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LEGACIES OF EXCELLENCE CHARTER SCHOOL

GRADES 5-8

**Educating our youth to think intensively and critically.
Intelligence plus character – that is the goal of true education.
Dr. Martin Luther King, Jr.**

Charter Petition
Oakland Unified School District
Submitted to the Board of Education on
October 24, 2012

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STATEMENT OF ASSURANCES


This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Legacies of Excellence (name of school) to be located at _____ is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.

11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.



Signature



Date



Print Name

Executive Summary

*The function of education is to teach one to think intensively and to think critically.
Intelligence plus character – that is the goal of true education.*

Dr. Martin Luther King, Jr.

This Executive summary will provide a comprehensive overview of the proposed LEGACIES of Excellence (LEGACIES) charter – its paradigm for the education of its students with social, emotional, and mental health needs. This LEGACIES paradigm is based on the research of effective teachers of African American students Ripple Effects, and Black Mental Health. (see Appendix G)

Background for the Need

The statistics are sobering: high crime rates; foreclosures; many families in transition and homeless; high overall dropout rate and a higher dropout rate for minorities; and even higher dropout rates for foster youth and youth involved in the criminal justice system. And for those students who do remain in school, their experiences often do not prepare them socially or academically for graduation. Children in broad swaths of the Oakland community are in desperate need of changes in education; housing; allocation of resources; and academic support.

The murder rate in Oakland is more than three times the state average. The most common characteristics of the victim of a homicide in Oakland are: male; African-American; below 24 years of age; and living in East Oakland.¹ More than 6% of Oakland males between the ages of 10 and 17 were arrested in 2009; 81% of these were African American. More than 7000 adults and more than 900 juveniles are currently under supervision by the criminal justice system (as parolees/probationers) in Oakland.^{2,3}

These statistics reflect a culture of violence that is endemic in certain neighborhoods in Oakland, and it has had a terrible impact on schoolchildren: In 2007, 36% of Oakland 7th graders were involved in a fight in school, 9% brought a gun to school, and 15% brought some other weapon. 14% of 7th graders reported being in a gang; 17% of 7th graders felt unsafe or very unsafe in school.⁴

In 2009, there were over 1200 homeless students in Oakland.⁵ In response to child abuse reports, approximately 800 children are removed from their homes in Alameda County each year.⁶ There are close to 3000 children in foster care in Alameda County.⁷ In 2009, over 11,000

¹ *Violent Crimes in Alameda County*. (2007). Urban Strategies Council.

² *Juvenile Hall Referral Report*. (2009). City of Oakland.

³ *Monthly Statistical Report*. (2010). Alameda County Probation Department

⁴ *Healthy Kids Survey*. (2007). California Department of Education.

⁵ *Indicators of Increasing Homelessness*. (2009). National Law Center on Homelessness and Poverty.

⁶ *Child Abuse and Neglect in Alameda County*. (2005). Alameda County Social Services Agency.

⁷ *Foster Care Services*. (2009). Alameda County Social Services Agency.

students received behavioral assistance in Alameda County.⁸ The majorities of these individuals lives in the poorest areas of Oakland and are predominantly African American and Latino.

The situation outlined above significantly impacts, and is impacted by, students' experiences within schools. Less than one-third of these socio-economically disadvantaged youth in OUSD, scored proficient or above in English Language Arts and Mathematics on the California Standards Tests. When analyzed separately, African-American and Latino students have an even lower success rate. For example, only 3% of African American and 7% of Latino 9th graders scored proficient or above in Algebra.⁹ 35% of African American males drop out of high school in OUSD. These are not surprising statistics.

Chet Hewitt, Director of Alameda County Social Services Agency, writes:

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. The lack of foundational academic skills means that youth are ill prepared not just for college, but also for vocational skills development opportunities, high growth, high wage job opportunities and even basic employment.

How We Will Address This Need

LEGACIES of Excellence Charter School will serve any 5th – 8th grade student who seeks enrollment. The philosophy, policies, curriculum, instruction, and staff will be well equipped to address the social and academic needs of the students who may lack continuity in their education due to poverty and/or family support. LEGACIES believes that the academic and social potential of these students lies dormant and with the support outlined in this petition, these students will meet higher standards of excellence. These students will be prepared for “life and its challenges” as they pursue college and vocations that make them proud income producing citizens of their communities. There is sufficient data to demonstrate that when standards are set high and the curriculum and instruction is relevant and learning is accelerated for low-achievers; when teachers are well trained to implement the school program, students achieve.

LEGACIES Charter is being developed by LEGACIES of Excellence, LLC, an Oakland-based 501(c)(3) non-profit organization dedicated to working with high-need youth, including those in foster care and those who are probation-linked, throughout the Oakland community. With the support of the Alameda County Department of Social Services, Alameda County Behavioral Health, and the Alameda County Probation Department, LEGACIES will provide a supportive and challenging educational environment that is desperately needed in Oakland.

LEGACIES was born out of the desire to provide structure, nurturing, guidance, and role-modeling for youth that are not likely to receive this support at home or at any other point in

⁸ (2009). Alameda County Behavioral Health Care Services.

⁹ *Oakland Unified School District Academic Achievement Reports*. (2009). Educational Demographics Office; California Department of Education.

their daily lives. LEGACIES core belief is that these students can reach academic and social development targets. The individuals who are best suited to reach the youth of Oakland is a mixture of adults who are passionate and compassionate about making a difference in the lives of these students. Setting high academic standards with supports and developing caring relationships, these students will achieve. We will interview searching for individuals with unique potential, and who adapt creatively to new teaching practices. We will also seek out professionals from the community who are able to transfer their high expectations to the parent/guardians and we encourage student to meet LEGACIES' high expectations. Constant monitoring and assessing student achievement will bring about a realization of a paradigm shift that creates a social and academic environment for the success of all of our students.

Evidence of Support

LEGACIES has garnered a broad range of support throughout Alameda County. This support, from pillars of leadership and integrity in this community, demonstrates how much LEGACIES can do to address a sorely needed service within Oakland. David Kears, Health Care Services Agency Director of Alameda County, writes:

I have discussed [LEGACIES] with the Chief Probation Officer, Don Blevins, and the Director of Social Services Agency, Yolanda Baldovinos . . . They felt strongly that the staff from both [of their] departments would welcome the development of a school setting that offered the breadth of services discussed [with LEGACIES], and would steer appropriate referrals to such a program if available.

Hon. Keith Carson, Alameda County Board of Supervisor President, writes, "The vision of the organization is innovative and thoughtful. I applaud the founders, Robert Coleman and Dr. Ralph Peterson in their efforts to improve the quality of life for at risk youth and support their efforts in making this program a reality."

Hon. Sandre Swanson, Assembly member, 16th District, writes, "I am writing in strong support of the work of Mr. Robert Coleman . . . I am confident that any project that he is involved with will be successful and implemented to achieve significant public benefit."

Chet Hewitt, Director of Alameda County Social Services Agency, writes: "Models such as LEGACIES of Excellence Charter School are important and serve as a valuable asset to the community."

Please see the Appendix A for additional letters of support.

I. Education Philosophy

"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.”

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

A. Mission

LEGACIES of Excellence Charter School is dedicated to providing a California standards-based curriculum in a safe environment that focuses on academics and success. It is specifically designed to prepare underserved populations of grades 5-8 students for high school, providing for their social, emotional, mental health needs, and the opportunity to recover from any academic deficiencies as well as to then continue to accelerate their learning. Sustainable agricultural science and technology coupled with healthy living will be incorporated during the school day and eventually be the focus of the elective courses.

Through a comprehensive and innovative approach to working with this population that includes standards-based lesson plans, agricultural science electives in the future, blended digital learning, and emotional and mental health services, LEGACIES will offer the support needed for these students to thrive. This support will include increased access to mental health counseling, a social and emotional skills curriculum, as well as a mental health therapist on site regularly.

LEGACIES will provide its students with support in many forms:

- The *Legacies Innovative Individualized Education Plan (LIIEP)* is a collection of information and data the administration gathers about the “whole child”: academic; emotional, behavioral, family living conditions. At the time of enrollment, LEGACIES staff collects information at enrollments and all during the year (I.E.P.s; Star Test Results; Family Information; School Behavior. (See C) The Legacies Innovative Individualized Learning Plan will be aligned with standards and objectives for social, emotional, mental, and physical health skills to thrive in high school, college, and careers of their choice.
- The curriculum is standardized based, and utilizes State Adopted textbooks for Language Arts, Mathematics, Science, and Social Studies
- LEGACIES teachers will utilize the OUSD pacing guides as just that, but will rely upon promising practices from exemplary schools found in Fortune’s research to maintain high academic performance (Fortune, 2012). Those practices include focus on leadership; performance based assessment, which monitors attendance, behavior, and academic performance We will tailor the pacing guides’ usage to adapt the pace necessary for accelerated instruction.

Additional we will encourage students to work hard to move more rapidly through course curriculum when they are behind grade level expectations and below proficient levels of performance.

- Through continuous collaboration and a “whatever it takes” approach, the teachers will develop habits of mind that keep the conversation focused on: (1) Academic progress (2) Instructional and Intervention Strategies (3) Inhibitors to success that must be removed.
- State Adopted standards-based textbooks and will be supplemented with “digitalized self-paced curriculum” for all students, but will be especially emphasized for those who are below “basic” on the California Standardized Tests and for those that have demonstrated interest in moving at a faster pace through the curriculum. LEGACIES will also utilize digitalized programs to monitor and support behavioral and emotional growth for students.
- Formative assessments and summative, are given at the end of 9 weeks and also at the end of units in the textbooks. All assessments and instruction are aligned with the LIIEP to ensure that adequate progress is being made in mastering the standards. The grade level pace is the goal for each of our students, however, because we have students with behavioral deficiencies, we will mitigate with individualize curriculum and pacing guides for those students who need to “catch up” on an individualized basis under the close supervision of the teacher.
- Intensified instruction and academic support, additional tutoring, is designed for individualized and group instruction. (See page 21)

B. Students to be served

LEGACIES will be a college-prep 6th – 8th grade middle school serving all students seeking enrollment. Capacity building is LEGACIES focus and is key to achieving our the mission. LEGACIES shall actively recruit and focus its educational program on those students who have experienced trauma or neglect; are part of the foster care system; have been expelled or are at high risk of expulsion from their neighborhood public schools; who are chronically truant; or who are involved with or at risk of involvement with the juvenile justice system. We will also recruit students who have consistently struggled academically, have fallen behind, and could benefit from a school with additional resources for credit recovery. As outlined in the introduction, thousands of Oakland students fall into these categories. However, we also anticipate enrolling some students with fewer needs and greater potential of keeping up with the pace of the curriculum, thus meeting learning targets.

The goal of LEGACIES will be to create a safe and professional dialogue where staff will be able to create a challenging academic and healthy social environment. Our focus on academic excellence AND emotion/social/mental health will make LEGACIES an excellent choice for families and students who are looking for a “good school.” Most of our middle school children

need and deserve a school that can provide more resources for the “whole child” than is typically available.

Students from the Oakland Unified School District (OUSD) shall have preference in admissions to LEGACIES with the remaining openings available to any student in the State of California. The School shall locate its facility or facilities within the boundaries of OUSD.

C. An Educated Person in the 21st Century

LEGACIES will work to prepare its 6-8th grades for life-long success, with the knowledge, skills, work habits, and attitudes that they will need in high school, higher education, and vocations of their choice. LEGACIES will create an environment that allows each child to realize his or her full potential. Parents/guardians and students will learn to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. Not only will they be ready to adapt to changes, but to lead others in the community.

Educated persons in the 21st century need to first understand their role in carrying on the legacy of those who fought for the civil and human rights of those who came before. They must develop a sense of responsibility to carry on “the work” to make the world a better place and have a strong belief that education is “the key” to our success. Their schooling must include lessons that provide visuals and textual historical accounts of the many people that came before from each of ethnic groups in America so they may see the similarities and compare them to struggles of civil and human rights around the world. They must know that there is “hope” for them and believe that their schooling and education is the instrument that will make their dreams a reality.

The curriculum, instruction, and learning environment will lead them to explore and appreciate their creative potential, and be strong supporters of their community, using the power of the individual for the greater good of the community. Educating students in the 21st century must take into account the importance of systems, policies, and teachers who demonstrate care through rigorous curricula and support for learning. We can offer nothing less for these students. Above all else, they should be imbued with a love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction. Embedded in curriculum and instruction at LEGACIES are the following abilities and qualities of a well-educated person in the 21st century:

- Competency in reading, historical context, mathematical reasoning, scientific processes, and inter- and intra-personal interactions
- Mastery skills in written, oral, and creative self-expression
- Ability to understand how to explore issues and problems of personal relevance
- Ability to work cooperatively with peers with the goal of pursuing understanding

- Ability to exhibit and feel empathy in consideration of the perspectives of others
- Ability to engage in analysis or problem-solve specific situations and circumstances
- Technological proficiency that extends from the classroom to the real-world
- Agriculture and environmental competency: the natural world; care of the earth; food systems from ground to table
- Ability to identify areas of interest, formulate questions, research topics, analyze evidence and set goals
- Proficiency in self-reflection, self-assessment, and in giving and receiving feedback
- Enthusiasm for learning that lasts beyond the school years, creating self-directed, highly motivated citizens who constantly seek to learn new things

These skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world in this new century. Fostering the development of these skills and qualities in an educational environment—upholding standards of academic excellence, democratic processes, and culturally relevant learning experiences—will encourage the creative and critical thinking skills that will enable our students to have a positive impact on their communities.

D. How Learning Best Occurs

The educational philosophy of LEGACIES is based on the growing body of research which shows that the poverty cycle—mostly low-income African American and Latino students—can be bridged if schools and communities focus their attention in a few key areas. LEGACIES focus areas are derived from work done by *The Education Trust* in a project entitled “*Dispelling the Myth.*” This project focused on the work of schools that made significant strides in narrowing academic achievement gaps, exceeded state averages for student performance, or improved student performance at a rapid pace. *EdTrust* identified several common strategies among the most successful gap-closing schools, all of which form a central part of the LEGACIES design:

- Hold consistently high expectations for all students.
- Frequently analyze student data to track progress, identify student needs, and improve instruction.
- Employ a rich and challenging curriculum that is aligned to state standards.
- Provide purposeful professional development to improve teachers’ skills.

In addition to these four key areas of school design, LEGACIES will add these additional elements that are aimed directly at best serving high-need students:

- Create a school culture that honors effort and resilience and consistently focuses on success for each student.
- Address the needs of the Whole Child, including behavioral; mental health, physical education; visual and performing arts.
- Extended Instructional Minutes coupled with aligned intervention and tutoring opportunities.
- Focus on data, especially data provided by formative assessments, to increase student performance.
- Teacher Leaders trained, operating as a team, and committed to:
 - teaching to learning objectives utilizing “best practices”
 - utilizing intervention curriculum and differentiated instruction
 - collaborating and accepting accountability for student achievement

E. Curriculum and Instructional Design

The LEGACIES model is creating and establishing a school culture that meets academic, social, emotional, and mental health needs of each student. LEGACIES recognizes the need for a variety of supports, both academic and emotional, and its own LIIEP portfolio provides a profile of the “whole child” which is vital for preparing students for academic success and social growth. (See Appendix C) First of all, LEGACIES will honor hard work, resiliency, and dedication. We will challenge each of our students and expect them to succeed. LEGACIES behavioral health component will provide the requisite foundation for student support, and each teacher will incorporate behavioral health strategies into his or her classroom practice. (See Page 18-Health and & Wellness Curriculum .

In providing *academic learning, social development, agricultural-environmental experiential learning, and behavioral guidance*, LEGACIES is in line with the skills articulated by states, businesses, and organizations as necessary to success. Outlined in the descriptions of all of our programs are the very skills listed here from the literature as essential for a career this century.

These skills include:

- Collaboration
- Cooperation

- Communication
- Creativity
- Organization
- Problem Solving
- Self-Direction and Social Responsibility
- Technology Fluency

LEGACIES staff and families will regularly celebrate student effort and progress. We want our students to become more self-sufficient and capable over time and the school will reward accomplishment and good behavior with increased privileges and independence. To help students see the connection between personal choice and academic success, and work together to inspire and support students and the family, we will have assemblies, classroom celebrations, and daily “shout outs” to share success.

As a foundation for its curriculum and instructional design, LEGACIES is looking to the Response to Instruction and Intervention (RtI) model, which is emerging nationally and being embraced by the California Department of Education as an effective and systematic method to support every student toward academic proficiency and successful preparation for college and career. RtI is a systematic, data-driven approach to instruction that benefits every student. California’s expansion of Response to Intervention to RtI communicates the full spectrum of instruction, from general core, to supplemental or intensive, to meet the academic and behavioral needs of students. RtI, as LEGACIES envisions it, integrates resources from traditional education, targeted programs, special education, mental health, and family therapy through a comprehensive system of core instruction and interventions to benefit every student. LEGACIES RtI tiered behavioral interventions strategies is based on the research findings Education Trust, 2012; the Congressional Black Caucus, 2011; and the National Center on Response to Intervention, 2012. We also include action research on effective practices for African American and Latino students: Fortune, 2012; Hollins, 2000; and Ladson-Billings, 1994.

As part of the RtI process, students will be provided in tutorials and extended learning periods with study skills as well as organization and time management strategies. These activities will include binder organization, teacher communication practices to ensure that students understand how and when to seek additional teacher assistance in the most constructive way, note taking, class preparation, and be encouraged to reflect on their futures. Students will begin to see themselves as college material and/or identify careers that they can aspire towards as well as identifying what education requirements must be met. This college-career component will be an increasing part of their focus as they approach graduation to high school.

Curriculum Design Considerations

1) Hold Consistently High Expectations for All Students

Each LEGACIES student will be prepared for the challenges of high school and beyond. The learning expectation for each of the learning objectives is proficiency or advanced by the end of 8th grade or earlier and this type of goal setting for students and teachers will motivate LEGACIES students when they realize the resources available to support this goal. No LEGACIES graduate should need further remediation to undertake freshman high school courses. Success in college-prep courses in high school and then in college is the goal for each student. The focus on behavioral health skills will provide the platform absent in most education approaches to support our students in achieving such high levels of performance.

