and shall keep or cause to be kept, at the Principal Executive Office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and committees of the Board.

(2) Notices, Seal and Other Duties. The Secretary shall give or cause to be given, notice of all meetings of the Board, and of committees of the Board, required by the Bylaws to be given. He or she shall keep the seal of the Corporation in safe custody. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

(f) Chief Financial Officer. The Chief Financial Officer shall attend to the following:

(1) Books of Account. The Chief Financial Officer of the Corporation shall keep and maintain or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses, and other matters customarily included in financial statements. The Chief Financial Officer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

(2) Deposit and Disbursement of Money and Valuables. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse the funds of the Corporation as may be ordered by the Board; shall render to the Chair, President and Directors, whenever they request it, an account of all of his or her transactions as Chief Financial Officer and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

5.8. Compensation of Officers. The Board (or a committee of the Board) shall review the compensation, including benefits, if any, of the Chief Executive Officer, the Chief Financial Officer and any other officer of the Corporation as and when required by state or federal law.

ARTICLE VI INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

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

indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

6.2. Advance of Expenses. To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under Section 6.1 of these Bylaws in defending any proceeding covered by those Sections shall be advanced by the corporation before final disposition of the proceeding, on receipt by the Corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately found that the person is entitled to be indemnified by the Corporation for those expenses.

6.3. Contractual Rights of Non-Directors and Non-Officers. Nothing contained in this Article VI shall affect any right to indemnification to which persons other than Directors and officers of this Corporation, or any subsidiary of the Corporation, may be entitled by contract or otherwise.

6.4. Insurance. The Corporation shall have the right, and shall use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such. The foregoing notwithstanding, the Corporation shall not purchase or maintain any insurance to indemnify any Agent of the Corporation for a violation of California Corporations Code Section 5233.

ARTICLE VII RECORDS AND REPORTS

7.1. Maintenance and Inspection of Articles and Bylaws. The Corporation shall keep at its Principal Executive Office the original or a copy of the Articles and Bylaws as amended to date, which shall be open to inspection by the public at all reasonable times during office hours.

7.2. Maintenance and Inspection of Other Corporate Records. Correct and complete accounting books, records, minutes of proceedings of the Board and any committees of the Board, and a record setting forth the names and addresses of all Directors shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the Principal Executive Office. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form.

7.3. Inspection by Directors. Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. Inspection may be made

by the Directors in person or by their agents or attorneys, and the right of inspection includes the right to copy and make extracts of documents.

7.4. Annual Reports and Statements.

(a) Annual Reports. The Corporation shall provide to the Directors, within 120 days after the close of its fiscal year, a report containing the following information in detail (i) the assets and liabilities, including the trust funds of the Corporation as of the end of the fiscal year; (ii) the principal changes in assets and liabilities, including trust funds, during the fiscal year; (iii) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes for the fiscal year; and (iv) the expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

(b) Statements. The Corporation shall provide to the Directors, within one hundred and twenty (120) days after the close of its fiscal year, a statement which briefly describes the amount and circumstances of any indemnification or any transaction in which the Corporation, or its parent or its subsidiary was a party, and in which any Director or officer of the Corporation, or its parent or subsidiary had a direct or indirect material financial interest; provided that a mere common directorship shall not be considered a material financial interest. The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than fifty thousand dollars (\$50,000) or which was one of a number of transactions with the same person involving, in the aggregate, more than fifty thousand dollars (\$50,000). Similarly, the statement need only be provided with respect to indemnification or advances aggregating more than ten thousand dollars (\$10,000) paid during the previous fiscal year to any Director or officer. Any statement required by this Section 7.4(b) shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the Corporation, the nature of such persons interest in the transaction and, where practical, the amount of such interest; provided, that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

(c) No Report to Members. The annual report to members referred to in the Law is expressly dispensed with, but nothing in these Bylaws shall be interpreted as prohibiting the Board from issuing annual or other periodic reports as they consider appropriate.

ARTICLE VIII
FISCAL YEAR

The fiscal year of the Corporation shall run from July 1 through June 30.

ARTICLE IX
CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction and definitions in the Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person"

includes both corporations and natural persons. Unless otherwise expressly indicated, references to "Section(s)" and "Article(s)" are to Sections and Articles of these Bylaws.

