

# **LEGACIES OF EXCELLENCE CHARTER MIDDLE SCHOOL**

## ***GRADES 6-8***



### **The new site for Legacies of Excellence Charter School**

**4 commercial kitchens**

**Computer Labs**

**School Garden and Lawn**

**New Oakland Library within 100 ft.**

**Small and intimate class size**

**Sunny rooms**

**Gymnasium Wood Floor**

**Visual & Performing Arts Spaces**

# Mission statement

Legacies of Excellence Charter School's mission is to help high-need students experience scholastic, social, and personal success, and provide them with the academic foundation needed to excel in high school and college. The school's graduates will enter 9th grade with the knowledge, skills, work habits and attitudes needed to thrive in a challenging college-prep program.

# Homelessness and Child Abuse: Challenges facing our public schools

- In 2009, there were **over 1200 homeless students in Oakland.**
- **800 children removed from their homes** in Alameda County each year in response to child abuse reports.
- **3000 children are in foster care** in Alameda County.
- In 2009, **over 11,000 students received behavioral assistance** in Alameda County.

**The majority of these youth live in the poorest areas of Oakland and are predominantly African American and Latino.**

*Indicators of Increasing Homelessness.* (2009). National Law Center on Homelessness and Poverty.  
*Child Abuse and Neglect in Alameda County.* (2005). Alameda County Social Services Agency.  
*Foster Care Services.* (2009). Alameda County Social Services Agency.  
(2009). Alameda County Behavioral Health Care Services.

## School Safety: More Challenges

- In 2007, 36% of Oakland 7<sup>th</sup> graders were **involved in a fight** at school.
- 9% **brought a gun** to school
- 15% brought some **other weapon**
- 14% of 7<sup>th</sup> graders reported **being in a gang**
- 17% of 7th graders **felt unsafe or very unsafe** in school.

*Healthy Kids Survey.* (2007). California Department of Education.

## Legacies' Accountability Checklist:

- ✓ Hold consistently high expectations for all students
- ✓ Frequently analyze student data to track progress
- ✓ **Identify student needs to inform and improve instruction**
- ✓ Provide a rich and challenging curriculum aligned to California State Standards
- ✓ Provide professional development to improve teacher skills
- ✓ **Foster caring relationships with parents and caretakers**
- ✓ **Integrate behavioral/mental health components into school day**
- ✓ Partner with Oakland Unified School District and Community Partners to support the needs of “at risk” populations
- ✓ **Support teachers in the public school system by implementing strategies that prepare middle school students for high school and college awareness.**

# The Need

*“Most youth who have been in foster care, or a part of the juvenile justice system experience, have had multiple placements, which in turn mean multiple school environments. The lack of continuity in education has wreaked havoc on their ability to achieve academic excellence on a consistent basis.”*

*~Chet Hewitt, Director of Alameda County Social Services Agency*

# Addressing the Need

- Legacies of Excellence Charter School will serve high-need 6<sup>th</sup> – 8<sup>th</sup> grade students, especially those that have exhibited behavior issues.
- LOECS and staff are not only trained, but dedicated to working with high-need youth, including those in foster care and those who are probation-linked, throughout the Oakland community.
- LOECS will partner with the Alameda County Department of Social Services, Alameda County Behavioral Health, Alameda County Probation Department, and OUSD to address the need for dual integration of academic and behavioral health support.

# Treatment Program Philosophy

To create availability to respond to specific, targeted, antisocial (vs. prosocial) behaviors that impede student's ability to perform well in the academic setting and that contribute to difficulties in the home and community.



# Curriculum

Our course of study and A-G subject-matter fosters intelligent, hard working, caring and productive citizens who are curious about life and who understand the importance of eating healthy foods and being physically active.

***Curriculum at LOECS is based on the California State Standards, and shall prepare students for academic and personal success in the world beyond the classroom.***

# Visual and Performing Arts & Agriculture Programs

Instrumental Music

*By starting and managing*

*farmers markets, school*

*gardens, and other food*

*related activities in the*

*community, students and*

*adults gain training in basic*

*business operations and*

*cooperative economics.*

Dance

Visual Art

Culinary Arts

## PARTNERSHIPS

*LOECS is committed to identifying and developing meaningful and collaborative relationships with all stakeholders- parents, community organizations, individuals and industry, to support the academic achievement and personal success of our youth.*

Alameda County Social Services  
Legacies of Excellence, LLC  
Oakland Public Schools  
Oakland Juvenile Division, Oakland Police Depart.  
Cultural Links to Academic and Social Success  
(C.L.A.S.S.)  
Family-hood Connection, Inc.  
Joy Books for Literacy Achievement, Inc.

# Clinical Component and Approach

- Legacies utilizes two distinct approaches to reaching each child:
- **The Nurtured Heart Approach.**
- **Aggression Response Training**
- Both philosophies are strength based as well as evidence based. They integrate seamlessly as the overall goals of compassion, realistic and positive prosocial promotion of ones best self are interwoven in the academic efforts of the instructors and expectations of the students.