2) Standards-Based Curriculum

LEGACIES curriculum is based on the California State Standards and supplemented with lessons from the Environmental Education Initiative (EEI) California Standards curriculum. It incorporates additional elements that reflect the ambitious outcomes desired for our 8th grade graduates. Our goal is that no LEGACIES graduate entering high school will require any further remediation. Each year all students will enroll in core courses in Math, English Language Arts, Science, and Social Studies, as well as Healthy Living/Physical Education/ Behavioral Health, and a Homework/Intervention/Acceleration. These courses offer unique learning experiences for our high-need students, and provide an opportunity to offer additional academic support by reinforcing the standards addressed in the core courses.

California has gathered and solicited the best minds in education to develop its world-class state standards and in recognition of this LEGACIES will train teachers in incorporating Common Core Standards for English and Mathematics and in Backward Lesson Plan Design (see Appendix E)

The curriculum is based on the California Department of Education Standards and teachers are required to use the LEGACIES textbooks for English Language Arts, Mathematics, Science, and Social Studies. Teachers are required to follow the LEGACIES pacing guide for the textbooks and to maintain a plan to bring each student to grade level proficiency. The school's mission, as previously noted, is for all 8th grade graduates to enter high school curriculum requiring no further remediation. This expectation will not be lowered. We recognize, however, that our students will arrive with considerably varying needs, academic, emotional, and behavioral. Teachers will collaboratively work with students, adapting the pacing guides, utilizing intervention techniques, and support services to move each student according to his/her LIIEP to this graduation expectation. Multiple paths will be taken to achieve this goal including the usage of textbooks that are aligned with the Common Core Standards.

LEGACIES TEXTBOOK CURRICULUM

ELA: Holt Literature and Language Arts, Mastering the CA Standards

Math: Holt, Rinehart & Winston Gr. 5 CA Student Edition

Holt, Rinehart, and Winston's CA Mathematics: Course 1 – Numbers to Algebra:

Social Studies: Holt Mastering the California Standards

California has gathered and solicited the best minds in education to develop its textbooks and in recognition of this LEGACIES will train teachers in incorporating Common Standards for English and Mathematics and in Backward Lesson Plan Design (see Appendix E). Students must complete the textbook and any supplemental learning objectives at proficiency or above in order to move to the next grade level textbook.

to use the LEGACIES textbooks for English Language Arts, Mathematics, Science, and Social Studies. The textbooks provide a formatted guide for teaching the learning objectives so that students at LEGACIES are keeping up with the pace of other students in the state "as much as they possibly can". Teachers are required to align the LEGACIES pacing guide and the student's LIIEP with the goal of completing the grade level objectives "before the state's performance based assessments" are administered in the spring. The teacher will seek the direction of Special Ed. Resource teachers to implement the I.E.P.s of "students with special needs" Teachers will provide English Learners and Academic English Learners with differentiated instruction which includes SDAIE instructional methodology to insure their success with pacing guides. The principal will develop systems and instruments that closely monitor instruction for students to meet learning objectives.

LEGACIES primary goal is to teach our students that education a priority in their lives and for them to "believe" that education is the key to their prosperity. We understand that bringing our students and parents to this "paradigm" is going to take lots of work from each of us. Our methodology is to show them career options that lead to prosperity; it could be a two year certification or a graduate degree. In order to accomplish this goal our Science and History Social Science teachers will study the **California Career Technical Education Standards**, which were adopted by the State Board of Education. We will present teachers with an implementation plan during the summer professional development that will focus on Career Pathways (see chart below) that "students" will need to select. Because there are not many examples of success in teaching these standards as a part of Science and Social Science, we will carefully chart our way and will decide in the summer, how many courses the students can "realistically" complete through 'project-based' learning.

3) STEM with an Agriculture-Science Focus

LEGACIES "STEM" curriculum is a requirement for all students. In traditional school settings, students who are far below basic in English Language Arts, Math, and science are doomed to drop out as early as grade eight. LEGACIES students will not be tracked into remedial classes but instead intervention that accelerates learning.

We believe our students will benefit from a competitive STEM education focus and we are carefully planning our focus on agriculture that prepares the employment in the future. Although these students may appear to be 'unlikely' candidates because of their socio-economic status, social development, and mental health status, we believe and research demonstrates that this curriculum can be highly engaging and interest them in pursuing great career fields with promise

in the 21st Century. The goal is to inform them about opportunities and encourage them to select a vocation in a STEM field, e.g. such as agriculture. This is also a matter of equity for these children. The research of David Drew believes that our false assumptions about aptitude hold our students back as much as any factor other than poverty. Drew posits:

“ . . . There is one fundamental flaw in our system. Other factors, especially poverty, played a role, but there was, and still is, one basic problem: *Far too many students are blocked from opportunities to master STEM because of false assumptions about aptitude.* The barriers to STEM education take many forms. Students may be dissuaded from taking advanced mathematics and science courses. A teacher may interpret a probing question as a stupid one. A counselor may recommend that a student discontinue further study.” (Drew, 2011)

LEGACIES’ agriculture curriculum, drawn from the Environmental Education Initiative, is designed to direct our population towards higher education degrees and vocations in Science, Engineering, Mathematics, and Science (STEM fields). As our Healthy Living courses and practices strengthen their emotional and social skills, these students will have the opportunity, for once in their lives, to reach their full potential and to excel in their adult lives, as productive income earning citizens.

The framework for both the supplemental agricultural coursework as well as integration of agriculture throughout the curriculum is provided by the California Career Technical Education Standards for the agriculture and natural resources industry. Our research led us to the highly acclaimed and well respected standards aligned curriculum for 6 – 8 grade developed by the Department of Education in partnership with the Environmental Protection Agency. This curriculum entitled, The Education and the Environment Initiative (EEI), strongly complements our program of study and philosophy for our students. The curriculum has been field-tested focuses on science and history- social sciences. The curriculum materials are comprehensive and include Teacher’s Edition; Teacher’s Masters, Student Workbook, Student Edition, Visual Aids, Word Wall Cards, Information Cards, Dictionary and maps of natural and political regions.

Although this is an extensive K-12th grade curriculum comprised of 85 units, LEGACIES will adapt only portions related to agriculture for middle school students to supplement our social studies and science curriculum. Lessons have been adapted from the California Agriculture Earth Science and Biology Lab manual to enhance agriculture instruction throughout the sciences. The English Language Arts courses will support the agricultural and environmental focus of the school by providing the students with culturally relevant fictional literature that features agriculture; teaching expository works that focus on sustainable urban agriculture; exposing students to persuasive works that highlight current issues in agriculture and food science; and by requiring students to conduct research for their literature review for their agric-science project. Writings and lessons have been adapted for use from a variety of resources that showcase African American and Latino contributions in agriculture.

The facility we will utilize has space for a student-created and managed roof top garden, allowing for hands-on project-based learning. California is currently poised to lead the nation in environmental literacy and technology and exposing our students to this area of the “green

revolution” will at the least increase their understanding, but more likely will interest some in becoming future farmers, scientists, economists, or green technology engineers. We have prepared sample lesson plans in (Appendix E)

This curriculum is further supported with LEGACIES’ working partnership with UC Davis under the guidance and support of Ms. Lynn Martindale, Agricultural Education Teacher Supervisor. UC Davis has volunteered to set up the School’s organic garden for the afterschool program at no cost. (See Letter of Support Appendix A) Models for this type of curriculum exist throughout the state and she will work with us to adapt them to LEGACIES needs. She has provided us with contacts at various schools throughout the state to visit and discuss the best teaching practices around agricultural. She volunteered her time to serve as a mentor and active resource for LEGACIES to ensure that the inner-city students are connected with their agricultural roots.

LEGACIES students will be visiting UC Davis at some point during the school year to participate in activities at the university farm and have the chance to meet with college students in the UC Davis agricultural programs.

Agriculture and sustainable living will be the emphasis at LEGACIES

- a. *Project-based learning* keeps students’ engaged and also teaches them the importance of completion with excellence
- b. The Agriculture curriculum will be project-based and integrate reading, writing, and math so that students will see the relevance or the connection of the subjects in their “real life.
- c. California Career Technical Education Standards (see chart below)
- d. Healthy thinking, eating, and behaving will be emphasized in the EEC Curriculum
- e. “Eat to live and live to learn” will be the motto for our Agriculture Program.
- f. The importance of learning to feed one’s self and the community is an essential 21st century skill.
- g. The culinary kitchen will be an essential part of learning to prepare and cook healthy food.
- h. Students will cook for parents and community members to develop a sense of “community”.

Drew posits:

“ . . . There is one fundamental flaw in our system. Other factors, especially poverty, played a role, but there was, and still is, one basic problem: *Far too many students are blocked from opportunities to master STEM because of false assumptions about aptitude.* The barriers to STEM education take many forms. Students may be dissuaded from taking advanced mathematics and science courses. A teacher may interpret a probing question as a stupid one. A counselor may recommend that a student discontinue further study.” (Drew, 2011)

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Engineering, Mathematics, and Science (STEM fields). As our Healthy Living courses and practices strengthen their emotional and social skills, these students will have the opportunity, for once in their lives, to reach their full potential and to excel in their adult lives, as productive income earning citizens.

4) Supplemental agricultural lessons and projects

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4) Digital Curriculum and Blended Learning

Although digital and blended learning encompasses multiple uses, at LEGACIES students will be primarily utilizing them in two ways. After the petition is approved, LEGACIES will undertake a thorough analysis of which program is most likely to help our students first remediate academic deficiencies and leap frog back to grade level and proficiency, and second allow students to accelerate their learning and move through the curriculum at pace that challenges them and maintains their interest. Programs such as those offered by Compass Learning and APEX Learning seem to be strong prospects for these purposes. Khan Academy has also shown some encouraging progress with academically underperforming students. Students will work with teachers in their Intervention/Acceleration periods as well as in their Homework periods on a daily basis to maximize the effectiveness of blended learning. These programs target specific standards that students may have struggled to master and allow multiple students to work on multiple different standards and obtain teacher assistance when they become confused or stuck. The programs provide instant electronic feedback to teachers on student progress.

This aspect of our program will benefit teachers to differentiate instruction and create valuable assessment data to target their instruction.

5) Extended Instruction Periods and School Day

We anticipate that students in our 6th grade classes will require substantial remediation to prepare them for 7th grade standards. The school day is designed to provide the time necessary for recovery to academic proficiency. Core subjects will be taught in 80 minute periods. Each class schedule will have a daily mandatory 80 minute "Intervention/Acceleration" period. During this period there is time for re-teaching for struggling students and either acceleration or in depth study of specific objectives. For example, a student may be given an assignment which extends or depends on his/her knowledge. In addition, a daily 60 minute period will be allotted to ensure that homework practice work is completed for the following day or the extension of time will be used for Agriculture and sustainable living courses. This 6th period will be part of an afterschool program. Both of these periods will utilize the blended learning approach to be designed as teachers and the administration deem appropriate.

LEGACIES intervention; acceleration focus makes it possible students to get the support they need (academic, social, emotional, and mental) as they forged into STEM curriculum; which is not 'watered down with intervention techniques that have previously failed them'.

Students who are not diagnosed with "special needs" can be mislabeled as disruptive and defiant --- suspended -- expelled and become a part of the statistics. All of the disaggregated data in California and many other states show that the demographics of these students are more often than not: African American, Latino, and poor. LEGACIES students will not be suspended for infractions of "defiance and disruptive". The Ripple Effects curriculum will teach them the

social and emotional skills they will need. Teachers will be clear about expected behavior and the importance of lesson planning that interactive, relevant, and not boring.

Although the legislative laws and policies protect the needs of students whose parents indicate that they speak a language other than English, there is no “check off box” for African American children who speak a different language in their home. There is no check off box for parents to indicate that their children live in homes and communities where the culture does not prepare their children to be successful in school. Staff will solicit this information from families and students as a part of the enrollment process.

Teachers will meet daily to discuss collaborate to develop intervention strategies and measure student progress. Teaching is hard work and when teachers “just talk” and share ideas and even “frustrations” they almost always arrive at a solution to the problem. The Principal must ensure that teachers are focused on specific learning targets and projects and activities that support students to the level of proficiency or above. “Just talk” was a strategy that was used in Oakland in the Standard English Proficiency Program quite effectively and was one of the most popular instructional strategies. These methodologies allow for reflection on professional development that are “relevant” for the teacher’s specific needs (Shakir, 2000).

6) Getting Started – Induction & Orientation

During the first three weeks of school, students will complete and “induction/orientation course which will introduce to the students the school culture and the concept of being part of a team dedicated to their success: high expectations; hard work; good behavior; emotional/social/mental health support; caring adults; parental/family inclusion; procedures, and routine of the school. These expectations include homework completion; responsibilities, chores and duties.

Administration and teachers will emphasize Congress Woman Barbara Lee’s motto: Education is the key to prosperity and our number one priority is education. Education will prepare each student for a career path and higher education in agriculture and sustainable living. Agriculture and sustainable living jobs from entry to advanced levels is an attainable goal, however, more important, training the minds and hearts of students to understand the connections between what they can attain in life through consistency, perseverance, and good conduct is the ultimate goal. We realize students may change career paths. This kind of “thinking” is transferrable and makes it possible for students to select a different “path” later in life. The hands own agriculture curriculum with roof gardens and culinary kitchens will make learning meaningful, after all at LEGACIES students must be able to speak, read and write in all subject areas and more importantly in the language of the content. That is the mantra the students will hear and see daily

The Induction and Orientation process will be repeated in January for one week (if needed). New students entering in the middle of the school year will be given the opportunities their first three week of school. This is period of time which focus on the success and student behavior and allows for a slowing down of the pace for curriculum and instruction. Standards and learning objectives are being taught – but a slower pace is allowed during this time.

This process allows time to begin the assessments and screening that will compose much of the LIIEP. We will identify assessment that will allow us to predict which students are at risk for poor academic performance and which will need a high level of social-emotional support. Moreover, our diagnostic tests aligned with the California Standards will enable us to target early areas where instruction must focus. Lastly, we will be able to reinforce fundamental skills and effective study habits. These are critical, especially for struggling students who often believe that study means reading over material without thinking about it. Practice and implementation of sound study skills can go a long way to changing academic outcomes.

To counter the “summer slide” so many students experience, especially those with weak academic skills, LEGACIES will require students to attend a three week full day summer program beginning in 2014. This summer school provides students, parents, and teachers with a head start in preparing for the coming academic year.

7) Teachers Collaborate and Lead

Just as students must honor hard work, LEGACIES will ask much of its teachers. By definition, most of our students have for some reason failed to learn utilizing the traditional approach. LEGACIES believes in what Richard DuFour describes as the “Henry Higgins School,” one where all the adults not only believe that all students can learn, but that they will work together in anyway necessary to help students achieve high standards. Learning must not be at the discretion of teachers, but as a constant of the school where time and necessary support are the variables.

The Professional Development section that follows describes how teachers will be specially trained to become leaders in the school and be held accountable for the overall success of each student in the “whole school.” In other words our philosophy will be that we collectively are a Professional Learning Community, that when one student fails, we all fail and we must work together to solve the problem. Teachers will collaborate, share ideas, and modify instruction and plans to meet the needs of its students in a school culture of empathy, compassion, passion, and excellence.

LEGACIES target population—high-need students that face behavioral and academic challenges—requires individualized support to meet the school’s high expectations and accelerated pace. This personalized support will include digital curriculum, differentiated instruction; heterogeneous grouping; daily intervention support periods; individual and small group instruction.

8) LIIEP Provides Continuous Data Analysis

California through its current Content Standards and soon through the Common Core Standards has defined what students should know at each grade level. The LIIEP will include some of the baseline academic student history, such as transcripts and CST scores, attendance, and suspension records and be supplemented with evaluation and formative assessment results collected during the year. This information helps us to fully develop the pacing guides and

learning targets necessary to ensure that LEGACIES student complete 8th grade ready for high school.

The LIIEP will also assess the social-emotional needs of the student and determine what supports should be immediately put in place. Administrators and teachers will develop the LIIEP for each student and have full access to it. They will also be able to recommend changes as necessary.

9) LIIEP and Daily Intervention

Daily Intervention instruction is embedded in the school day to re-teach lessons for students who need assistance and teachers will be trained to integrate these strategies within the lesson. Formative assessments include those that are externally developed, such as the Diagnostic Online Reading Assessment (DORA), as well as multiple digital programs. Formative and benchmark assessments will be utilized weekly with reports going to the parents as well as the school administration. Whenever a student slips behind, teachers will focus on the exact standards that are not being mastered and work together through the classroom, the blended learning tools, and the intervention courses to return the student to expected pace and achieve the needed outcomes. LEGACIES will invest in the necessary software programs to enable data to be communicated easily to parents and teachers. School Loop and Data Director are candidates when this evaluation occurs.

10) Physical Education/Health & Wellness Curriculum/Visual & Performing Arts

As part of the of the P.E. class, social-emotional instruction is taught 2 or 3 periods per week (depending on student assessment). Anger and aggression management will be an emphasis and the all teachers will be trained in Aggression Replacement Training (ART). ART is a cognitive-behavioral treatment model that consists of three 45 minute modules: Moral Reasoning, Anger and Aggression control, and Skill-building. This skill-building and aggression-reduction component of the educational day is designed to give students a functional education concerning the formulation of pro-social skills which will aid both academic and personal development. Following is a description of ART.

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. Students participate in one-hour session in each of these components. Incremental learning, reinforcement

techniques, and guided group discussions enhance skill acquisition and reinforce the lessons in the curriculum.

Target Audience. The program was first developed for aggressive and violent adolescents aged 12 to 17 who were incarcerated in juvenile institutions. ART has been successfully adapted for children in schools.

Special Populations/Available Adaptations ART 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 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.

Program Component The ART 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 are provided below:

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.

Ripple Effects Program Description

Ripple Effects (*RE*) software-based will be used as digitalized program for students to learn social-emotional skills. It is a training program which is effective for all three levels of Response to Intervention and is described in greater detail at:
<http://www.rippleeffects.com/education/software/earlyintervene.html>.