ARTICLE X
AMENDMENTS

Amendment by Directors. New bylaws may be adopted, or these Bylaws may be amended or repealed, by the approval of a majority vote of the Board; provided, however, that no action may be taken with respect to any new Bylaws or proposed modification of these Bylaws except by unanimous written consent of the Directors then in office or unless notice of the substance of such new Bylaw or modification has been communicated to each Director then in office at least five days prior to the taking of such action. Any amendment, adoption or repeal of a Bylaw attempted in violation of this Article shall be null and void.

CERTIFICATE OF SECRETARY
OF
CIVICORPS SCHOOLS
a California nonprofit public benefit corporation

I hereby certify that I am the duly elected and acting Secretary of CIVICORPS SCHOOLS and that the foregoing Bylaws, comprising 16 pages, including this page, constitute the current Bylaws of that Corporation as duly amended and restated and adopted by resolution of the Board of Directors thereof on [August 26], 2009.

Date: _____, 2009

Stephen Davenport
Secretary

LEASE AGREEMENT

This Lease Agreement ("Lease") is entered into as of July 1, 2004, by and between The Roman Catholic Welfare Corporation of Oakland, a California nonprofit religious corporation ("Lessor"), and East Bay Conservation Corps, a California non-profit public benefit corporation ("Lessee").

It is agreed between the parties hereto as follows:

1. DESCRIPTION OF PREMISES:

Lessor leases to Lessee and Lessee leases from Lessor on the terms and conditions hereafter set forth, the premises commonly known as St. Columba School, 1086 Alcatraz Ave., Oakland, California (the "Premises").

2. TERM:

The term of the Lease (the "Term") shall be for 20 years beginning July 1, 2004 (the "Commencement Date") and ending June 30, 2024 (the "Expiration Date"), unless this Lease is terminated sooner as provided herein. Any additional period is available only with the written consent of the Lessor.

3. RENT:

The rent shall be due and payable on the first day of the month, delinquent after the 10th day of the month. Late fees are assessed at \$20.00 per day after the 10th day of the month. Late fees are charged retroactive to the first day of the month. See "Exhibit A" for rent fee schedule.

4. USE:

Lessee shall use and occupy the premises for educational and administrative purposes Monday through Sunday. The common areas, classrooms and all surrounding areas being used by Lessee must be kept clean and free of debris and graffiti. Lessee shall properly supervise its students at all times while in or on the Premises.

5. UTILITIES:

All applications and connections for necessary utility services on the premises shall be made in the name of the Lessee only, and Lessee shall be solely liable for all charges incurred on behalf of the East Bay Conservation Corps including those for sewer, water, gas, electricity, and garbage. Application for those utilities that are solely school related, i.e. burglar alarm activation, also, shall be in the name of the Lessee.

6. CARE AND MAINTENANCE OF PREMISES:

(a) Lessee shall keep and maintain the Premises in good order and as safe and clean a condition as they were when received from Lessor, reasonable wear and tear, damages by casualty and improvements approved by Lessor, excepted. Lessee shall promptly replace any portion of the Premises or system or equipment in the Premises damaged by Lessee,

which cannot be fully repaired, regardless of whether the benefit of such replacement extends beyond the term of this Lease. Lessee shall be responsible for any and all necessary repairs and maintenance of the Premises arising from or caused by the negligence of its own students and staff. Lessee shall be responsible for all routine repairs and maintenance of Premises.

(b) Upon termination of the Lease, Lessee shall surrender the Property to Lessor in the same condition as received, except for ordinary wear and tear, damage by casualty and improvements which Lessee was not otherwise obligated to remedy under any provisions of this Lease.

(c) Lessee shall not make any alterations, additions, or improvements to the Premises unless approved by Lessor, which approval shall not be unreasonably withheld. The installation of furnishings, fixtures, equipment, decorative improvements, painting or carpeting on the Premises shall not constitute alterations, additions, or improvements. All improvements, additions, alterations, or major repairs shall be in accordance with applicable laws and at Lessee's own expense. Lessee shall indemnify and defend Lessor for all liens, claims, or damages caused by Lessee's remodeling, improvements, additions, alterations, and major repairs. Lessor agrees, when requested by Lessee, to execute and deliver any applications, consents, or other instruments required to permit Lessee to obtain permits for this work.

(d) Lessee shall not place or permit to be placed outside the Premises any permanent signs, notice, drapes, shutters, blinds, or display of any kind, without the written consent of Lessor which consent shall not be unreasonably withheld.