# Nurtured Heart

- This approach strongly energizes the child's experiences of success while not accidentally energizing his or her experiences of failure. It is a strategic systems approach designed to turn the challenging child around to a new pattern of success. The approach has also been found to produce substantial success in helping the average child flourish at higher-than-expected levels of functioning. The approach is now used in hundreds of classrooms nationally, and its strategies have been adopted with substantial success as the school-wide discipline plan in dozens of schools nationwide.
- **Purpose:** The Nurtured Heart Approach is a social curriculum that transforms students' character and spirit, giving them a deep conviction that they can cope with problems and succeed socially and emotionally. We refer to this personal power as inner wealth.

# Nurtured Heart – Basic Perspectives

Difficult children are seeking intense relationship.

- Difficult kids quickly learn that they can readily engage and control others through negative behavior. These children can become almost addicted to the rush of this kind of relationship.
- Ordinary parenting and classroom discipline methods make things worse with children like this, because most normal methods demonstrate more relationship and energy when things are going wrong – and in contrast, little energy and relationship when things are going well.
- Children who possess sufficient inner wealth do not need negative relationships, because they can sustain themselves by connecting to the world and to themselves through successes. The more inner wealth, the greater the resiliency.
- There is no way to avoid teaching a social curriculum. We are always sending some message.

# Nurtured Heart- Basic Principals

- Create a rich relationship by creatively energizing success. We call this “time-in.”
- Create an empty, boring “time-out” that consists of the child missing out on life’s energies and relationships. The child is out of the loop; you are refusing to give energy and relationship to negativity. Instead, you are giving an unceremonious consequence.
- Have a clear line between time-in and time-out.
- Always work toward a positive future time-in.
- Always let students be fully responsible for their problems. Don’t deny them the result of a poor choice – a consequence – when a rule is broken.
- Always treat them as though they are fully competent, RIGHT NOW.
- When interacting with students, control your mood and the direction of conversations. Do not leak negativity by giving energy and relationship to poor behaviors.
- There is nothing we can do to stop bad behavior, but we can consequence or celebrate whatever behavior occurs. We have exquisite control when we are strict (consequence for any rule broken) and positive (create and celebrate successes and acknowledgment and recognition) and when we avoid leaking negativity.

# Aggression Replacement Training

- Aggression Replacement Training (ART), and Trauma Focused Cognitive Behavioral Therapy. Aggression Replacement Training is a cognitive-behavioral skill-building group that can be conducted simultaneously with academic classes. The focus is to build increasing prosocial competency in the youth. It is proactive vs. reactive treatment that can be effectively integrated into the academic day. Trauma focused CBT is an individual/family model that, due to its cognitive-behavioral focus, can work effectively in tandem with ART. There are several significant benefits to clients and families in the utilization of both of these models, they include:
- A strong foundation of research that demonstrates the effectiveness and treatment gains of the interventions, *if delivered with fidelity and adherence*.
- Ongoing outside consultation and clinical support for the models.
- A Family and community centered focus is inherent in each model. Even the ART group intervention includes parental input and practice, via homework assignments.
- Both interventions are effective in dealing with a wide range of clinical presentations, including PTSD, Depression, and anxiety related disorders. ART is also one of the most effective interventions for Conduct Disordered youth.



# (ART) The following are descriptions of each model

- **Aggression Replacement Training® (ART®)**
- **Program Description**
- Aggression Replacement Training® (ART®) is a cognitive behavioral intervention program to help children and adolescents improve social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior. The program specifically targets chronically aggressive children and adolescents. Developed by Arnold P. Goldstein and Barry Glick, ART® has been implemented in schools and juvenile delinquency programs across the United States and throughout the world. The program consists of 10 weeks (30 sessions) of intervention training, and is divided into three components—social skills training, anger-control training, and training in moral reasoning. Clients attend a one-hour session in each of these components each week. Incremental learning, reinforcement techniques, and guided group discussions enhance skill acquisition and reinforce the lessons in the curriculum.

# (ART) Target Audience

- The program was first developed for aggressive and violent adolescents aged 12 to 17 who were incarcerated in juvenile institutions. ART<sup>®</sup> has been adapted for children in schools and mental health settings and for adults.
- **Special Populations/Available Adaptations**
- ART<sup>®</sup> can be taught to children and adolescents from all socioeconomic backgrounds in rural, urban, and suburban communities. In addition to being implemented in schools, ART<sup>®</sup> has been used in juvenile delinquency programs and in mental health settings to reduce aggressive and antisocial behavior and promote anger management and social competence.

# (ART) Program Components

- The ART<sup>®</sup> program is a multi-modal intervention consisting of three components: social skills training, anger control training, and training in moral reasoning. Research has shown that students who develop skills in these areas are far less likely to engage in a wide range of aggressive and high-risk behaviors. Lessons in this program are intended to address the behavioral, affective, and cognitive components of aggressive and violent behavior. Detailed descriptions of the three components follow:

# (ART) Program Components-

- *Social Skills Training*: Social skills training teaches youth what to do in threatening or stressful situations. ART® Structured Learning is based upon a social learning process, and activities include modeling, role-playing, and performance feedback.
- *Anger Control Training*: As part of their homework, participants relate examples of anger arousing experiences from situations that had occurred during the previous week. The group facilitator uses a structured reporting checklist (hassle log) to reinforce the skills from the lesson.
- *Training in Moral Reasoning*: This component of ART® aims to raise participants' awareness of others' points of view (perspective taking) and teaches youth to view their world in a more fair and equitable way.



# **Legacies of Excellence Charter Middle School**

**Serving families and youth organizations of  
East Oakland and surrounding neighborhoods**