In keeping with the RtI model of tiered intervention and instruction and the blended learning tools utilized in the traditional academic curriculum, *Ripple Effects* is the digital curriculum that will further support students in learning of ART skills. Additionally students can work individually or with a teacher in groups and have access to 700 topics. Students will be

monitored, electronically, during the P.E. and After School as the complete the modules. *Ripple Effects* offers three tiers of intervention to support the Healthy Living Curriculum.

- a) Primary for universal preventive intervention;
- b) Secondary for targeted risk reduction:
- c) Tertiary for individualized intervention after school failure, injury, or antisocial behavior has begun to occur.
- d) Administration and teachers will emphasize Congress Woman Barbara Lee's motto: Education is the key to prosperity and our number one priority is education. Education will prepare each student for a career path and higher education in agriculture and sustainable living. Agriculture and sustainable living jobs from entry to advanced levels is an attainable goal, however, more important, training the minds and hearts of students to understand the connections between what they can attain in life through consistency, perseverance, and good conduct is the ultimate goal. We realize students may change career paths. This kind of "thinking" is transferrable and makes it possible for students to select a different "path" later in life. The hands own agriculture curriculum with roof gardens and culinary kitchens will make learning meaningful, after all at LEGACIES students must be able to speak, read and write in all subject areas and more importantly in the language of the content. That is the mantra the students will hear and see daily

The School Day

Instructional Design

The planning team has discussed many models for insuring that the course work is challenging and comprehensive. LEGACIES will utilize a self-contained model where the teachers remain with their classes for all the core subjects. We may make an exception for mathematics, depending upon the ability of the teachers we recruit. Building relationships between the teacher and students is the primary motivation, but this model also dramatically reduces instructional time lost in passing breaks between classes. The 80 minute blocks of time for periods of the day, allow time for instruction, practice, and assessment on a daily basis. The additional 140 minutes designated specifically for intervention and homework assistance will aid students in catching up and keeping up.

Teachers at LEGACIES will employ a broad range of instructional strategies, carefully choosing each strategy to support specific content and address the particular needs of students. Instructional strategies will include, but are not limited to, the following:

- Direct Instruction: Opportunities for the students to receive a clear and cogent introduction to new material and place that material in a rich and meaningful context.

- **Guided Practice:** Opportunities for students, with the support of their teachers, to apply what they have learned, receive feedback, and practice specific skills until they become routine.
- **Cooperative Learning:** opportunities for students to work in groups, supporting one another and sharing responsibility for their learning.
- **Inquiry:** Opportunities for students to identify a problem, formulate potential solutions, and engage in a process to determine the efficacy of their solution.
- **Experiential Learning:** Opportunities for students to engage in hands-on experiences, such as raising plants and animals, conducting science experiments, and field trips to sites of academic and cultural interest.
- **Projects:** Opportunities for students to engage in extensive research into a topic of their choice, approach the topic from multiple angles and with multiple lenses, and present their findings to their teachers and peers – both in written and oral form.

Calendar

The School's academic calendar shall generally align with OUSD's academic calendar—commencing before September 30 in accordance with State charter school guidelines, and including but not limited to 180 instructional days. The number of instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section 47612.5(a), which requires a minimum of 54,000 minutes for students in grades 4-8. LEBACIES also anticipates a three-week summer school.

Class Organization

We will begin Year 1 with 80 students in 6th grade and add a grade each year. Therefore, we will serve 80 students in Year 1, 160 in Year 2, 240 in Year 3, and 300 in Year 4 and after. Class size will generally not exceed 26 students and instruction will always include instruction in social-emotional- health and intervention for students. Students who are performing “far below basic” and “below basic” *and* have severe deficiencies in social-emotional-health needs will have priority in Class D, which has the lowest teacher: child ration. This is outlined in the Master Schedule below:

Schedule of the Day

Maximum Class Size³¹ – Students assigned to Class D will have additional support with a variety of services: e.g., Special Ed. Teacher for students with an IEP; vendors from Alameda County Office of Mental Health; and more as we develop. This configuration will be determined by the services available from and the student composition of the class. The instruction provided during the Health and Wellness Class will reduce the incidences of suspension and absences, so that instruction time increases, because it provides students with the supports they need to increase academic performance aligned with each student's LIIEP. This school model, realizes that the “one size fits all students” is ineffective and frustrates adults and students.

Legacy of Excellence Charter School Master Schedule

Period	Time	Instructional Minutes	Class A	Class B	Class C	Class D
A	7:35-8:25	60	Breakfast/Morning Mtg.	Breakfast/Morning Mtg.	Breakfast/Morning Mtg.	Breakfast/Morning Mtg.
1	8:30-10:00	90	ELA*	ELA	ELA	ELA
2	10:00-10:40	40	Math	P.E.	Math	Math
3	10:40-11:20	45	P.E./	Math	P.E.	Science/ Social Studies
4	11:20-12:05	45	Math	Math	Math	Math
5	12:05-12:35	30	Lunch & Spoken Word	Lunch & Spoken Word	Lunch & Spoken Word	Lunch & Spoken Word
6	12:35-1:15	30	Math	Math	Math	Math
7	1:15-2:05	60	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	P.E.
8	2:05-2:30	25	Health & Wellness	Health & Wellness	Health & Wellness/	Health & Wellness/
9	2:30-3:05	35	VAPA*	VAPA*	VAPA*	VAPA*
		460				
Friday Schedule						
	8:30-10:00	90	ELA	ELA	ELA	ELA
	10:00-12:00	120	Math	Math	Math	Math
	12:00-12:40	40	History/Social Science	History/Social Science	History/Social Science	History/Social Science
	Total	250				
After School Program						
	3:05-3:10		Program Rotation			After School Program
	3:10-4:10	60	Intervention or Agriculture	Intervention or Agriculture	Intervention or Agriculture	Intervention or Agriculture
	4:10-6:00	50	Homework or Agriculture	Homework or Agriculture	Homework or Agriculture	Homework or Agriculture
	5:00-6:00	60	Counseling/Family Therapy*	Counseling/Family Therapy	Counseling/Family Therapy	Counseling/Family Therapy
	Total	170				

Enrollment: Year One Target is 120 in grades 5 & 6 – 27-31 students per class, anticipating the need for a Resource Teacher. We will compare the impact of the program on 5th graders “preparing” for LEGACIES 6th grade in year one with those who are in the program only one year as 6th graders. The research will include 5th students who have previous history of suspensions; referrals; and excessive absenteeism.

ELA – English Language Arts

P.E. – 45 minutes @ 4 days = 180 Minutes weekly

Health & Wellness 25 Minutes @ 3 Days a Week = 100 Minutes Weekly

VAPA Courses will rotate to include multiple disciplines (music/dance/oratory).

Teacher Collaboration: daily from 3:15 pm – 4:00 pm Monday – Thursday and Professional **Development/Collaboration** Fridays 12:40 – 4:00
Counseling/Family Therapy - A uniform time for scheduling social services for parents.

After School Program

LEGACIES plans to partner with University of California, Davis to implement an after school program which extends the study of Agriculture and Sustainable living for all students. Volunteers are available through EEI initiative and many other community based programs. All volunteers will be required to complete Legacies professional development Supplemental Support Professional Development, before teaching. The rotation schedule will allow students who need remediation and assistance with homework a venue with access to tutors and computers to “keep up the pace”

(Pacing Guides). There is additional time for “families and students” in need of counseling or therapy. Families are encouraged to participate to learn skills that will strengthen the family.

Course Overviews

The following course overviews represent current plans for 6th grade in Year 1. These courses will be modified and enhanced as teachers collaboratively review the curriculum prior to the start of the school year.

English Language Arts

The English Language Arts curriculum will be based upon the California State Standards, and the pacing will be modeled on that of the Oakland Unified School District. We will use Holt’s *Literature and Language Arts* as our core text. For the English Language Arts intervention course, we will use *Accelerated Learning and Touching the Spirit of the Child*, by Augusta Mann. (See Appendix G). A methodology that trains teachers to teach reading skills, the joy of reading; and vocabulary development, equipped with charts and culturally relevant and linguistically appropriate instructional strategies.

All students must develop a range of rich language proficiencies to cope with the high technology 21st Century life where words are everywhere—digital, spoken, and written. Most of our anticipated student body will have achievement gaps in literacy. We will focus on recommendations from the National Reading Panel (2000) that calls for rigorous instruction that includes:

- Phonemic Awareness and Phonics
- Vocabulary and Morphology
- Grammar and Usage
- Listening and Reading Comprehension
- Sentence Structure
- Speaking and Writing
- Expository Text and Discussions
- Word Recognition and Spelling
- Mechanics of English Language

All instruction will be aligned with the California Standards and Common Core Standards, when those come into force.

For 6th Grade LEGACIES will focus on:

Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words.

Reading Comprehension (Focus on Informational Materials)

Students read and understand grade level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students make progress to the goal of being able to read one million words annually on their own of grade level material by 8th grade and literacy is the focus in each content area. All teachers will know how to teach reading skills.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and science. They clarify ideas and connect them to other literary work.

Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing demonstrates a command of standard American English and research, organizational, and drafting strategies.

Speaking Applications

Students deliver well organized formal presentations employing traditional rhetorical strategies (e.g. narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English.

Math

The Math curriculum will be based upon the California State Standards, and the pacing will be modeled on that of the Oakland Unified School District. We will use Holt, Rinehart, and Winston's *CA Mathematics: Course 1 – Numbers to Algebra* as our core text. For the math intervention course, we will use

- Extensively cited by the Task Group on Instructional Practices for the National Mathematics Advisory
- Panel's Final Report, TransMath (Transitional Mathematics) provides comprehensive skill building by
- targeting instruction with fewer topics, taught in greater depth. This approach was cited as a key finding

- for mathematical success by the Trends in International Mathematics and Science Studies (TIMSS) and is
- supported by the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points.

Within the context of the state standards, students will be challenged to reason and communicate mathematically and move continuously toward proficiency. For 6th Grade LEGACIES will focus on:

Number sense

Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

Students solve problems involving addition, subtraction, multiplication, and division.

Algebra and Functions

Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.

Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.

Students investigate geometric patterns and describe them algebraically

Measurement and Geometry

Students deepen their understanding of the measurement of plane and solid shapes and understanding to solve problems.

Students identify and describe the properties of two dimensional figures

Statistics, Data Analysis, and Probability

Students compute and analyze statistical measurements for data sets

Students use data samples of a population and describe the characteristics and limitations of the sample.

Students determine theoretical and experimental probabilities and use these to make predictions about events.

Mathematical Reasoning

Students make decisions about how to approach problems.

Students use strategies, skills, and concepts in finding solutions

Students move beyond a particular problem by generalizing to other situations.

History-Social Science

The Social Studies curriculum will be based upon the California State Standards, and the pacing will be modeled on that of the Oakland Unified School District. We will use Social Studies: Pearson Prentice Hall -World History: The Modern World. The Social Studies curriculum will be integrated with selected lessons from the Environmental Education Initiative California State Standards curriculum. Agriculture played a significant role in history and especially in ancient civilizations, which is the subject for 6th grade. This will be a valuable addition for our students.

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

While engaged in the study of ancient civilizations, students are expected to master:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

1. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Science

The Science curriculum is based on the California State Standards. The science class will utilize the text CPO Focus on Earth Science. The EGACIES pacing guides will be modeled after OUSD's pacing guides but will be modified to integrate agricultural and environmental science based labs throughout the units and culminates with an agriculture research project (See Appendix D). For the 6th Grade LEGACIES will focus on earth science:

1. Plate tectonics accounts for important features of Earth's surface and major geologic events.
2. Shaping Earth's Surface. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.
3. Heat (Thermal Energy). Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
4. Energy in the Earth System. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

5. Ecology (Life Sciences). Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
6. Resources. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
7. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations.

Agriculture and Sustainable Living

The need for LEGACIES to achieve a fully rounded and exceptional educational program does not stop at the classroom door. Indeed, true education is a participatory and multi-disciplinary engagement of artistic and academic programs. As such, LEGACIES will draw from an agricultural and environmental science curriculum with an emphasis on lessons on sustainability and healthy living (see sample lesson plans).

LEGACIES students we will be provided opportunities for academic exploration related to food and basic agriculture, while teaching life-long sustainable skills. Students will learn aspects of farming and food preparation techniques, including preparing the soil, planting, harvesting, cooking, sharing, and eating nutritious, locally grown, seasonal food.

Through the use of an on-site roof top garden, and a fully-functioning instructional kitchen, students will promote the social well-being of the school and the larger community. Lessons taught in the classroom will be reinforced and enriched by experiences in the garden and kitchen.

The Family-Hood Connection. LEGACIES will partner with Mo' Better Food to assist with the Agriculture and Culinary Arts program. Mo' Better Food has developed the Family-Hood Connection and Mo' Better Farmers Market to promote programs that bring the generations together to develop self-sufficiency in low-income communities.

The Mo' Better Food Farmers Market is a certified farmers market in West Oakland that has provided an outlet for African American farmers to sell their produce, while increasing access to fresh fruits and vegetables for residents in the community. West Oakland has been defined as a food insecure community, which means the residents have limited access to fresh fruits and vegetables.

David Roach, one of the founders of the Family-Hood Connection, was Director of the Business Academy at McClymonds High School, where the Mo' Better Food market found a permanent home. Students in the business academy used the farmers market to learn about healthy foods as well as how to manage a business in their community. Students learned how to use Microsoft office to create press releases, flyers, and financial statements, and learned how to use Front Page to develop the web-site: www.mobetterfood.com. Key elements of this program will be incorporated into LEGACIES Science curriculum and also support what students learn in other classes.

Basic components of the Agriculture and Culinary Arts course will be as follows:

- The “Goody Box”: starting and maintaining the school garden
- Agricultural Science
- Health and Nutrition Science
- Culinary skills
- Farm field trips
- Basic business principles

Dr. George Washington Carver once said, “Every school should have a garden...it teaches the child how to think.” Part of the Agriculture and Culinary Arts Program is to create school gardens as a place for learning as well as a place to connect with the broader community.

Day in the Life of Legacies of Excellence Students

Integrating Agriculture and Writing Standards

Core Value: All students will learn and believe that the “power of the pen is mightier than the sword” In the beginning of the year students will have daily “quick write” opportunities to develop writing fluency. Example of a Topic: What do you know about agriculture?

Premise: Teaching such complex skills as a persuasive essay will be a challenge for students with social and emotional challenges and additionally working far below basic grade level. Professional Development, collaboration, and support will be essential as staff commits to a rigorous grade level curriculum. Modeling lessons and coaching which includes observations and meaningful feedback will be the foundation to support students in achieving grade level objectives. Common collaboration times for these activities will be during periods 5 & 6, daily.

Through their elective courses in agriculture and culinary arts students will gain “content knowledge” about the topic and now have authentic “prior knowledge” to write about in an expository paragraph.

- listen and speak about the topic in Academic English
- write about the topic with fluency
- utilize subject specific vocabulary and terminology

Students will collect samples of writing all year and select from their portfolio selections of interest throughout the school year to practice writing skills, e.g. proofreading, editing, revising, and rewriting. By the end of the year the writing will become more sophisticated as they master writing skills as well as content knowledge of agriculture.

Intentional Instruction

Lesson Objective: Write a **persuasive essay in the content area of science**. Revise and rewrite the essay and present your argument to the principal or local school board.

Topic: Community Gardens be Mandatory Should at Every School

Relevancy and Engagement

Legacy will emphasize community building and agriculture through lessons and classroom discussions about different topics and different angles of thinking about, discussing topics that the teacher makes meaningful to students. Competition and self-identification (African Ancestry and Latino contributions) are only two examples of “making learning meaningful” and engaging. Students will be provided multiple “guided instruction” activities as they gain confidence with writing fluency and writing styles before given an independent assignment. It will be important to make sure that students are comfortable with content as they are mastering writing skills.

Provide students develop persuasive writing skills and use community exploration and their own interest to generate their own ideas for editorials. The workshop approach in the quick write provides multiple opportunities for discussion, thinking, and writing.

Scaffolding will allow students to increase the knowledge of the elements of writing at their own level of proficiency as listed in LIIEP. Students will be allowed to discuss topics that are of interest to them and that they have knowledge gained from lessons in core subjects and agriculture.

Linguistically Appropriate

Listening and speaking are emphasized as students grasp academic language usage as essential elements of writing. Teachers will collaborate to include a variety of learning modalities: auditory, kinesthetic, musicality and rhythm as prerequisites for reading and writing assignments.

Audience and structure is emphasized and modeled by allowing students to brainstorm and share out loud while practicing academic language.

Physical Education/Health and Wellness

The Physical Education curriculum will be based upon the California State Standards, and will focus on physical fitness and sportsmanship (3 days per week). The Health and Wellness curriculum will focus on Nutrition will be incorporated during the year/once monthly. Social Emotional Skills (SEL) will be taught utilizing Ripple Effects software (2 days) Spoken Word, Art and Music to demonstrate efficacy in listening and speaking as a part of the afterschool program.

Standards addressed will include:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
- EEI Principle I, People Depend on Natural Systems, Concepts a. - c.

- EEI Principle IV, There are no Permeable or Impenetrable Boundaries that Prevent Matter from Flowing Between Systems, Concepts a.-c.

Visual and Performing Arts

Visual and Performing Arts will be purposefully integrated across the curriculum, focusing on State learning objective as a means of providing students with creative ways to demonstrate learning. LEGACIES students will focus on Artistic Perception; Creative Expression; and Theatre as listed below from the California Department of Education Standards for Visual and Performing Arts, so that students can place their pop culture of rap, hip hop, and spoken word into dignified context. They will learn to use Creative Expression to articulate mastery of academics and social emotional skills.

1.0 **ARTISTIC PERCEPTION** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences. Comprehension and Analysis of the Elements of Theatre

1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

2.0 **CREATIVE EXPRESSION**

Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. Development of Theatrical Skills

2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context. Creation/Invention in Theatre

2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.

2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

Theatre

3.0 **HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Create scripts that reflect particular historical periods or cultures.

History of Theatre

3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

4.0 **AESTHETIC VALUING**

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

- 4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props. Derivation of Meaning from Works of Theatre
- 4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

F. Academically Low-Achieving Students

LEGACIES is committed to ensuring that every student progress academically and we anticipate that the greater majority of our students will be low-achievers. The academic and support programs at LEGACIES are targeted specifically towards those students that have not been successful in a traditional educational environment, typically resulting in below grade level academic performance.