7. ORDINANCES AND STATUTES:

Lessee shall comply with all statutes, Codes and ordinances as well as all requirements of all municipal, State and federal authorities now in force, or which may hereafter be in force, pertaining to the Premises, occasioned by or affecting the use thereof by Lessee. Lessor shall make any alterations, repairs or improvements of the Premises which are required by law from time to time and that would not otherwise be required due to the nature of Lessee's use of the Premises.

8. ASSIGNMENT AND SUBLETTING:

This Lease is entered into solely with the understanding that Lessee shall be the only occupant of the Premises. Lessee shall not assign or sublet any portion of the Premises without the express written consent of the Lessor, which consent shall not unreasonably be withheld.

9. ENTRY AND INSPECTION:

Lessor shall retain, and Lessee shall provide Lessor with, duplicate keys and combination lock codes to all doors of the Premises. Lessor and its, members, directors, trustees, officers, agents, employees, contractors and successors and assigns shall have the right to enter the Premises at any time: (i) without prior notice in the event of an emergency; (ii) upon reasonable prior notice within the last six (6) months of the Term of this Lease to

place upon the Premises any usual "To Let" or "For Lease" signs and to permit persons desiring to lease the Premises to inspect the same; and (iii) upon reasonable prior notice to inspect the Premises during the Term or any renewal period, to confirm that Lessee is complying with all of its covenants and obligations under this Lease, to make repairs or carry out any and all maintenance in and about the Premises, to make repairs or alterations to areas adjacent to the Premises, and to repair and service utility lines.

10. INDEMNIFICATION OF LESSOR:

(a) To the fullest extent permitted by law, Lessee shall, and hereby agrees to, protect, defend, indemnify and hold harmless The Roman Catholic Welfare Corporation of Oakland and its affiliated entities: The Roman Catholic Bishop of Oakland, a California corporation sole ("Corporation Sole"), The Adventus Corporation, and their respective, members, directors, trustees, officers, agents, employees, contractors and successors and assigns (individually, an "Indemnitee") from and against all claim, loss, cost, liability, damage or expense of any kind and nature whatsoever (including any loss of or damage to any property and any injury to or death of any person) arising from: (i) any cause which may arise from the use of the Premises or activities in and about the Premises by Lessee, its agents, employees, representatives, contractors, guests, visitors or invitees; (ii) any default by Lessee under this Lease; (iii) any failure on Lessee's part to timely execute and deliver any document or certificate required; (iv) Lessee's failure to timely vacate the Premises upon the Expiration Date or any earlier termination of this Lease; and/or (v) any environmental damages arising from hazardous materials in or about the Premises due to any act or omission of Lessee or its agents, employees, representatives, contractors, guests, visitors or invitees, or any violation of environmental regulations due to Lessee's use of the Premises (individually a "Claim").

(b) If any action or proceeding is commenced against Indemnitee by reason of any Claim, Lessee, upon notice from Lessor, shall defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor. Lessee's indemnity shall include reasonable attorneys' fees, investigation costs, and all other reasonable costs and expenses incurred by each Indemnitee in connection with the investigation or defense of any matter. If any Indemnitee is made a party to any action or proceeding brought by or against Lessee, relating to this Lease or to the Premises, Lessee shall pay all costs and expenses, including attorneys' fees and court costs, incurred by or imposed upon each Indemnitee; provided that such action or proceeding did not arise from the willful misconduct or negligent acts or omissions of Indemnitee, or seek a declaration of Lessor's or Lessee's rights and obligations under this Lease.

(c) The provisions of this Section 10 shall survive the termination of this Lease with respect to any claim based on circumstances occurring before such termination.

11. EXCULPATION OF LESSOR:

(a) Lessor shall not be liable for any damage or injury to the person, business (or any loss in income therefrom), goods, wares, merchandise, or other property of Lessee or Lessee's employees, invitees, or any other person in or about the Premises, whether such damage or injury caused by or results from: (i) fire, steam, electricity, water, gas, or rain; (ii) the

breakage, leakage, obstruction or other cause; (iii) conditions arising in or about the Premises or upon other portions of any building of which the Premises is a part, or from other sources or places; or (iv) any act or omission of any other tenant of any building of which the Premises are a part.

(b) Lessee waives all claims against Lessor, and Lessor's members, officers, directors, partners, employees, agents and representatives for loss or damage to the extent such loss or damage is insured against under any insurance policy insuring Lessee or required to be maintained by Lessee under this Lease, or would have been insured against but for any deductible amount under any such policy. Lessor hereby waives all claims against Lessee, and Lessee's members, officers, directors, partners, employees, agents and representatives for loss or damage to the extent that such loss or damage is insured against under any insurance policy insuring Lessor or would have been insured against but for any deductible amount under any such policy.