LEGACIES offers both reading and math intervention courses to close this learning gap, while at the same time providing students with challenging, standards-based core courses. Differentiation will occur in the classroom through the use of data that informs the teachers planning for flexible grouping, compacting, digital self-paced curriculum, independent learning contracts, and the use of materials at a variety of instructional levels. Common school-wide literacy, numeracy, and learning strategies will be used by every teacher in every course to ensure that reading, writing, and mathematic thinking is developed across the curriculum. In addition, academic mentors will be available for students who warrant individual support. Students who continue to struggle emotionally or academically, despite the interventions listed above, will receive additional tiered support through the Health and Wellness class as well as the tutorial and intervention periods that provide additional time.

Below are the key elements of the LEGACIES program that will support low-achieving students:

1. A culture that will empower all types of learners—including low achievers—so that they develop the confidence and perseverance they need in order to experience success.
2. Core classes that provide challenging academic experiences, yet are tailored to the needs of each learner.
3. The Healthy Living course will support development of student behavior and habits of mind that lead to academic and social success.
4. Intervention courses that provide targeted support in English and Math, building upon and reinforcing what is learned in the core courses.
5. Tiered academic assistance to provide individual support and guidance for students.

Note that a number of these supports will be applied to high-achieving students as well, as discussed below to insure that their needs are addresses.

Culture

For many low achievers, failure becomes something that they come to expect in school. LEGACIES will provide opportunities for multiple experiences that represent success until it is embedded in their belief systems that they can and will be successful. Our goal is to give these

students and their families the tools they need to succeed and the primary foundation is appropriate behavior and mental attitudes. Without productive and positive behaviors and attitudes we cannot teach them, nor can they learn academics. Every component of the day will be intentional—the structure for the class meetings, the way students are greeted, and the way in which students are taught to support each other will all be focused on our LEGACIES value of “trying is succeeding and failure is not an option” and doing whatever it takes to be successful.

In addition, LEGACIES will support students who are low achieving by ensuring that they have a safe place to come to each day. We anticipate that many of the students from our target population will be coming from home environments that are in turmoil, and their experiences may be very traumatic. An important element for students to achieve success is being able to come to a place where all of their energy can be focused on learning. LEGACIES will maintain a clear and humane code of conduct that will involve students, school staff, families, and the larger community.

Intervention Courses

Intervention is a daily course for students who are at below proficiency levels to receive remediation re-teaching and to “catch up” on missing work.

English Language Arts Intervention

The Reading Intervention course will use the *Language!* (Sopris West), which is approved by the CA State Board of Education. The *Language!* Program is specifically recommended for students who are two or more grade levels behind in reading. It is also one of the only intervention programs approved for English Learners. The program has demonstrated success in bringing students up to grade level through teacher-directed, cumulative, systematic, and explicit literacy instruction. *Language!* allows for differentiation of instruction with multiple entry points for students based upon placement assessment data, which will be a critical factor in the school’s ability to tailor instruction and remediation to individual student needs.

Each *Language!* lesson will include direct instruction in phonemic awareness and phonics; word recognition and spelling; vocabulary and morphology, grammar, and usage; listening and reading comprehension; and speaking and writing. Ongoing diagnostic assessment will take place in the form of content mastery and fluency tasks, which are distributed throughout each unit. Results from these assessments will inform the need to reinforce or re-teach particular standards. Summative tests will be given at the end of each unit to measure each student’s growth against his or her baseline, as well as progress toward grade-level performance. In addition to the assessment tools included in the *Language!* program, LEGACIES will utilize the Diagnostic Online Reading Assessment (DORA) to monitor individual student progress and overall school achievement.

Math Intervention

The Math Intervention course will use *Transitional Mathematics* (Sopris West). *Transitional Math* is an intervention program that provides the foundational concepts and skills that students often lack when they come to middle. It requires students to demonstrate mastery of standards

from prior grade levels before moving them on to current grade level expectations. At the same time, *Transitional Math* incorporates the key essential standards necessary to prepare students for algebra. *Transitional Math* allows for differentiation of instruction, with multiple entry points for students based on placement assessment data. Ongoing diagnostic assessment will take place in the form of content mastery and computation tasks, which are distributed throughout each unit. Results from these assessments will inform the need to reinforce or re-teach particular standards. Summative tests will be given at the end of each unit to measure each student's growth against his or her baseline, as well as progress toward grade-level performance. In addition to the assessment tools included in the *Transitional Mathematics* program, LEGACIES will utilize the Diagnostic Online Math Assessment (DOMA) to monitor individual student progress and overall school achievement.

G. Academically High-Achieving Students

While LEGACIES target student population will typically not be academically high-achieving – at least upon initial enrollment, some students may enroll who have achieved or exceeded grade-level; these students will be identified based upon our review of their records and the diagnostics that we will administer at the start of the school year and collect data in the LIIEP. (See Appendix C)

LEGACIES is committed to providing high achieving students with opportunities to study the core curriculum in-depth, allowing for differentiation beyond grade level standards. The core courses will emphasize higher order thinking. The Agriculture and Culinary Arts aspects of the curriculum will support accelerated and project based learning for high-achieving student, which allows in-depth study of topics that interest these students.

Though the math and English intervention courses are primarily intended for those students who are struggling to become proficient on the standards, we welcome students who want to use that time to extend their learning, and will provide materials and instructional support for these efforts. The blended learning opportunities support accelerated learning well and the intervention afterschool program and teacher training will support academic growth and achievement. In addition, we will encourage students to engage in peer tutoring, supporting their fellow students while cementing their own understanding of the knowledge and skills. Differentiation will occur in the classroom through the use of flexible grouping, compacting, software programs, independent learning contracts, and the use of materials at a variety of instructional levels.

H. English Language Learners and Academic English Learners

With the English language learner (EL) population expanding rapidly, generally more so than the student numbers as a whole, LEGACIES recognizes the critical importance and ELL program has for serving our target population. We expect that significant numbers of our students will need ELL support, perhaps in the 30-40 percent range, though exact figures are difficult to predict.

LEGACIES is committed to the success of EL students and supports will be offered within academic and additionally during the intervention/acceleration periods. The school will meet all applicable legal requirements, particularly regarding annual notification to parents, student identification, placement, program options, English learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. LEGACIES will implement policies to assure proper placement, evaluation, and communication regarding English learners and the rights of students and parents.

LEGACIES will provide English language learners (ELs) with effective, research-based instruction to support their rapid linguistic and academic attainment. The ELD standards are integrated into each course and all EL students will be served by teachers with a CLAD or BCLAD certification or an equivalent certification recognized by the California Commission on Teacher Credentialing. EL students will not be in bilingual instruction, but instead will be immersed in English and provided with the necessary support to develop as English language readers and writers.

Home Language Survey

LEGACIES will administer the home language survey upon a student's initial enrollment in the school. Students in the country less than 12 months will be given the state's Designated Primary Language Test (currently the Aprenda and Standards-based Tests in Spanish) to determine the student's academic proficiency in his/her home language.

CELDT Exam

All students who indicate that their home language is other than English will be given the California English Language Development Test (CELDT) within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. LEGACIES will notify all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving results from the publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

EL Strategies for Instruction and Intervention

Overall, the teaching and learning strategies that LEGACIES will employ will reflect best practices for EL and Academic English Development (AED) students. The AED training will be modeled after the 1996 Oakland Unified School District, SEP Program (Shakir, 1996). The School will identify appropriate data that measures the proficiency levels for these students. The assessment devices for English Proficiency, e.g. CELDT are not normed with English learners of African ancestry in the sub-sample population upon which the CELDT data was collected and normed. Therefore, the data is unreliable. LEGACIES will also incorporate strategies such as Specially-Designated Academic-Instruction in English (SDAIE), which is designed to increase the level of comprehension in the content area of the

class and during our intervention/tutoring periods. The *SoprisWest Language* text and curriculum will supplement the student's regular curriculum

All teachers will be required to attend professional development to improve instruction in teaching English Learners and Academic English Learners (AEL) (African American students and students below proficiency in English Language Arts assessments).

Excerpts from **(House Resolutions HR - 43)** Assemblyman Mike Davis Bill on Standard English Learners (August, 2012)

"Standard English learners are pupils of limited English proficiency whose primary language, though classified as English, is comprised of phonological, grammatical, and pragmatic linguistic features that do not match the standard English structure; and WHEREAS, Standard English learners come from home environments where the absence of standard English impacts their acquisition of standard English before school enrollment; and WHEREAS, Standard English learners are a multicultural and multilinguistic population. There are two million Standard English learners in the California school system and they include American Indians, Mexican Americans, African Americans, Hawaiians, and others;"

"On January 21, 1974, in the case of *Lau v. Nichols* (414 U.S. 563), the United States Supreme Court ruled in favor of Chinese American students finding that the lack of linguistically appropriate accommodations effectively denied the students equal educational opportunities on the basis of their ethnicity. The students claimed that they were not receiving special help in school due to their inability to speak English, help that they argued they were entitled to under **Title VI of the Civil Rights Act of 1964 because of its ban on educational discrimination on the basis of national origin**".

"A lack of standard English proficiency is therefore a key factor in the state's high school dropout rate; now, therefore, be it Resolved by the Assembly of the State of California, That the Assembly encourages policymakers to provide the resources for educators to develop an assessment mechanism to precisely identify standard English learners and provide specific language instruction and professional development to improve standard English proficiency and the overall academic achievement of standard English learners; and be it further Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Governor, the Superintendent of Public Instruction, and to the author for appropriate distribution. "

EL students will be expected to work diligently towards being reclassified as Fluent English Proficient speakers and to meet grade level California Content Standards. The U.S. Department of Education through the National Center for Education Research shared that, helping students build explanations by *asking and answering deep questions* and *using quizzing to promote learning* were judged as strong strategies for student learning based on dozens of studies for acquiring knowledge. That kind of teaching is best supported by learning activities that require, speaking, listening, reading and writing such as *projects and presentations*.

Independent reading that is purposeful and supported both by teachers through *guided reading* and *conferencing* are also advocated as apt strategies for EL and AE student learning. *Assessment of the specific source of literacy difficulty* of the individual student, *direct teaching of vocabulary*, along with specific teaching of the elements of reading including *summarizing, predicting, sequencing, activating prior knowledge* provide students the tools they need to have successful reading experiences. Knowledge and thinking build language. To engage in activities that benefit language development and thinking, students have to have multiple opportunities to practice structured academic language in all subject areas.

As noted above, teachers who serve EL students will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques. The instructional design model used by LEGACIES places a heavy emphasis on differentiating instruction—a key strategy for English Language Learner success. Instructional strategies will include but are not limited to the following:

- Native language support
- High levels of student interaction and hands-on, experiential learning
- Ample opportunities to demonstrate proficiency on the standards through the use of multiple forms of assessment
- Explicit, systematic instruction in word recognition, phonological awareness, fluency, and phonics
- Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards)
- Graphic organizers (matrices, Venn diagrams, and webs)
- Real objects and materials

These teaching strategies are representative of the LEGACIES way of teaching. They support the learning of a diversity of students: *language diversity; ethnic diversity; socio-economic diversity; learning diversity; emotional diversity and experiential diversity*. Teaching and learning at LEGACIES will be engaging, rigorous and inclusive of all students.

Given our commitment to professional development, the school organization, curriculum, instructional practice and supports implemented by LEGACIES align with best EL and AE teaching strategies and are sure to effectively serve the learning needs of our students.

All teachers at the school will employ these proven instructional techniques and provide EL and AE students access to challenging content and instruction while simultaneously building English language proficiency.

EL Reclassification Procedures

When an EL student demonstrates adequate oral and academic English capabilities, teachers and the administration can recommend he/she be reclassified. The participation of classroom teachers, parents, and site administration is required in the reclassification process.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test (CELDT).
- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's proficiency on the standards.

- Family opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents' opportunity to participate.
- Encouragement of the participation of parents or guardians in the reclassification process, including seeking their opinion and consultation during the reclassification process.
- Comparison of each student's performance in basic skills against an empirically established range based upon the performance of English proficient students of the same age—demonstrating to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

All students who are reclassified will be closely monitored for two years or until graduation to ensure that their status is appropriate.

I. Special Education Students

The description below is a reasonably comprehensive description of the special education program in this Petition, and not binding on the District. We anticipate that a significant portion of the students entering LEGACIES will be identified as needing special education services and our program will include the unique supports necessary to ensure success for this population.

LEGACIES shall initially remain, by default, a public school of OUSD for purposes of special education, pursuant to Education Code Section 47641(b). Initially, the District shall be designated the Local Educational Agency ("LEA") serving LEGACIES students. However, LEGACIES reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as LEGACIES operates as a public school of OUSD, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the District will fund and provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide LEGACIES with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. LEGACIES reserves the right to contract with agencies and vendors outside of OUSD when appropriate to secure special education services, including administrative support services. An annual meeting between the District and Legacies to review special education

policies, procedures, protocol, and forms of the District and the SELPA and District portal, will ensure that LEGACIES and the District have an ongoing mutual understanding of District protocol.

LEGACIES will meet with the District to develop a Memorandum of Understanding (“MOU”), which shall delineate the respective responsibilities of LEGACIES and OSUD with regard to the funding and delivery of special education and related services.

LEGACIES will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities Education Act (IDEA), its amendments, Section 504 Rehabilitation Act and the Americans with Disabilities Act (ADA). All students will be provided free appropriate public education (“FAPE”) equal access to all identified students disabilities, and LEGACIES will not discriminate against any student based on his or her disabilities. LEGACIES shall not require the modification of an IEP or 504 plans as a condition of acceptance to the charter school.

LEGACIES recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, LEGACIES pledges to work in cooperation with OUSD and all other applicable LEA's to ensure that the students enrolled in the school are served in accordance with the applicable federal and state laws.

The administrative staff from LEGACIES and OUSD shall annually, and in good faith, negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. LEGACIES shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code section 47646(b). LEGACIES and OUSD shall work in good faith to document the specific terms of this relationship and detailed roles and responsibilities in an annual contract or memorandum of understanding.

Student Success Team (SST)

The principal will establish members and meetings for a Student Success Team (SST). When students are not progressing with the intervention and supports the teacher of record is responsible for referring the child to the SST for review. The SST can identify the strengths and weakness of a student and begin developing an improvement plan. The team consists of the parent, teacher(s), school administrator, SST coordinator, and the student. The group will meet several times over a few months period to track progress and to pinpoint the cause of the learning issue. In the follow-up meetings, students may be referred to a school psychologist for evaluation.

The team will be responsible for determining:

- interventions in the class
- interventions in the curriculum
- interventions in the home

- interventions in the school-wide program

Eligibility

LEGACIES acknowledges the importance of cooperating with OUSD so that students receive the appropriate level of support. LEGACIES agrees to promptly respond to all OUSD inquiries, to comply with reasonable OUSD directives and to allow OUSD access to LEGACIES students, staff, facilities, equipment, and records as required to fulfill all OUSD obligations under this Agreement or imposed by law. The staff at LEGACIES believes that the allocation of responsibility for the provision of services, including but not limited to referral, identification, assessment, case management, IEP development, modification, and implementation) shall be the responsibility of the principal.

LEGACIES will comply the Section 300.300-302 regarding the Child Find regulation(4) If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, LEGACIES--(i) May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with Sec.300.503 before ceasing the provision of special education and related services;(ii) May not use the procedures in subpart E of this part (including the mediation procedures under Sec.300.506 or the due process procedures under Sec.300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;(iii) Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and(iv) Is not required to convene an IEP Team meeting or develop an IEP under Sec.300 of the child for further provision of special education and related services.(c) Parental consent for reevaluations.(1) Subject to paragraph (c)(2) of this section, LEGACIES--(i) Must obtain informed parental consent, in accordance with Sec. 300.300(a)(1), prior to conducting any reevaluation of a child with a disability.(ii) If the parent refuses to consent to the reevaluation, LEGACIES may, but is not required to, pursue the reevaluation by using the consent override procedures described in paragraph (a)(3) of this section. (iii) The LEGACIES does not violate its obligation under Sec. 300.111 and Sec. Sec. 300.301 through 300.311 if it declines to pursue the evaluation or reevaluation.(2) The informed parental consent described in paragraph (c)(1) of this section need not be obtained if LEGACIES can demonstrate that--(i) It made reasonable efforts to obtain such consent; and(ii) The child's parent has failed to respond.(d) Other consent requirements.(1) Parental consent is not required before--(i) Reviewing existing data as part of an evaluation or a reevaluation; or(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.(2) In addition to the parental consent requirements described in paragraphs (a), (b), and (c) of this section, a State may require parental consent for other services and activities under this part if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.(3) LEGACIES may not use a parent's refusal to consent to one service or activity under paragraphs (a), (b), (c) or (d)(2) of this section to deny the parent or child any other service, benefit, or activity of the public agency, except as required by this part.(4)(i) If a parent of a child who is home schooled or placed in a private school by the parents at their own expense

does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures (described in paragraphs (a)(3) and (c)(1) of this section); and(ii) LEGACIES is not required to consider the child as eligible for services under Sec. Sec. 300.132 through 300.144.(5) To meet the reasonable efforts requirement in paragraphs (a)(1)(iii), (a)(2)(i), (b)(2), and (c)(2)(i) of this section, the public agency must document its attempts to obtain parental consent using the procedures in Sec. 300.322(d).(Authority: 20 U.S.C. 1414(a)(1)(D) and 1414(c))

(a) General. LEGACIES must conduct a full and individual initial evaluation, in accordance with Sec. Sec. 300.305 and 300.306, before the initial provision of special education and related services to a child with a disability under this part.(b) Request for initial evaluation. Consistent with the consent requirements in Sec. 300.300, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.(c) Procedures for initial evaluation. **The initial evaluation--(1)(i) Must be conducted within 60 days of receiving parental consent for the evaluation;** or(ii) If the State establishes a timeframe within which the evaluation must be conducted, within that timeframe; and(2) Must consist of procedures--(i) To determine if the child is a child with a disability under Sec. 300.8; and(ii) To determine the educational needs of the child.(d) Exception. The timeframe described in paragraph (c)(1) of this section does not apply to a public agency if--(1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or(2) A child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under Sec. 300.8.

Sec. 300.302 Screening for instructional purposes is not evaluation.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

(A) In general--To the maximum extent appropriate, children with disabilities, including children in other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child described in the I.E.P. is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Classroom space and staff will be employed to provide services according to the specifications of the individual I.E.P. LEGACIES Master Schedule is designed for the purpose of integrating students "as much as possible" while considering all factors of safety, ethics, education codes, and Individualized Education Plans.

(B) Specialized attention will be given to the guidelines of the I.E.P. in LEGACIES development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.

Professional Development

Critical to the success of LEGACIES is professional development that includes a general knowledge and understanding students with exceptional needs: (a) general knowledge of IDEA and 504 compliance issues (b) training for special education personnel and regular education personnel in planning, developing, and implementing effective and appropriate IEPs; (c) developing and improving programs to train regular education teachers to develop an understanding of the disorders that impact behavior: including but not limited to autism spectrum disorders; attention deficient hyperactive disorder; manic depressive bi-polar; (d) collaboration and articulation with colleagues.

Staffing

All special education services at LEGACIES will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Codes and the IDEA. Teaching, clinical, and administrative staff at LEGACIES shall hold appropriate credentials and non-public agencies providing services to LEGACIES students shall be state-certified and approved by OUSD. LEGACIES staff shall participate in all mandatory district in-service training relating to special education.

- It shall be LEGACIES understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. At any time the LEGACIES and the District agree that the exchange for an agreed-portion of special education funding to be passed through to the, LEGACIES shall ensure that all special education staff hired or contracted is qualified pursuant to District and SELPA policies, as well as meet all legal requirement. LEGACIES shall maintain documentation of the aforementioned for the review and approval of the District. Unless an agreement is made in the ("MOU") otherwise, the OUSD shall be responsible for hiring, training, and employment of Special Education staff. Initially LEGACIES will rely on OUSD to provide related services, such as occupational therapy, speech-language therapy, transportation, and nursing, until we are able to establish our own SELPA

Regarding LEGACIES special education monitoring, LEGACIES' principal will be responsible for oversight of special education services at the School.

Identification and Referral

While it is the intent of the program to serve students that have been identified as having special education needs, LEGACIES shall have the responsibility to identify, refer, and work cooperatively with OUSD in locating LEGACIES students who have, or may have, exceptional needs that qualify them to receive special education services. LEGACIES will implement OUSD policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

LEGACIES WILL FOLLOW District "search and serve" procedures to identify all students who may require assessment to consider special education eligibility and special education and related

services in the case that general education interventions do not provide a free and appropriate public education to its students.

It is the understanding of LEGACIES that OUSD shall provide LEGACIES the same assistance that it generally provides its schools in the identification and referral processes, and will ensure that the LEGACIES is provided with notification and relevant files of all students who have an existing IEP and who are transferring to LEGACIES from a district school. OUSD shall have unfettered access to all LEGACIES student records and information in order to serve all of the LEGACIES students' special needs.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" as the IDEA provided in Section 1414, Title 20 of the United States Code. LEGACIES shall work in collaboration with OUSD to obtain parent/guardian consent to assess LEGACIES students. OUSD will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with OUSD's general practice and procedure and applicable law. The SST meeting process will be one of the tools utilized by LEGACIES to begin the process for special education eligibility and special education-related services in the case after all general education interventions have failed to achieve results.

Section 504 of the Rehabilitation Act

Although similar to IDEA, Section 504 provides different protections and has different procedural requirements for students with disabilities. Upon completion of the review, and in collaboration with OUSD, the principal's "504 Team" shall provide the parent/guardian a written copy of the accommodation plan and notice of procedural safeguards guaranteed by the Code of Federal Regulations at 34 CFR 104.3.

A disabled student eligible for services under Section 504 is one who (1) has a physical or mental impairment that substantially limits one or more major life activities, including learning; (2) has a record of such an impairment; or (3) is regarded as having such an impairment (34 CFR 104.3). Examples of students with such impairments include, but are not limited to:

- Students with a normal ability to learn academically but who have a mobility impairment
- Students with a normal ability to learn academically but who require occupational or physical therapy in order to function physically
- Students with emotional disabilities manifested by behavioral problems that result in exclusion from classes or school

The "504 team" will review the students' existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 accommodations are appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include

consideration any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensor, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the "504 team" in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the principal's designee.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The principal shall ensure that teachers include 504 plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Quarterly Progress Reporting

In accordance with the California Education Code, it will be the policy of LEGACIES to review the progress of each special education student on his or her individual educational and behavioral goals on a quarterly basis. Parents will receive a copy of their children's most recent Individualized Educational Plan (IEP) goals and objectives, along with their report card and updated high school transcripts, if applicable. Each goal and objective will be evaluated in regard to the student's progress during the most recent quarter. If needed, the IEP team will meet to update goals between quarterly reviews and the curriculum will be modified to meet the needs of each student as outlined in his/her IEP goals and objectives.

IEP Meetings

It is the understanding of LEGACIES that OUSD shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with State and Federal law. LEGACIES administrative staff shall ensure that the following individuals are in attendance:

- The Principal and/or designee
- Parent/guardian
- Special Education Teacher
- Regular Education Teacher (if applicable)
- Classroom/Individual Therapist
- Student, if appropriate, other relevant individuals

Process for Resolving Special Education Disputes

In addition to the substantive rights guaranteed to parents and children under special education laws, there are also specific rights and remedies (Due Process and mediation) when it comes to resolving disagreements about a student's educational program. Resolving these disputes is one of the greatest expenses for schools in terms of special education; thus, LEGACIES plan for handling Due Process is as follows:

- LEGACIES shall follow the District's policies as they apply to responding to parental concerns or complaints related to special education and provide parents with written notice of their procedural safeguards, as required by law.
- The School shall cooperate in all matters, but, ultimately the District shall be responsible for determining how to respond to parent concerns or complaints, and the School shall comply with District's decision.
- LEGACIES will respond to requests for Due Process hearings and/or mediation in a timely manner and allowing the District access to the facility and records and the usage of equipment and personnel
- LEGACIES will notify OUSD within a timely manner of the resolve of Due Process matters
- Initially OUSD will be responsible for paying for legal representation for LEGACIES

Due Process Hearing

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in School if the District determines such actions is legally necessary or advisable. The School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the School shall work together to defend the case. In the event that the District determines that legal representation is needed, the School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any School student necessary to protect its rights.

IEP Development

LEGACIES understands that the determination of special education eligibility shall be the responsibility of OUSD. Additional items related to the development of this plan (e.g. goals/objectives, program, services, placement, and exit from services) shall be a collaborative effort of the IEP team, which is made up of those individuals listed above, with the final approval coming from the parent/guardian.

IEP Implementation

OUSD will be responsible for ensuring that the special education services are implemented within LEGACIES. LEGACIES will be responsible for delivering the services that each student has qualified for and has outlined on each Individual Educational Plan. OUSD will hold ultimate authority over the implementation and delivery of services; however, the district will work jointly with LEGACIES to ensure that the implementation is effective. As part of this responsibility, LEGACIES shall provide OUSD and the parents with timely reports on the student's progress as provided in the student's IEP, at least Quarterly Reports.

The LEGACIES staff, specifically the principal or his/her designee, shall coordinate all communication between home and school related to the child. LEGACIES will be responsible for providing all of the curriculum, classroom materials, and classroom modifications as identified in the IEP. LEGACIES shall comply with any directive from OUSD as it relates to the coordination of the program and the district for IEP implementation, including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students. In such matters, the petitioners would notify OUSD of relevant circumstances and communications immediately and act according to district administrative authority. LEGACIES shall provide the District with adequate notification of student progress and immediate notification of any considered discipline of special education students that may be related to a disability.

Interim and Initial Placements of New Charter School Students

For students with a current IEP who enroll in LEGACIES from another school district outside of the OUSD, the district and LEGACIES shall conduct an Interim Placement IEP within 30 days. Prior to such meeting and pending agreement on a new IEP, OUSD and LEGACIES shall implement the existing IEP at LEGACIES, to the extent practicable or as otherwise agreed between the district and parent/guardian.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public school and non-public agencies used to serve special education students. LEGACIES shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. LEGACIES shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursements.

Non-discrimination

It is understood and agreed that all children will have access to the School and no student shall be denied admission nor counseled out of the School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for special education.

Funding

LEGACIES understands that it will enter into a Memorandum of Understanding (MOU) with the District regarding Special Education Funding. LEGACIES hopes to establish the following fiscal relationship:

Retention of Special Education Funds by the District

OUSD shall retain all state and federal special education funding allocated for LEGACIES students through the SELPA annual budget plan, and shall be entitled to count LEGACIES identified students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

LEGACIES and OUSD acknowledge that the district may be required to pay for or provide LEGACIES students with placements at locations other than at the LEGACIES school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at OUSD's expense, the district shall be entitled to receive from LEGACIES the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at LEGACIES.

Contribution to Encroachment

LEGACIES shall contribute its fair share to offset special education's encroachment upon OUSD's general fund. Accordingly, LEGACIES shall pay to OUSD a pro-rata share of the district's unfunded special education costs ("Encroachment"). At the end of each fiscal year, OUSD shall invoice LEGACIES for a pro-rata share of the district-wide encroachment for that year as calculated by the total unfunded special education costs of OUSD (including those costs attributable to LEGACIES) divided by the total district ADA (including charter school students) and multiplied by the total LEGACIES ADA. LEGACIES ADA shall include all LEGACIES students regardless of home district.

To the extent that LEGACIES provides special education staff in accordance with the MOU between OUSD and LEGACIES, the district shall provide funding to LEGACIES in the amount it would have allocated to the site had OUSD been providing the special education services directly, up to the amount of the LEGACIES encroachment.

Lead Contact

The lead contact for LEGACIES with regard to special education shall be the principal or his/her designee.

J. Professional Development

Professional Development

LEGACIES recognizes the unique nature of its program and the need for professional development for both its certificated and classified staff. We are focused on a student population with significant needs—academic, social, and emotional. LEGACIES staff will recruit and interview individuals who believe in LEGACIES Mission; the students; and who are committed to professional growth and development.

LEGACIES professional development program has five main components: (1) school-wide learning on issues of universal relevance, such as building academic habits of mind for students and adults; (2) standards-based instruction and performance based assessment. (3) common base of knowledge of instruction about English Language Development for EL and AEL students; (4) collaborative teaching and learning: for teachers and students; (5) provide teachers with a general understanding of agriculture and mental health. Although, not all teachers are required to provide instruction and mental health support, they will have general knowledge of all aspects of the school programs, courses, and resources available to the students.

Seminar Approach (excerpts from www.cultureinterventions.com)

Culturally Relevant and Specific Instructional Strategies and Curriculum (CRP) – This pedagogy is woven into academic lessons. CRP professional development is introduced the first four days.

- Seminars are conducted in a positive, safe, and productive environment where reflection and inquiry is encouraged in small group discussions.
- Participants engage in interactive activities that facilitate exploration of beliefs and customs in a diverse group setting of ethnicity, culture, and experience in teaching.
- Teachers will leave with many ideas and activities to implement immediately.

Testimonies From an Elementary School teacher, Oakland, CA.

“I have felt involved throughout the entire workshop. There is such a big level of openness and “safe expression” that it is hard not to participate!” “As a result of this workshop I will plan my first week of school very differently. I will have different information in my information packet and will try to learn more about the culture of my students and find ways to plan “friendly” lessons. I will emphasis respect in my classroom, both respect to me and for me, but also me respecting the “culture and language” of my students. I will use the Affirmation, ‘Good, Better, Best’ every day. [I will] Honor each child’s native language, however, teach the academic language.”

“I will implement many of the strategies/techniques in my classroom, i.e.

- “Cash Language” – Professional Language

- Just Write
- Just Talk
- Learning Packets
- Relationships, Logic, and Consequences.
- Consistency and Follow-Through as a behavior management concept.

To support each student’s pursuit of proficiency on the Common Core Standards, LEGACIES teachers will receive professional development (P.D.) that allow teachers to become proficient in the practices of intervention (Fortune, 2012)and (Billings, 1994)that allow students to make gains at a faster pace than proficient students. We must change the conversation about our students and push past the achievement gap, (Billings, Preparing Educators and Youth in a Racist World, March 8, 2012) We must provide a sufficient amount of time for cognitive coaching which utilizes best practices of formative assessments for teachers: which includes setting and reflecting on professional development and self-assessment with the continuum of teaching practice which are aligned with the *California Standards for the Teaching Profession (CSTPs)*. Peer-coaching strategies will be a part of P.D. so that during collaboration sessions teachers can use “coaching stem” with each other.

LEGACIES will invest significant time and resources into professional development to promote lasting, positive results in teacher knowledge and practice. LEGACIES realizes the stress on the fiscal profile for this type of PD and plans to supplement the provisions of the budget through grant writing. In the first year staff will participate in two weeks of PD on the following topics in the mid-summer (July) before the opening of the school.

Seminar One

Learning outcomes: Teachers will provide evidence of support that demonstrates a general level of knowledge of the following:

- Preparing Educators and Youth in Oakland for the 21st Century (Day One)
- Collaborative Decision-Making and Distributed Leadership (Day Two)
- LEGACIES programs and resources; Agriculture and Mental Health (Day Three)

Agriculture <ul style="list-style-type: none"> ○ Sustainable Living ○ Urban Agriculture 	Positive Behavior Systems <ul style="list-style-type: none"> ○ Early Warning System ○ ART ○ Ripple Effects
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- California Core Content Standards Review and California Standards for the Teaching Profession (Day Four)
- Understanding our English (EL) and Academic English Learners (AEL) and Removing the Barriers. (Day Five)

Seminar Two

Learning outcomes: Teachers will provide evidence of support that demonstrates a general level of knowledge of the following:

- Integrating ELD: EL and AEL¹⁰ standards into course curricula (Day 6)
- Differentiating Instruction with Technology and Behavioral Health Support: Special Ed. Low/High Achieving; English Language Development: EL and AEL (Day 7)
- Intervention Strategies to Improve Behavior and Develop Character: Truancy; Tardiness; Interruptive Behavior (Day 8)
- Assessments; and Interventions (Day 9)
- Lesson Plans that Connect Students with the Curriculum (Day 10)

The professional development outlined above allows for 10 days to complete the topics in Seminars One and Two. During the year teachers will work collaboratively to review student data and to disaggregated the data by: gender; special ed.; African American; Latino; EL, AEL. All Non-certificated; classified staff; and Volunteers are required to attend at least 2 days of professional development before servicing students and additional workshops during the year.

Teachers will be supported in scheduling another two weeks according to their individual and common calendars, to work in teams in creating the overview of studies in each subject area for August – January and 8 weeks of lesson plans (the first unit) to begin the school year. Teachers will work collaboratively on interdisciplinary curriculum and performance assessment incorporating the content and pedagogical learning experiences from the first two weeks of PD earlier in the summer. Teachers will be aided and supported by expert facilitators. *(In future years this will be a one week time)*

Seminar Three - 3 additional workshops during the school year

Classified and Volunteers

All Non-certificated; classified staff; and Volunteers are required to attend at least 2 days of professional development before servicing students and 3 additional workshops during the year. All volunteers will be fingerprinted and screened if they are scheduled to volunteer more than

¹⁰Academic English Development AEL is a term that is used in to describe those students whose classroom language is rule governed and fits the template of African Language Systems of grammar. These students' language superimposes English lexicons upon an African Grammar template and this theory is consistent with the 1997 *Linguistic Society of America's* position on the term referred to as Ebonics. These students will be referred to as Academic English Learners (AEL) to bifurcate them from Spanish, Cantonese, Lao, Mien, Tagalog, and other languages that parents have indicated on the Home Language Survey. The parents of these students, more often than not indicate the home language as English.

twice during the year. The focus of the workshops will be on ART Therapy, Academic Language, and Informal Assessments.

Certificated Teachers

The third seminar focuses on Lesson Planning and Assessments. The teacher collaboration, during period 5 or 6, will be agenda driven and focus on the following areas: *curriculum development and teaching strategies; data analysis of periodic skills test assessment results; school climate & behavior and attendance.*

LEGACIES teachers will engage in a “backward mapping” approach to curriculum design (*Understanding by Design*, Wiggins and McTighe, 1998.) In backward mapping, curriculum is designed in three stages.

- In the first stage, teachers identify desired results. This involves examining the CA State Standards and frameworks to determine what students should know, understand, and be able to do; maintaining the OUSD pacing guides, with as many students as possible. Students will not be tracked due to behavior and achievement levels, but provided grade level curriculum and behavioral support that moves them in a fast pace to proficiency.
- In the second stage, teachers determine acceptable evidence. They determine how they will know if students have achieved the desired results and met the standards and what will be accepted as evidence of student understanding and proficiency. Evidence comes from a variety of sources, including multiple-choice questions, essays, short written responses, oral reports, performance tasks, teacher observations, and student self-assessments.
- In the third stage, teachers plan the learning experiences and instruction needed to achieve the desired results.

These plans will be developed in draft form during the summer institute and reviewed and revised during the year. Teacher leaders will meet regularly with the principal and his designees to review their plans and provide strategic support and guidance.

The principal will be required to participate in on-going professional development, both in the form of cognitive coaching and educational leadership to remain current with best leadership practices. Topics for the professional development of school leaders include school design and management, teacher supervision and evaluation, instructional leadership, and agricultural-environmental studies. The principal will attend the summer “Boot Camp” for charter leaders offered by the Charter School Development Center.

English Language Development

To effectively serve EL and AEL enrolled in LEGACIES, all subject teachers will be considered and consider themselves ELD teachers. Each will have a CLAD or BCLAD certification or an equivalent certification recognized by the California Commission on Teacher Credentialing. LEGACIES teachers will also be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques. They will develop in-depth knowledge of second language acquisition and instructional strategies that have been proven successful with ELL.