12. INSURANCE:

(a) Lessee shall maintain, at its cost, the following insurance at all times during the Term of this Lease: (i) "All Risk" insurance insuring any Lessee improvements, Lessee's interest in the Premises and all of Lessee's property located in the Premises, including furniture, equipment, fittings, installations, fixtures, supplies and any other personal property, Leasehold improvements and alterations, in an amount equal to the full replacement value, it being understood that no lack or inadequacy of insurance by Lessee shall in any event make any Indemnitee subject to any claim by virtue of any theft of or loss or damage to any uninsured or inadequately insured property; (ii) commercial general liability and automobile liability insurance covering bodily injury, death, property damage, and contractual liability with a combined single limit of no less than Five Million Dollars (\$5,000,000) per occurrence, which shall be primary and non-contributing with any insurance in effect for Lessor or Corporation Sole; (iii) Workers' Compensation and Employer's Liability insurance in amounts not less than any statutory minimum; (iv) Builder's Risk insurance on an "All Risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work, materials and equipment in or about the Premises in the event Lessee performs any repairs or any alterations in or about the Premises; and (v) any changes or endorsements to the insurance required herein as Lessor may reasonably require, from time to time.

(b) Lessee shall have the right to include the insurance required under Section 12(a) under Lessee's policies of "blanket insurance," provided that (i) no other loss which may also be insured by such blanket insurance shall affect the insurance coverage required under Section 12(a) (ii) Lessee delivers to Lessor a certificate specifically stating that Lessor and Corporation Sole are named as additional insureds under such insurance coverage.

(c) All insurance required under Section 12(a) shall: (i) be issued by a responsible insurance company or companies authorized to do business in California; (ii) be in a form reasonably satisfactory to Lessor; (iii) designate Lessor and Corporation Sole as additional insureds; (iv) contain a waiver of subrogation endorsement, in form and amount as required by the California Labor Code or otherwise permit the waivers set forth in this Lease; and (v) contain an agreement by the insurers that the policies will not be

invalidated as they affect the interests of Lessor and Corporation Sole by reason of any breach of such policies, and that the insurers shall notify Lessor and Corporation Sole in writing not less than thirty (30) days before any material change, reduction in coverage, cancellation, including cancellation for nonpayment of premium, or any other termination or change. Prior to the use of the Premises, Lessee shall deliver copies of the required policies, certificates of insurance and endorsements to Lessor and Arthur J. Gallagher & Co, P.O. Box 7443, San Francisco, CA 94120.

13. TAXES AND ASSESSMENTS:

Lessor and Lessee agree to take any and all steps necessary to maintain and obtain for the Premises the welfare exemption provided in Section 214 of the California Revenue and Taxation Code. If, however, through no fault of Lessor, such exemption cannot be obtained for the taxable years in effect during the Term of the Lease, then as part of the consideration of the Lease, Lessee agrees to pay any and all taxes and assessments levied against the leased Premises and any personal property located thereon.

14. DESTRUCTION OF PREMISES:

In the event of a partial destruction of the Premises during the Term hereof, from any cause whatsoever, Lessor shall forthwith repair the same, provided that such repairs can be made within one hundred eighty (180) days under existing governmental laws and regulations, but such partial destruction shall not terminate this Lease, except that Lessee shall be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs shall interfere with Lessee's use of the Premises as reasonably determined by Lessor. Lessor shall give notice to Lessee within thirty (30) days following the event of casualty of the reasonable estimate of the time required to make necessary repairs and restoration accompanied by the architect's and/or contractor's reports which is/are the basis for such estimates. If such repairs cannot be made within said one hundred eighty (180) days, Lessor, at its option, may make the same within a reasonable time, this Lease continuing in effect with the rent proportionately reduced as set forth above, and in the event that Lessor shall not elect to make such repairs which cannot be made within one hundred eighty (180), this Lease may be terminated at the option of either Lessor or Lessee by notice to the other given within thirty (30) days following Lessor's delivery to Lessee of Lessor's estimate of the time needed for restoration and repair and Lessor's election not to make repairs and restoration which will require more than one hundred eighty (180) days to complete. In the event that the building in which the Premises may be situated is destroyed to an extent of not less than one-third (1/3) of the replacement costs thereof, Lessor may elect to terminate this Lease whether the Premises be injured or not. A total destruction of the building in which the Premises may be situated shall automatically terminate this Lease.