LEGACIES teachers will be trained to integrate ELD standards into their course curricula and employ ELD techniques in their instruction. LEGACIES plans to implement the Cognitive Academic Language Learning (CALLA) model to train its teachers in delivering ELD in core curricular courses. Professional development activities in this area will include:

- Ongoing training, demonstration lessons, and coaching in the CALLA model
- Opportunity to learn and reinforce their understanding of second language acquisition theory
- Coaching to support the integration of ELD standards into the curriculum of each course
- Ongoing training, demonstration lessons, coaching in AED strategies

Literacy

Literacy will be taught across the curriculum in each content area. All teachers will be trained to recognize proficient grade-level reading and writing standards and learn an array of specific school-wide literacy instructional strategies to include in their lesson plans. Teachers will also learn to use writing rubrics and anchor papers as an assessment tool as well as to guide them in curriculum development. Specific literacy professional development activities will include:

- Training in school-wide instructional practices that all teachers in all classes will incorporate into their teaching
- Training in subject area-specific literacy support strategies
- Peer observation and coaching around the effective implementation and assessment of literacy strategies

Differentiated Instruction

Teachers will receive training in strategies for differentiating instruction within each classroom to provide each student with an appropriate level of challenge and support. *Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to hook the whole range of kids on learning (ASCD). Challenges: How do I work with poor readers? Use books at different levels with appropriate content; How do I know what to assess? Important to specify learning goals. How do I know what everyone is doing? Use learning contracts. How do I keep from having winners and losers? Emphasize personal goals.*

Professional Development will occur weekly. Teachers will learn how to utilize strategies outlined in works such as *The Differentiated Classroom* (Carol Ann Tomlinson); *Teaching Gifted Kids in the Regular Classroom* (Susan Winebrenner). Additionally, teachers will utilize culturally responsive and collective learning strategies from the Oakland Unified School District, SEP Program (Shakir, 1996).

LEGACIES teachers will receive recurring PD on differentiation and collaboration. Differentiation training will include research based text study (example: Tomlinson book and article) and hands-on development and evaluation of the effective differentiated lesson planning. After participating in the summer PD, teachers will be equipped to engage in targeted professional conversations about their own differentiated practice and that of their colleagues

throughout the school year. As a faculty they will agree and identify areas where they implement differentiation effectively and areas where they may need more support and learning. Teachers will be taught to differentiate specifically, that is choosing to differentiate content, process of product with a rationale on why they have chosen a particular area of the lesson to differentiate. Each lesson, the teacher begins with the habits of mind that each child's needs are unique and vary from day to day and each lesson must differentiate approaches, learning styles, and grouping.

Teachers will receive professional development in integrating differentiated instructional strategies in Seminar Two.

When identified as useful to the development of the teachers, students and school, selected staff members will attend education conferences and learning opportunities in the field. LEGACIES will seek the guidance and recommendation of UC Davis and the Environmental Education Initiative (EEI) in selecting both in school and out of school agricultural-environmental professional development for the social studies and science teachers. These teachers will collaborate with the English, Mathematics, and Physical Health teachers so that, when feasible, agriculture themes can be incorporated into their lessons.

Professional Development is ongoing and includes peer observations with immediate feedback.

Time is scheduled regularly for teacher collaboration during periods 5 and 7. All staff will receive training in collaboration and analyzing data to increase student achievement; culturally and linguistically appropriate instruction; communicating with parents; parents as partners; and significant education codes. They will also be required to implement the pedagogy of the effective teachers of African American students (Ladson-Billings, Hilliard 1996) Culturally and Linguistically Appropriate which connects the student with the lesson and is a part of differentiating specific strategies for culturally and linguistically diverse students: Contrastive Analysis, Musicality, Rhythm, Auditory and Kinesthetic modes of learning.

Conferencing

LEGACIES teachers will conference with students frequently. Conferencing has been shown to have a significant impact on student learning, understanding and relational behaviors. Conferencing is a major instructional strategy in successful classrooms. Students need opportunities to get useful feedback from their teachers and receive targeted teaching in areas of need. LEGACIES teacher will follow a sound professional protocol in employing conferencing strategies with their students. An outline of successful conferencing strategies is included in Appendix C.

It is the firm belief of LEGACIES that when professional development is engaged in the "relevant conversations" about topics that are difficult to discuss, e.g. racism, teacher deficiencies, and community issues, together we can build a learning environment that welcomes its students and their families. This place will become a refuge for students and many good things will occur:

1. Attendance will increase
2. Behavior and character will improve

3. Learning will be faster
4. Proficiency will increase

With these strategies, LEGACIES will indeed prepare students for graduation (s) and to be active citizens who give back to the community.

II. MEASURABLE STUDENT OUTCOMES & OTHER DATA

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

- California Education Code Section 47605(b)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

- California Education Code Section 47605(b)(5)(C)

Assessment Overview

The student outcomes for LEGACIES are aligned with the California State Standards and will be updated for the Common Core Standards as those come into effect. They are also aligned with the school’s mission, curriculum, and vision—to prepare underserved populations of grades 5-8 students for high school, providing for their social, emotional, mental health needs, and the opportunity to recover from any academic deficiencies as well as to then continue to accelerate their learning. All LEGACIES students, including those with special needs, and/or English Language Learners, will be expected to meet those outcomes to complete successfully our course of study and graduate.

When students graduate from 8th grade, we want them prepared to undertake high school work with minimal need for remediation. LEGACIES students will have the foundation for success in higher education, work, and citizenship. Through our personalized approach with the LIIEP and our tailored and extended instruction, students master basic skills, develop their analytical abilities, and evolve and mature in the social and good citizenship habits that will lead to a successful and productive life. At LEGACIES, these will all be measurable student outcomes.

- *Basic skills:* master at least grade level competency in the four core subjects: English-language Arts, mathematics, science, and history-social science. As noted earlier, our students will have an especially strong understanding of environment through their studies and projects related to agriculture.
- *Analytical skills:* apply classroom learning to real world experiences or problems in a relevant and valuable way in the four core subject areas as well as being able to think critically, demonstrate creativity, make good decisions, reason and solve problems, and know how to access information and integrate knowledge.

- *Citizenship/social skills*: students will understand and demonstrate positive physical and mental health habits and behaviors, will understand and demonstrate an appreciation of community as well as their individual responsibility, and will understand and demonstrate an appreciation of the diversity of California and of the world.

The school will meet statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code Section 47605(c)(1). This includes STAR, API/AYP, CELDT, and any other requirement of No Child Left Behind (NCLB).

The assessment methods and tools used are those required by state or federal law, those required by external agencies such as the California Department of Education and State Board of Education and those created and adopted by LEGACIES. To best serve our students and community, we will examine and re-visit the list of student outcomes continuously to ensure they remain in line with the mission, objectives, and have been adapted to any legislative or administrative changes at the state or federal level.

As we described in our educational philosophy section, LEGACIES will be a data driven school focused on each student's achievement against the LIIEP developed when the student enrolls and refined as appropriate. Students will be assessed regularly from enrollment through graduation to high school. Teachers and the administration will receive regular indications of progress and collaborate closely to intervene whenever at student's progress is at risk. Data will be managed through a software program, such as Data Director by Riverside Publishing, and available to teachers and administration for review.

All incoming students will be assessed to determine competency and proficiency levels in reading, mathematics, and writing. This data will be included in the LIIEP and will establish a baseline assessment to measure growth periodically during the academic year.

The CELDT exam will be administered to any student whose home language is not English. It will be administered annually until students are designated English fluent.

California Standards Tests will be administered annually in the spring to meet the mandate to measure student progress against CA State Board of Education content standards. Although these exams are a vital information tool for measuring the school's progress and for targeting curriculum, the results do not arrive until late summer and diminish their value in working with individual students. We will administer DOMA for mathematics and Sopris West to each student upon enrollment for each students for whom. It will also inform teachers about where their instruction can be better targeted as they prepare for the following year.

LEGACIES recognizes the importance of regular formative assessments to provide feedback to teachers about what may need to be re-taught and where instruction can be accelerated when students have mastered the material. These assessments will be embedded within the instruction and curriculum and include quizzes, essays, projects, and exams. Teachers will regularly track the progress made during digital learning, which has been shown to be an effective tool for re-teaching material as well as allowing students to increase their learning pace.

LEGACIES will also implement schoolwide interim assessments approximately every six weeks. These will assess student longer term retention of knowledge against the standards that have been taught, identify areas for re-teaching, and assist faculty in their reflection and improvement of instructional practices.

In combination, these sets of assessments will continuously place student academic achievement at the fore of the school and maintain a highly focused environment that thrives when students who have previously struggled become more and increasingly successful.

Data Reports

All state mandated results will be reported to all the school's stakeholders and posted on the LEGACIES website. The administration will likely utilize a variety of methods, progress and report cards, presentations, student-parent conferences, and the website to report data. Scores from student assessments will be uploaded on an information management system, such as PowerSchool, so that students' progress across the curriculum can be monitored at any time. All faculty members will have access to the information management system.

Students will receive progress reports, grading period reports, and semester report cards reflecting their earned grades. A uniform grading scale will be developed to ensure that standards are adhered to and maintained. The school believes maintaining family involvement in the student's academic progress is highly beneficial and will provide progress reports approximately every three weeks. LEGACIES encourages parents to contact the school with any questions or concerns. If a student is falling off the expectations established in the LIIEP, the school will request the family attend a conference with the teacher(s) and administration to create a plan to revitalize the student's academic progress.

LEGACIES intends to conduct an annual survey of its entire community—parents, teachers and staff, and students—to determine the degree of satisfaction with our program and services. The report will be made publicly available and provided to the LEGACIES board as a valuable tool for our commitment to continuous improvement.

LEGACIES and OUSD will also jointly develop an annual site visit process and protocol in a Memorandum of Understanding (MOU) to enable OUSD to gather information needed to confirm the school's performance and compliance with the terms of this charter. Moreover, LEGACIES agrees to and submits to the right of the district to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3, LEGACIES shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from OUSD, the Alameda County Office of Education, and the State Superintendent of Public Instruction. The annual programmatic report will be mailed to the address of record of all staff and families within 90 days of the end of the prior fiscal year and the School Accountability Report Card ("SARC") will be posted annually as required by law.

Subject	Measurable Outcome	Methods of Assessment
Mathematics	<ol style="list-style-type: none"> 1. Students will be expected to perform against CA Content Standards and Common Core Standards when they come into effect. They will apply mathematical concepts and processes, including number systems, operations, and graphics and logic to solve problems. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments. 2. At least 40% of 7th graders will score proficient/advanced by 3rd year of school's opening. <ul style="list-style-type: none"> ✓ 13-14—no 7th grade ✓ 14-15—25% ✓ 15-16—40% 3. Students will demonstrate adequate progress towards meeting grade standards in mathematics. 4. 70% of 8th graders will be enrolled in Algebra 1 or higher. 5. At least 50% of 8th graders will score proficient on the Algebra 1 CST examination by the 4th year of operation. <ul style="list-style-type: none"> ✓ 13-14—no 8th grade ✓ 14-15—no 8th grade ✓ 15-16—30% ✓ 16-17—50% 6. The school's economically disadvantaged subgroup API will be higher than the overall district Economically Disadvantaged 	<ul style="list-style-type: none"> • STAR Testing • Standards based curriculum assessments • School placements and enrollment • A standards based formative assessment tool to be determined • Diagnostic Online Mathematics Assessment (DOMA) • Textbook formative and summative assessments aligned to standards • Annual Academic Performance Index determination • Regular digital learning assessments from program aligned to CA content standards

	<p>subgroup average by the 4th year of operation.</p>	
<p>English/ Language Arts</p>	<ol style="list-style-type: none"> 1. Students will be expected to perform against CA Content Standards and Common Core Standards when they come into effect. They will be expected to communicate ideas clearly verbally and in writing. Students will comprehend and analyze various texts and contexts. 2. At least 60% of 8th graders will score at least proficient in ELA by the 4th year of the school's operation; 95% will score at least basic. <ul style="list-style-type: none"> ✓ 13-14—no 8th grade ✓ 14-15—no 8th grade ✓ 15-16—40% ✓ 16-17—60% 3. At least 70% of students at 7th and 8th grade will perform at school's passing rate on the school's final interim assessment battery 4. At least 60% of 7th of graders will receive a passing score on the writing test by 3rd year of operation. <ul style="list-style-type: none"> ✓ 13-14—no 7th grade ✓ 14-15—40% ✓ 15-16—60% 5. The school's overall Economically Disadvantaged subgroup API will be higher than the overall district Economically Disadvantaged subgroup by the 4th year of operation. 6. The school's English Learners subgroup API will be higher than 	<ul style="list-style-type: none"> • STAR testing • 7th Grade writing exam • School developed writing assessment administered three times annually in all grade levels • Standards based assessment tool • Diagnostic Online Reading Assessment (DORA) • Textbook formative and summative assessments aligned to standards • Developmental reading assessments • Regular digital learning assessments from program aligned to CA content standards

	the overall district English Learners subgroups by the 4 th year of operation.	
Science	<ol style="list-style-type: none"> 1. Students will be expected to perform against CA Content Standards and Common Core Standards when they come into effect. Students will be expected to demonstrate understanding of scientific concepts and ideas through real world applications, especially through agriculture based projects. They will understand and utilize scientific research and inquiry methods to solve problems. 2. At least 55% of 8th grade students will score at least proficient on the CST Science section by the 4th year of operation. <ul style="list-style-type: none"> ✓ 13-14—no 8th grade ✓ 14-15—no 8th grade ✓ 15-16—35% ✓ 16-17—55% 3. 100% of students will meet or exceed the state curriculum requirement for middle school science. 4. The school's Economically Disadvantaged subgroup will exceed the overall percentage of the district's Economically Disadvantaged subgroup proficient/advanced by 4th year of operation. 	<ul style="list-style-type: none"> • STAR testing • CDE Science requirements • School developed formative and summative assessments aligned to standards • Assessments developed from CA's Environmental Education Initiative focused on agriculture • Project based learning focused on agriculture • Course grades • Regular digital learning assessments from program aligned to CA content standards
Social Studies/History	<ol style="list-style-type: none"> 1. Students will be expected to perform against CA Content Standards and Common Core Standards when they come into effect. Students will be able to apply historical, geographical, economic, sociological, and 	<ul style="list-style-type: none"> • STAR testing • Course grades • Formative assessment tool to be determined

	<p>political knowledge to their lives and understanding of world, national and local events. They will learn to act as responsible citizens.</p> <p>2. At least 55% of 8th grade students will score at least proficient on the CST History-Social Science section by the 4th year of operation.</p> <ul style="list-style-type: none"> ✓ 13-14—no 8th grade ✓ 14-15—no 8th grade ✓ 15-16—35% ✓ 16-17—55% <p>3. 100% of students will meet or exceed the state curriculum requirement for middle school history-social science.</p> <p>4. The school's Economically Disadvantaged subgroup will exceed the overall percentage of the district's Economically Disadvantaged subgroup proficient/advanced in history-social science by 4th year of operation.</p>	<ul style="list-style-type: none"> • Project based learning assessments • Textbook formative and summative assessments aligned to standards • Regular digital learning assessments from program aligned to CA content standards
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Non-academic Outcome Goals

LEGACIES recognizes that many of our students will arrive without basic understanding of what is necessary to become high functioning, contributing members of society and without the fundamental study and citizenship skills to succeed academically. We believe that regardless of zip codes, demographics, economic circumstance, or any other subgroup status, our students can and will learn the skills that apply to day-to-day life success.

At LEGACIES all students will develop specific social skills necessary to succeed at different levels and in multiple contexts of society. Our students may face life challenges that most others do not, but they will learn to approach both their academic studies and lives with:

- Resilience
- Perseverance
- Completeness
- Cooperation with others
- Constructive resolution of conflicts
- Integrity and moral courage

LEGACIES' students will be taught how to be academically successful and will be emotionally supported as they grow. Study skills emphasized will include:

- Research techniques, both traditional and digital
- Reading for a variety of reasons
- Note taking skills
- Organization skills
- Effective writing and oral communications
- Analysis and critical thinking skills
- Accuracy and neatness

LEGACIES health and wellness curriculum will reinforce many of these measurements that will be inherent in all instruction. Many of our anticipated students will have had attendance and discipline issues at previous schools, so LEGACIES will closely monitor any truancy or discipline referrals. Early intervention to determine why students are misbehaving or absent will be the norm at LEGACIES. The Ripple Effects software program will also be key ingredient in identifying and remediating dangerous or detrimental behaviors.

LEGACIES will explore becoming an Alternative School Accountability Model (ASAM) as the population we intend to serve fits well within that model. We also believe that being an ASAM school provides a profile that could be attractive to families that want and need a rigorous, yet highly supportive academic environment. Specifically, we anticipate 70 percent of our students will be from high risk groups:

- Expelled (*EC* Section 48925 [b]) including situations in which enforcement of the expulsion order was suspended (*EC* 48917)
- Suspended (*EC* Section 48925 [d]) more than 10 days in a school year
- Wards of the Court (*WIC* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
- Recovered Dropouts
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight

We believe the ASAM indicators could be helpful in measuring our progress with these students as well as keeping our staff and faculty highly focused on measurements that will make a difference in our ability to move students toward and past 8th grade proficiency.

Indicator	2013-14	2014-15	2015-16
1. Improved Student Behavior Percentage of classroom based long-term students recommended for suspension or expulsion under EC 48900	LEGACIES does not intend to expel students except for incidences that are mandatory under the Education Code		
2. Student Punctuality Percentage of students present on time at the beginning of the school day	85	93	96
3. Sustained Daily Attendance Percentage of days students were present in class and completed their full assigned instructional day	75	85	90
4. Student Persistence Percentage of students accounted for by the October California Basic Educational Data System School Information Day	N/A	80	90
5. Attendance Percentage of apportionment days claimed for all long-term students	95	95	95

LEGACIES recognizes that the above goals are ambitious given our population. We believe, however, that with our health and wellness program's emotional and mental health support features as well as our approach to engaging students in projects such agricultural gardens and our extensive academic tutoring and personalized learning plans, our results can be substantially better with these students than have been previously achieved.

Promotion/Retention Process

Explicit expectations for promotion will be made clear to all students and families at LEGACIES before they enroll in the school. These will be tied directly to achievement against the grade level content standards of the state. Students will need to meet learning targets listed in LIIEP in order to be promoted to the next grade. This section has established multiple measures for determining whether or not students are making progress towards academic proficiency and are on track to succeed in high school. Given our goal that students be ready for high school on 8th grade graduation, LEGACIES may require some students to be at the school for four years if that is necessary to prepare them.

K. Data Collection and Reporting

Data Collection

A constant theme at LEGACIES will be using data to inform decisions. Data will be collected from each of the sources outlined above and maintained in a central database, where teachers can both access and augment the profile of each student. From students to staff members to families, everyone will be taught how to read and analyze data, and then use that data to improve their work.

Teachers will be trained to analyze data reports and use these analyses for a range of purposes: to identify the standards that each student has demonstrated proficiency on, to modify and individualize units and lessons, and to inform overall course design decisions. Teachers will collaborate in grade-level and vertical groups to ensure that expectations on school-based formative assessments are consistent across the school and aligned with the CST. Teachers will also be trained to understand and apply results from standard special education and behavioral health testing protocols.

Student achievement data will be shared with teachers, students, families, and administrators. Reports will be generated at the student, class, and/or school level to support multiple analyses. The school-wide process of data collection, analysis, and reporting is overseen by the Principal in collaboration with the Clinical Director. The Principal will work with teachers to review new data, assess trends, and set short- and long-term goals.

In the spirit of continuous improvement, within the term of this charter, after the first two years of operation, LEGACIES will also seek out an independent evaluation of its school performance with a specific focus on reviewing the program strengths and weaknesses regarding accelerating student achievement. LEGACIES will utilize the results of this evaluation to make alterations to its program in accordance with the school-wide outcomes established above.

Data Reports

LEGACIES will regularly generate reports for students, families, and the LEGACIES Board. Specifically, each family will receive a formal report card every quarter, which will include student grades as well as performance on the various internal assessments. Half-way through each quarter an informal report will be generated for use during student-family conferences.

LEGACIES will share disaggregated data with the LEGACIES Board every quarter, and make this data available to OUSD, if requested. LEGACIES will also create a School Accountability Report Card (SARC) to be shared annually with all stakeholders.

Progress Reports

LEGACIES will collect annual data from the assessments listed above, as well as from additional sources, and an annual performance report will be compiled and submitted to OUSD. The report will include at least the following:

- Disaggregated state testing data comparable to what OUSD generates.

- Summary data showing student and school progress toward the outcomes listed above
- Information on LEGACIES admissions practices during the year, including information regarding the numbers of students enrolled, children on waiting lists and students expelled and/or suspended
- Information demonstrating how LEGACIES implemented the means listed in this charter to achieve a racially and ethnically balanced student population
- A copy of the school's health and safety policies and any major changes to those policies during the year
- A record of any health or safety issues that occurred during the year, their disposition, and any policy or other actions taken in response
- An analysis of the effectiveness of LEGACIES internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Parent/teacher/student satisfaction results from the annual survey
- Data regarding the number of staff working at the school and their qualifications
- Data on parent/guardian involvement in LEGACIES governance and other facets of the school
- A summary of major decisions and policies established by the LEGACIES Board during the year
- Any other information regarding the educational program, the administrative, legal and governance operations of LEGACIES relative to compliance with the terms of the charter generally

LEGACIES and OUSD will also jointly develop an annual site visit process and protocol in the Memorandum of Understanding (MOU) to enable OUSD to gather information needed to confirm the school's performance and compliance with the terms of this charter. Moreover, LEGACIES agrees to and submits to the right of the district to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3, LEGACIES shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from OUSD, the Alameda County Office of Education, and the State Superintendent of Public Instruction. The annual programmatic report will be mailed to the address of record of all staff and families within 90 days of the end of the prior fiscal year and the School Accountability Report Card ("SARC") will be posted annually as required by law.

III. GOVERNANCE STRUCTURE

"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)

L. Nonprofit Public Benefit Corporation

LEGACIES shall be operated by LEGACIES of Excellence, LLC, which has constituted itself as a California non-profit public benefit corporation pursuant to California law and has had its 501(c)(3) status recognized by the Internal Revenue Service. The School shall be governed pursuant to its adopted Bylaws as subsequently amended from time to time, which shall be consistent with this charter.

LEGACIES shall operate autonomously from OUSD, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to Education Code Section 47604(c), OUSD shall not be liable for the debts and obligations of LEGACIES, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the granting authority has complied with all oversight responsibilities required by law.

M. Board of Directors

The LEGACIES Board is a policy-making board which oversees the fundamental aspects of the school. The Board shall be composed of at least 5 (5) and no more than nine (9) directors, including parents and community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(b), OUSD shall be entitled to a single representative on the Board of Directors.

The Board of Directors will meet regularly, at least once a month, and in accordance with the Brown Act. The Board of Directors will be responsible for the operation and fiscal affairs of the school, including but not limited to: approval of all budget-related and financial activities connected to the school, communication, negotiation and collaboration with the school district, personnel actions, evaluation of school programs, participation in independent fiscal and programmatic audit, and long-term strategic planning. The Board of Directors is fully responsible for the operation and fiscal affairs of LEGACIES, including but not limited to the following actions:

- Hire, promote, discipline and dismiss all employees of the school after consideration of a recommendation by the Principal
- Approve all contractual agreements
- Approve and monitor the implementation of general policies of the school, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the school's annual budget and budget revisions
- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices

- Regularly measure progress of both student and staff performance
- Involve parents and the community in school-related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for OUSD's consideration
- Approve an annual fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The LEGACIES Board will adopt a conflicts code which shall comply with the Government Code Section 1090, Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations². A draft of the Conflicts code will be submitted to the OUSD for approval.

The LEGACIES Board of Directors will participate in annual professional development for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

The LEGACIES Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of LEGACIES or its Principal any of those duties, with the exception of budget approval or revision; employee discipline or dismissal; ratification of hiring decisions; approval of the fiscal and performance audits; and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Fiscal Responsibility

Most importantly, LEGACIES Board will be working with a back-office serviceⁱ provider, to carefully plan for all budget allocations, before incurring debt. This company will assist the Board in setting up fiscal plans and closely monitor all budgetary and compliance documentation required by the state and for standard accounting procedures.

The Board and Executive Director will secure additional funds for the School. With the Board of Directors' approval, the School will first secure the Charter School Revolving Loan fund, which provides low-interest loans to California public charter schools.

The Director will be pro-active in negotiating with school vendors to establish Memorandum of Understandings, whenever possible, that includes flexible contracting and negotiates payments to match revenue schedules. The Board will consider contracting with a companyⁱⁱ that will help us with “cash flow” to deal with state deferrals as revenue is allocated from the State.

The Board realizes the significance of “cash flow” in opening the school and has a list of donors who will provide short term assistance for the opening of the school. Furthermore, the Executive Director will develop a fund raising plan soliciting donations from community members. Designated Board Members will work with the Executive Director and Principal on A Fund Raising Plan and the families will be instrumental in the implementation of this plan (carnival’s; student performance; silent auctions; etc.)

Implementing our Recruit Plan and establishing a “good reputation” early-on; as a high quality “holistic” school will generate the main source of revenue, enrollment. January, 2013 is the kick-off date for parent & community information sessions all around the area. A waiting list of students is the ultimate measurement of our success in planning and advertising as we reach our goal to enroll 120 students by June 2013.

LEGACIES IMPLEMENTATION PLAN

Item #	Task	Description	Due Date	Who is responsible
1	Provide Board Training	Schedule Time and Identify a Training Materials – insure Board understands compliance and fiduciary responsibilities	Nov 2012	Executive Director & Board President
2	Schedule First Board Meeting	Begin meeting according to Brown Act	Jan 2013	Board President
	Contract with Back-Office Service Provider	Board approves the contract of Charter Impact and Charter Impact will train Board	Jan 2013	
4	Insure that the building is ready with Occupancy Permit	Work out a plan with Tenant of building – stay updated	Jan 2012	Executive Director & Board
5	Hire Interim Principal	1.	Jan 2013	Executive Director & Board
6	Develop Recruitment Plan for Staff & Students	Work with the Principal to develop a Recruitment Plan for staff and students	Jan 2012	Executive Director & Board
7	Fund Raising	Identify funding sources including grants & Develop fund raising events	Jan 2013	Executive Director & Board
8	Recruit & Enroll New Students	Principal will develop and implement recruitment plan which includes seeking students from social service agencies (see letter of support); Begin enrollment of 80 students	Jan 2013 – Until	Executive Director & Principal
9	Hire LEGACIES Principal Principal Professional Development	Principal to participate in training that prepares him/her for LEGACIES population and pedagogy	Mar 2013	Principal
10	Interview & Hire Staff	Interview all staff and determine start date for work depending on job. The goal is to insure that individuals will be ready for work as needed	Mar 2013	Executive Director; Principal & Board
11	Professional Development Plan & Implement	Staff required to participate in Summer PD; PD During School Year	Aug 2013- June 2014	Executive Director & Principal
12	Building – Lease Agreement - Occupancy	Open the School Offices for business	Jan 2013	Executive Director & Board

PROFESSIONAL SERVICE & CONSULTANTS

Consultant	Description of Duties	Assumptions
Executive Director	Represent LEGACIES as needed and when required Identify Funding Sources Meet with Boards (LEGACIES & OUSD) Coach Principal Professional Development Plan Provide Timely Reports to the Board Develop instruments to evaluate fiduciary implementation of the	Assumes Contract at \$10000 - \$50000

	charter petition Develop instruments that measure the effectiveness of school strategies on student Achievement		
Back Office Services Outsourced CFO	Develop Maintain School Budget Maintain Standard Accounting Procedure Records Procedure Records Payroll, H.R., Data Collection Human Resources Grant Applications & Revenue Sources	Assumes Contract at \$2500 - \$40000	
Special Education		Assumes Contract at \$45600	
Janitorial Services	Maintain and clean, healthy, and safe environment of the building	Assumes Contract at \$10000- \$22000	
Legal		Assumes Contract at \$5000 - \$25000	
Testing, Accountability, Assessment	Develop Maintain Data Base	Assumes Contract at \$2500 - \$7500	
Technology		Assumes Contract at \$2500 - \$20000	

The Executive Director is responsible for further developing the Implementation Plan once Charter is approved.

¹ Legacies Board is currently considering Charter Impact for Back-Office Services. This company reviewed our budget and will defend it and other fiscal decision before the District.

¹¹¹ Legacies Board is currently considering Charter School Capital to assist with "cash flow".

ORGANIZATIONAL CHART

(See Appendix B)

Board Members

The founding Board members of LEGACIES are listed below. Board members shall serve staggered terms of either two or three year terms as drawn by lot. All subsequent Charter School Board members shall serve two year terms.

Mark Alexander, PhD

Mark Alexander is the Director of Youth Movement, 100 Black Men of the Bay Area, Inc. He is Co-Chair of the National Health & Wellness Committee of the 100 Black Men of America and is Chairman of the African American Task Force of the American Heart Association. He is the Board Chairman of Urban Services YMCA of the East Bay and serves on the Boards of the African American Wellness Project and Students Run Oakland. He has served as an advisor to the Alameda County Community Health Services Agency Advisory Committee, and as a member of the Council of Elders for the Bay Area African American Health Initiative.

Dr. Alexander has had an influential career as an epidemiologist and researcher in Oakland and San Francisco, including ten years as Assistant Director of the Medical Effectiveness Research Center (MERC) at the University of California, San Francisco. He is the author of numerous publications in areas such as heart disease, cancer, and asthma. He has presented at US and international conferences, and participates in several professional associations. He has received

substantial grants to study issues ranging from aging in minority communities to the effects of smoking on African American adolescents.

Dr. Alexander began his studies at the University of Nairobi in Kenya, then received his BA in Biology from the University of California, Santa Cruz. He received his MPH and PhD in Epidemiology from the University of California, Berkeley. He received post-graduate training as a Medical Effectiveness Research Center fellow at the University of California San Francisco and at the National Institute on Aging, National Institutes of Health.

Robert Newell, PhD

Robert Newell's distinguished career includes extensive experience in both educational administration and mental health practice. Dr. Newell has over 32 years of administrative experience in curriculum design, instruction, finance, and school governance. Dr. Newell has served in a variety of senior leadership positions with school districts, including nine years as the Superintendent of the Pittsburg Unified School District. Other senior leadership roles include Assistant Superintendent of Instruction for San Rafael City Schools, Deputy Superintendent for Sacramento County Office of Education, and Associate Superintendent in the Division of Instruction for the Oakland Unified School District. In the last six years Dr. Newell has served as a Group Home Administrator and Chief Financial Officer for R&R Educational Homes. Dr. Newell, who began his career as a high school teacher, holds a PhD in Curriculum and Instruction from the University of California, Berkeley.

Francine Olivia Shakir, Ed.D

Francine Shakir is the Founder and Executive Director of ASCEND Institute for Education Change, a nonprofit organization that provides professional development to educators. Dr. Shakir is also a Senior Associate at Performance Fact, a consulting firm that designs strategic plans for school improvement. At Performance Fact she designs programs on culturally-responsive practices for principals and teacher-leaders.

Dr. Shakir has also taught and presented workshops on a variety of topics related to teaching African American students, including "Black Child Development" and "Teaching the Black Experience." Her extensive community service includes serving as a Trustee for the Black Coalition on AIDS, participating as a Design Team Member for the North Richmond Learning Community, and serving as a Trustee for Leadership Public School in San Francisco.

Dr. Shakir received her BA from the University of San Francisco, her MA in Education from San Francisco State University, and her Ed.D in International and Multicultural Education from the University of San Francisco.

Norma Francisco, PhD

Norma Francisco is an educator and entrepreneur with experience in education administration and instruction. Dr. Francisco currently serves as a Program Manager for Chapman University, where she provides leadership and coordination for the master's, credential, and undergraduate programs. She has been the executive director of Teach a Child to Fish since 1997. She established the scholarship fund to make the highly successful Kumon Math & Reading program available to inner city students, especially in East Oakland.

Dr. Francisco received her BS from the University of California, San Francisco, and her MPH from the University of California, Berkeley, and her PhD in Educational Psychology from Stanford University. She received the Medal of Honor from the University of California, San Francisco, School of Dentistry, and the Outstanding Role Model Award from the National Dental Society of the Bay Area. She was the director of the East Oakland Kumon Math and Reading Center from 1997 to 2007, working with approximately 100 students each month.

Kamau Edwards, JD, LLM

Kamau Edwards is currently an attorney for the California Department of Transportation, having previously worked with the City National Bank and Holland & Knight in Miami. Mr. Edwards holds a BA in Sociology from UCLA, where he also was a member of the baseball team. He received his Juris Doctor from Ohio State University, spending a summer at the University of Oxford, studying comparative and European law. He subsequently was awarded an LLM in real property development from the Miami School of Law. Mr. Edwards served as a summer associate with the Chicago Lawyers Committee for Civil Rights, and continues to advocate for causes regarding civil rights.

Gary L. Bell

Gary Bell is currently a licensed real estate broker who owns and operates First Bankers Mortgage, located in Richmond California. Mr. Bell has over 25 years of experience in the financial services industry. Prior to starting his own business, Mr. Bell was the President and CEO of Cooperative Center Federal Credit Union in Berkeley California. Mr. Bell was also the Vice President/Branch Manager of the Bank of the West office in Richmond California for nearly 10 years.

Mr. Bell has been a lifelong community leader. At the age of 25, Mr. Bell was elected to the City Council of Wichita, the largest city in the State of Kansas, making him the youngest person to ever serve on the Council and only the second African American to serve in the city's history. Since arriving in California in 1989 Mr. Bell has been a prominent member of the Richmond Community. He has served on a variety of local government advisory boards and is a former member of the Richmond City Council.

Mr. Bell holds a BA from Wichita State University and a Masters of Business Administration from JFK University.

Mr. Newell holds a Masters of Social Work from California State University, Hayward and a Bachelors of Fine Arts Degree from the University of California, Davis.

A. INTERIM LEADERSHIP TEAM

Upon approval of this Charter, the Board will begin to screen applications and begin the interview process and to hire the principal and staff. Until such time, LEGACIES will contract the services of an interim leadership team of consultants to complete all tasks associated with the opening of the school by August 2013. The interim team under the supervision of the LEGACIES Board will include Facilities Director & School Director (Two people): The

Facilities and School Director answer directly to the Board. An interim Administrative Assistant/Office Manager (AAOM) is responsible for assisting the Interim School Director in completing all tasks associated with the preparing the school to open August 2013.

B. FAMILY PARTICIPATION

Family involvement in the education process has been identified as one of the most important determinates of student success. Accordingly, LEGACIES will work with parents and guardians to involve them in the school in a meaningful way by including them in the interim process of opening the school. They can participate in governance, volunteer in numerable ways both within and outside of the school day. Parents and guardians are invited and encouraged to attend the LEGACIES Board meetings where they can bring ideas and concerns to the Board's attention. Various additional venues, such as a PTA, will be established at the school to allow and encourage parent participation regarding a variety of different issues.

While LEGACIES will have parent participation structures typical at most schools (PTO, Classroom Representatives, Fundraising, etc.), there are additional school-family efforts that are critical to the school's success, including:

- Student and family academic conferences with each teacher every quarter, or more often if needed
- Weekly communication between teachers and parents/guardians regarding student progress
- Home visits by teachers and school leaders to develop closer connections with families
- Family participation in the development of a student's Personal Learning Plan or Individual Education Program (IEP) or Section 504 Plan, wherein student achievement data is examined, goals are established, and appropriate interventions are determined.
- Family Communication; Resource Personnel; Conference Documentation.

I. HUMAN RESOURCES

"The qualifications to be met by individuals to be employed by the school."

- California Education Code Section 47605(b)(5)(E)

N. Employee Qualifications

LEGACIES shall recruit professional, effective, and qualified personnel for all administrative, instructional, and clinical roles (see page 70). Every employee must be committed to the instructional philosophy outlined in the LEGACIES vision statement. In accordance with Education Code

47605(d)1, LEGACIES shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or student) on the basis of ethnicity, national origin, gender, or disability. In accordance with applicable law, LEGACIES reserves the right to recruit, interview, and hire anyone at any time who has the best qualifications to fill any of its vacancies.