15. LESSEE'S DEFAULT:

(a) In addition to any events specified as a default elsewhere in this Lease, the following shall constitute a default under this Lease: (i) Lessee's failure to pay rent when due; (ii) Lessee's failure to perform any other covenants or conditions under this Lease, and (iii) Lessee's abandonment or vacation of the Premises. However, Lessor shall not

commence any action to terminate Lessee's right of possession as a consequence of a default until any period of grace with respect thereto has elapsed; provided, that any such grace period shall be in lieu of and not in addition to the period during which Lessee may cure such default following the delivery of notice pursuant to California Code of Civil Procedure Section 1161 (or any successor or similar statute).

(b) Subject to the limitation expressed in Section 15(a), Lessee shall have a period of three (3) business days from the date of written notice from Lessor within which to cure any default in the payment of any monetary obligations of Lessee under this Lease. Lessee shall have a period of thirty (30) days from the date of written notice from Lessor within which to cure any other default under this Lease which is capable of being cured; provided, however, that with respect to any default which cannot reasonably be cured within thirty (30) days, Lessee shall not be in default if Lessee commences to cure within the five (5) days following Lessor's notice and thereafter diligently prosecutes the same to completion.

(c) There shall be no period of grace with respect to any default by Lessee, which is not capable of being cured. Lessor and Lessee stipulate that the following defaults are not capable of being cured by Lessee: (i) any default which is specified in this Lease as being incurable; (ii) any unauthorized sale, assignment, mortgage, pledge, hypothecation, encumbrance or other transfer of this Lease or any interest herein, or any unauthorized subletting of all or any portion of the Premises; (iii) the commission of waste by Lessee; (iv) the failure of Lessee to pay rent or any other monetary obligation of Lessee hereunder on the due date thereof where such failure occurs on more than two (2) consecutive occasions in any twelve (12) month period of the Lease or on more than three (3) occasions during any five year period (v) if Lessee abandons the Premises; (vi) if any petition is filed by or against Lessee or any guarantor of this Lease under the Bankruptcy Code, or similar law or statute, which, in the case of an involuntary proceeding, is not permanently discharged, dismissed, stayed, or vacated, as the case may be, within thirty (30) days of commencement, or if any order for relief shall be entered against Lessee or any guarantor of this Lease in any such proceedings; (vii) if Lessee or any guarantor of this Lease becomes insolvent or makes a transfer in fraud of creditors or makes an assignment for the benefit of creditors; (viii) if a receiver, custodian, or trustee is appointed for the Premises or for all or substantially all of the assets of Lessee or of any guarantor of this Lease, which appointment is not vacated within sixty (60) days following the date of such appointment; and (ix) any other default which is recognized under California law as being incurable.

16. LESSOR'S REMEDIES ON DEFAULT:

(a) If Lessee fails to cure a default, or in the event of a default that is not capable of being cured by Lessee, Lessor shall have the rights and remedies described in subsections (1), (2), and (3) below, in addition to any other rights and remedies available to Lessor at law or in equity.

1. Lessor shall have all rights and remedies provided by California Civil Code Section 1951.2 (or any successor or similar statute), which includes the right to recover from the Lessee: (i) the worth at the time of award of the unpaid rent that

had been earned at the time of termination of this Lease; (ii) the worth at the time of award of the amount by which the unpaid rent that would have been earned from the time of termination of this Lease until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) subject to Section 1951.2(c), the worth at the time of award of the amount by which the unpaid rent for the balance of the Term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under the Lease or which in the ordinary course of things would be likely to result from such failure. The "worth at the time of award" shall be computed according to California Civil Code Section 1951.2(b).

2. Lessor shall have rights and remedies provided by California Civil Code Section 1951.4 (or any successor or similar statute), which allows Lessor to continue this Lease in effect and to enforce all of its rights and remedies under this Lease, including the right to recover rent as it becomes due, for so long as Lessor does not terminate Lessee's right to possession. Acts of maintenance or preservation, efforts to relet the Premises, or the appointment of a receiver upon the Lessor's initiative to protect its interest under this Lease shall not constitute a termination of Lessee's right to possession.

3. Lessor shall have the right, but not the obligation, to make any payment or perform any act on Lessee's part as may be required to cure Lessee's default in whole or in part, without waiving Lessor's rights based upon such default by Lessee and without releasing Lessee from any of its obligations.

(b) All sums so paid and all costs incurred by Lessor, together with the interest thereon from the date of such payment or the incurrence of such cost by Lessor, whichever occurs first, shall be paid to Lessor on demand as rent.

17. ATTORNEY'S FEES:

If any action is brought for recovery of the Premises, or for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including attorney fees and costs.

18. NOTICES:

Any notice which either party may, or is required to give, shall be given by mailing the same, postage prepaid, to Lessee at the Premises, or Lessor at the address below, or at such other places as may be designated in writing by the parties from time to time. Lessee shall send copies of any default notices to Reed Smith LLP, Two Embarcadero Center, Suite 2000, San Francisco, CA 94111, Attention: John M. Kemp, Esq.

19. ALTERATIONS:

(a) Lessee shall not make any alterations in or about the Premises without prior written consent of Lessor, which shall not be unreasonably withheld.

(b) All alterations or physical additions made in or about the Premises by or on behalf of Lessee shall be and remain Lessor's property (except for Lessee's furniture, personal property and movable trade fixtures), and shall not be removed without Lessor's written consent.

20. RENEWAL OF LEASE:

(a) Lessee is hereby granted the option to renew this Lease for an additional sixty (60) months from and after the expiration of the initial term of this Lease providing the parties can mutually agree upon the rental rate and other financial obligations for such sixty (60) month period. Furthermore, Lessee shall not have been in default beyond all applicable cure periods under any of its obligations. In the event of the failure of the parties to mutually agree on any such rental or other financial obligations, the option cannot be exercised. Two additional sixty (60) month options will be available after the expiration of the initial Lease.

(b) Notwithstanding anything to the contrary herein, Lessor will have the right to void any of the above extension options by notice to Lessee given within thirty (30) days after it exercises an option to extend only in the event the Catholic Diocese of Oakland opts to re-open the Premises as a parochial school upon expiration of the term, as it may have been extended.

(c) In the event the Roman Catholic Welfare Corporation of Oakland decides to sell the Premises, Lessee will be given a first right of refusal to purchase the Premises provided Lessor and Lessee are able to come to agreement on financial terms and conditions.

(d) This lease supersedes previous leases between the Lessor and Lessee.

21. DUTY TO SURRENDER/HOLDOVER:

Upon the termination of this Lease, Lessee, at its sole cost and expense, shall peacefully vacate and surrender the Premises to Lessor in good working order, condition and repair, broom clean and in the same condition as upon the Commencement Date, or as the Premises may thereafter have been altered by Lessor or Lessee (with Lessor's consent), normal wear and tear excepted. If Lessee continues in possession of the Premises after the termination of this Lease, such holding over, unless otherwise agreed to by Lessor in writing, shall constitute and be construed as a tenancy at sufferance. The rent during any holding over period shall be equal to the greater of (i) one hundred fifty percent (150%) of the monthly rent in effect for the month immediately prior to the termination of this Lease or (ii) one hundred fifty percent (150%) of the fair market rental value of the Premises, and subject to all other terms, covenants, conditions, charges and expenses set forth in this Lease except any right to renew this Lease or alter the Premises.

22. GOVERNING LAW:

This Lease shall be governed and construed under the laws of the State of California.

23. WAIVER:

No fault of Lessor to enforce any term of this Lease shall be deemed to be a waiver by Lessor.

Lessor:

The Roman Catholic Welfare Corporation of
Oakland

By Thomas R. McLowry
Its President

By Mark J. DeMarco
Its Vice President

Lessee:

East Bay Conservation Corps

By [Signature]
Its Chief Executive Officer

By _____
Its

APPROVED:

By [Signature]
Pastor St. Columba, Oakland

EXHIBIT A

PROPOSED RENT FEE SCHEDULE

(A) July 1, 2004-June 30, 2009, the EBCC will pay \$5,000.00 per month with an annual increase (each July 1) based on published CPI-W increases for the San Francisco Bay Area, but not to exceed 5% in any given year

(B) July 1, 2009 – June 30, 2014, the EBCC will pay \$6,000.00 per month with an annual increase (each July 1) based on the published CPI-W increases for the San Francisco Bay Area, but not to exceed 5% in any given year.

(C) July 1, 2014 – June 30, 2019, the EBCC will pay \$8,000.00 per month with an annual increase (each July 1) based on the published CPI-W increases for the San Francisco Bay Area, but not to exceed 5% in any given year.

(D) July 1, 2019- June 30, 2024, the EBCC will pay \$10,000.00 per month with an annual increase (each July 1) based on the CPI-W increases for the San Francisco Bay Area, but not to exceed 5% in any given year.