All employees shall possess the personal characteristics, knowledge base, and relevant experience as identified in the posted job descriptions, as determined by the school. All employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations and *Livescan* checks and undergo background checks that provide for the health and safety of the school's faculty, staff, and students.

Teachers of core classes (English Language Arts, math, science, and social studies) must hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l) and shall meet the highly qualified requirements of the No Child Left Behind Act.

In accordance with Education Code Section 47605(l), LEGACIES may also employ non-certificated instructional staff for non-core, non-college prep courses in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully as an instructor in non-core courses, non-college prep courses and activities. LEGACIES will submit a list of non-core, non-college preparatory classes to OUSD on an annual basis prior to the start of each school year.

LEGACIES employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with students, families, co-workers, and the community. LEGACIES will develop prior to opening an Employee Handbook containing relevant policies and procedures. This will be provided to all employees by the first day of employment and publicly available on request.

Principal

The LEGACIES Principal is the instructional leader at LEGACIES and will oversee the design and implementation of educational activities at the School. The Principal shall be responsible for implementing LEGACIES Board policies and developing all appropriate procedures that will support policy implementation. The Principal has overall day-to-day management responsibilities of the school and oversees the strategic and operational plans. The Principal shall recruit, train, supervise, and evaluate the LEGACIES teaching and support staff.

The Principal will ensure the school operates in fulfillment of the mission as spelled out in the charter and in compliance with charter school law, LEGACIES Bylaws and applicable education law as directed by the LEGACIES Board. The Principal will work with the LEGACIES Board and any board committees, such as finance, education, and fundraising to ensure that the school makes sound strategic decisions. The Principal will also serve as a spokesperson for LEGACIES in the community.

Key Responsibilities

- Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives
- Assume primary responsibility for all Board-related matters, including reports on school progress and achievement and financial reports
- Regularly collect and analyze data to guide the direction of the program
- Hire, supervise, and evaluate the instructional staff
- Act as the primary liaison between the instructional and clinical staff
- Act as a liaison between the OUSD and the LEGACIES Board of Directors
- Oversee the budget of the school using all generally accepted accounting principles
- Negotiate Memoranda of Understanding and other contracts with OUSD and other community partners
- Ensure that all state and federally mandated reports are completed and filed

Requirements for the Principal include

- Instructional Leadership Training
- 5 years minimum of experience as principal/site instructional leader
- Excellent communication and community-building skills
- Extensive knowledge of curriculum development
- A record of classroom & administrative success with high-need students
- Experience utilizing a range of assessments to inform decision making
- This individual must meet all of the following minimum requirements:
 - MA in Education or a related field
 - Valid California Administrative Credential, or equivalent
 - Valid California Teaching Credential, or equivalent

Teachers

Teachers are responsible for implementing the LEGACIES instructional program, utilizing sound instructional practices and creating a safe learning environment that allows our students to thrive. Teachers will be required to collaborate with their colleagues to assist with the development and implementation of plans that address both the academic and behavioral health needs of our students. Ultimately teachers are responsible to create a school culture that promotes academic excellence and success for all students.

Key Responsibilities

- Develop and implement units and lesson plans
- Identify and execute appropriate instructional methods to meet individual student needs
- Assign and grade class work, homework, and tests
- Provide students with appropriate and meaningful feedback on work
- Maintain discipline in accordance with LEGACIES disciplinary guidelines
- Communicate with parents
- Collaborate with fellow teachers, clinical staff, and administrators
- Administer and analyze student assessments to refine curriculum and instruction
- Use relevant instructional technology to enhance the academic program

Requirements for Teachers include

- A valid California Commission on Teacher Credentialing credential or an Intern Certificate/Credential held for no more than three years while actively working toward completion of the California state credential (in compliance with Education Code Section 47605(I)
 - LEGACIES further stipulates that any hired individual will be required to convert an out-of-state credential to a California credential within a reasonably determined amount of time
- A bachelor's degree
- If teaching a core class, demonstrated subject matter competency, including a BA/BS in a subject-related field
- If teaching in non-core class, demonstrated subject matter competency
- A commitment to students and a relentless drive to support student learning
- Perform other duties as assigned

O. Retirement Benefits

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.”

- California Education Code Section 47605(b)(5)(K)

All full-time employees of LEGACIES shall participate in a qualified retirement plan including but not limited to State Teachers Retirement System (STRS), Public Employees Retirement System (“PERS”) the federal social security system or other alternate qualified plans as applicable to their position. All part-time staff will participate in the federal social security system. Staff at LEGACIES may have access to other school-sponsored retirement plans according to policies developed by the LEGACIES Board and adopted as the school’s employee policies.

P. Employee Representation

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act”

- California Education Code Section 47605(b)(5)(O)

LEGACIES of Excellence Charter School shall be deemed the exclusive public school employer of the employees of LEGACIES for the purposes of Educational Employment Relations Act (“EERA”). LEGACIES maintains full responsibility and liability for hiring and retention purposes for all employees of LEGACIES.

Q. Rights of School Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.”

- California Education Code Section 47605(b)(5)(M)

Employees of LEGACIES shall have no right of return, employment, or gain of seniority at OUSD unless the employee requests and is granted a leave of absence by OUSD pursuant to an applicable collective bargaining agreement, applicable district policy, and applicable law.

R. Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff.”

These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."

- California Education Code Section 47605(b)(5)(F)

To provide for the health and safety of all students and staff, prior to the opening of school LEGACIES will adopt and implement full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. The following is a brief summary of the health and safety policies of LEGACIES:

Procedures for Background Checks

Employees and contractors of LEGACIES will be required to submit to a criminal background check and finish a criminal record summary prior to contact with students, as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal will monitor compliance with this policy and report to the LEGACIES Board of Directors as needed. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will have interaction with and/or access to LEGACIES students will be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

LEGACIES will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

LEGACIES will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and to the same extent as would be required if the student attended a non-charter public school.

CPR /First Aid Training

All employees will be CPR/First Aid trained prior to the commencement of their first year of employment.

Medication in School

LEGACIES will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

LEGACIES shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the school and to the same extent as would be required if the pupil attended a non-charter public school.

Emergency Preparedness

LEGACIES shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention. LEGACIES shall collaborate with local law enforcement and the fire marshal and its insurers in developing its handbook.

OUSD can suspend school operations during any period that a satisfactory school maintenance, safety, and access plan is not established or enforced.

Drug Free/Alcohol Free/Smoke Free Environment

LEGACIES shall maintain a drug, alcohol, and smoke free environment.

Blood borne Pathogens

LEGACIES shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The LEGACIES Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Integrated Complaint and Investigation Procedure

LEGACIES will adopt a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the LEGACIES Board, the Principal shall be responsible for investigation, remediation, and follow-up on matters submitted to LEGACIES through this procedure.

Facility Safety

LEGACIES shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. LEGACIES agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. LEGACIES will conduct fire drills monthly.

Comprehensive Sexual Harassment Policies and Procedures

LEGACIES is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. LEGACIES will adopt a comprehensive policy to prevent and remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with LEGACIES policy.

S. Dispute Resolution Process, Oversight, Reporting, and Renewal

“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 Section 47605(b)(5)(N)

The purpose and intent of the dispute resolution process is to (1) resolve disputes with OUSD regarding the school’s policies, (2) minimize the oversight burden on OUSD, and (3) ensure a fair and timely resolution to disputes.

The staff of LEGACIES and the LEGACIES Board members and OUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. However, LEGACIES is aware that OUSD may seek to alter this proposed dispute resolution procedure, either as a revision to this charter or as part of the MOU.

LEGACIES and OUSD will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Where OUSD believes that the dispute relates to an issue that could lead to revocation of the charter, LEGACIES and OUSD will act in accordance with Education Code Section 47607 or applicable law.

In the event that LEGACIES and OUSD have disputes regarding the terms of this charter or any other issue regarding the relationship between LEGACIES and the OUSD, both parties agree to follow the process outlined below.

In the event of a dispute between LEGACIES and OUSD, LEGACIES staff, employees, and Board members and district staff agree to first frame the issue in written format (dispute statement) and refer the issue to the Superintendent and Principal of the Charter School. In the event that the OUSD Board of Directors believes that the dispute relates to an issue that could

lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the OUSD's ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent, or his designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, or his designee, and the Principal and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, or his designee, and the Principal shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent, or his designee, and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between OUSD and LEGACIES. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of OUSD and LEGACIES.

V. ADMISSIONS, ATTENDANCE, and SUSPENSION/EXPULSION POLICIES

"Admission requirements, if applicable."

- California Education Code Section 47605(b)(5)(H)

T. Admission Requirements

The intent of LEGACIES is to serve a population of students with special needs, as outlined earlier in the petition. However, LEGACIES is a free public school open to all California residents. Students shall be considered for admission without regard to ethnicity, national origin, gender, disability, or sexual orientation. Program, admission policies, employment practices and all other operations will be non-sectarian, and we will not charge tuition nor discriminate against any student based on race, ethnicity, national origin, gender or disability. Admission to LEGACIES shall not be determined according to the place of residence of the pupil or of his parent/guardian.

LEGACIES shall admit all students who wish to enroll in the School subject only to capacity. If more students apply than can be admitted, a public random drawing shall be held the second Wednesday in January, or if necessary, the second Wednesday of the month when applicants exceed capacity, to select students for admission and the waiting list, in accordance with Education Code Section 47605(d). Continuing students returning to LEGACIES will receive preferential admission and will not be a part of a public random drawing. Parents/guardians will be provided this information through Parent Teacher Association meetings, school mailings, and home phone calls.

Recruitment

Through collaboration with OUSD, the Alameda County Probation Department, Alameda County Department of Social Services, Alameda County Behavioral Health, and a host of community groups, LEGACIES will recruit students who have been identified as having significant behavioral needs, at risk for suspension or expulsion, or have demonstrated needs beyond what the traditional classroom is able to provide. LEGACIES will especially work to establish relationships with OUSD elementary schools to identify students who will benefit from our program.

Students will also be recruited through community mailers/flyers and via announcements sent to local public and private elementary schools. In addition, we will place announcements in local libraries and in various parent/community newspapers.

LEGACIES will hold orientation meetings twice monthly to educate the community and prospective parents about our unique program.

Upon application and acceptance, a waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Parents/guardians will be contacted by phone and by mail should they have a child on the waiting list who can be admitted due to available space. LEGACIES will consult and coordinate with OUSD to ensure expeditious review of the records of enrolled students to guarantee that all special education needs are served properly upon enrollment.

U. Means to Achieve Racial/Ethnic Balance Reflective Of District

“The 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)

LEGACIES shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of OUSD. LEGACIES looks to build upon its relationship with OUSD to identify special needs students who would benefit from our program.

LEGACIES will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of OUSD:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of OUSD

- Outreach activities, including, but not limited to:
 - Communication with OUSD schools, both public and private
 - Press releases and other communications with local print and broadcast news media
 - Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions
- As part of outreach to Spanish speakers, LEGACIES will produce:
 - Flyers in both English and Spanish about upcoming school meetings
 - General information sheets, and other key documents, including the school vision and mission statement in both English and Spanish

LEGACIES hopes that its primary partner in the effort to recruit special needs students will be OUSD itself. LEGACIES will also work with local community organizations, as described above, which are committed to helping the neediest students in the Oakland area. LEGACIES will continue to build on its partnerships with local organizations to reach families who are often not engaged in their children's education. Each year, before recruitment begins, LEGACIES will meet with representatives from OUSD and community organizations to discuss recruitment strategies and adjustments to the implementation of LEGACIES program.

Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools."

- California Education Code Section 47605(b)(5)(L)

No student may be required to attend LEGACIES. Students who opt not to attend LEGACIES may attend other public schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each student enrolled in LEGACIES shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local education agency) as a consequence of enrollment in LEGACIES, except to the extent that such a right is extended by the local education agency.

V. Pupil Suspension and Expulsion

"The procedures by which pupils can be suspended or expelled."

- California Education Code Section 47605(b)(5)(J)

LEGACIES seeks to work with all students and families and begins with the intent only to expel students in instances mandated under the California Education Code or where school safety is endangered by the student's presence on site. LEGACIES will adopt OUSD Suspension and Expulsion policies for its own use, and accordingly shall comply with all of Education Code Section 48900 et. seq and the Individuals with Disabilities Education Act (IDEA) in the suspension and expulsion of pupils. As such, LEGACIES shall utilize the grounds for suspension and expulsion listed in Education Code Section 489000, 48900.2, 48900.3, 48900.4,

and 48900.7, and shall comply with the due process requirements of Chapter 5, Article I of the Education Code, including but not limited to 48911 and 48915.

Further, LEGACIES shall comply with 34 Code of Federal Regulations Section 300.530-300.356 in considering the suspension (which constitutes a change of placement as defined under 300.536) and/or expulsion of a pupil with a disability under the IDEA or Section 504 (or a student for whom the School has knowledge of a disability as defined under IDEA Section 300.534) without first conducting a manifestation hearing as required by 300.530(e). In considering the discipline of special education students, LEGACIES will provide OUSD with immediate notification of relevant circumstances and communications and act according to district administrative authority.

LEGACIES hopes to work collaboratively with OUSD to create a Memorandum of Understanding to further define the school-district relationship and responsibilities as they pertain to the LEGACIES Suspension and Expulsion policies and the implementation of those policies.

LEGACIES will also comply with Education Code 47605(d)(3) and will notify the superintendent of the school district of residence of a student's last known address within thirty (30) days if a student is expelled or leaves LEGACIES without graduating or completing the school year for any reason. Additionally, upon request, LEGACIES will provide the school district of residence with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

VI. REPORTING AND ACCOUNTABILITY

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

-- Education Code Section 47605(g)

W. Budget and Cash Flow

A multi-year financial plan for the LEGACIES is included as the Appendix J. This plan is based on the best data available to LEGACIES at this time. It contains: a first year operational budget, cash flow and analyses for the first five years of operation, financial projections for the first five years of operation, planning assumptions, start-up costs, and an annual operating budget.

X. Financial Reporting

LEGACIES will provide reports to OUSD as follows, and shall provide additional fiscal reports as requested by the district:

1. By July 1, a preliminary budget for the current fiscal year. For this first year of operation, the financial statements submitted with this charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the LEGACIES annual, independent financial audit report for the preceding fiscal year will be delivered to OUSD, the State Controller, the State Department of Education and the Alameda County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to OUSD will include an annual statement of all LEGACIES receipts and expenditures for the preceding fiscal year.

Y. Insurance

LEGACIES shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. This insurance will account for the presence of the roof top garden and culinary facilities in the school. The OUSD Board of Education shall be named as an additional insured on all policies of the LEGACIES. Prior to opening, LEGACIES shall provide evidence of the above insurance coverage to the District.

Z. Administrative Services

"The manner in which administrative services of the School are to be provided."

- Education Code Section 47605(g)

The Principal of LEGACIES will assume the lead responsibility for administering the school under the policies adopted by the LEGACIES Board of Directors. LEGACIES will provide or procure most of its own administrative services, including but not limited to financial management, personnel, and instructional program development. However, LEGACIES will contract with appropriately qualified and/or credentialed outside providers as necessary to provide all administrative services. As needed, the school will fairly evaluate any offer of services from the District against any other offers for similar services from third party providers.

AA. Facilities

"The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate."

-- Education Code Section 47605.6(b)(5)(D)

LEGACIES wholly owns a 20,000 square foot facility located in East Oakland, adjacent to Acorn Woodland Elementary School and the future site of the Oakland Public library. It is a brand new building designed and built to specifically meet the needs of foster youth in the community. The nearly completed building is comprised of the school, a medical facility, a state

of the art gym/multipurpose room, a garden and adjacent kitchen/classroom designed specifically for the Agriculture and Culinary Arts program. The classrooms are each connected to small offices to accommodate small group instruction and other activities. All classrooms and staff offices are equipped with high speed internet connections.

LEGACIES shall provide a certificate of occupancy or other valid documentation to OUSD verifying that the intended facility in which the school will operate complies with Education Code Section 47610, at least 30 days before school is scheduled to begin operations in the facility. LEGACIES shall not begin operation in any location for which it has failed to provide a certificate of occupancy to OUSD, unless an exception is made by the Office of Charter Schools and/or the local planning department or 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.

No member of the Board of Directors currently holds any financial interest in this building. The board will fully comply with its adopted conflict of interest policy and with all state laws and regulations should any member in the future have any financial interest in the building.

BB. Independent Financial Audit

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

- California Education Code Section 47605(b)(5)(I)

The LEGACIES Board shall select an independent financial auditor from the list approved by the State Controller’s Office and oversee all audit requirements.

An annual audit of the books and records of LEGACIES shall be conducted as required under the Charter Schools Act, section 47605(b)(5)(I). The books and records of LEGACIES will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit shall employ generally accepted accounting procedures.

The auditor shall have, at a minimum, a CPA, experience in education finance, and knowledge of the Audit Guide for Charter Schools. The auditor must also be on the State Controller’s Office list of approved auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to OUSD, the Alameda County Superintendent of Schools, the State Board of Education, the State Controller, and the California Department of Education by December 15th each year. The Principal will review any audit exceptions or deficiencies and report to the LEGACIES Board with recommendations on

how to resolve them. The LEGACIES Board will submit a report to OUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the district.

The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with OUSD as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process outlined in this charter.

The independent fiscal audit of LEGACIES is a public record to be provided to the public upon request.

CC. Closure Protocol

“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 maintenance and transfer of pupil records.”

- California Education Code Section 47605(b)(5)(P)

Closure of the LEGACIES will be documented by official action of the Board of Directors. The action will identify the reason for the closure and identify an entity and person or persons responsible for closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the LEGACIES, OUSD, the Alameda County Office of Education, retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of records, including specific information on completed courses and credits that meet graduation requirements.

The LEGACIES Board or its designee will ensure that the notification to parents and students of LEGACIES of the closure provides information to assist them in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the school.

The Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, LEGACIES will provide parents, students and OUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. All records of LEGACIES shall be transferred to OUSD upon school closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as is reasonably practical, LEGACIES will prepare final financial records. LEGACIES will also have an independent audit completed within six months after closure; LEGACIES will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by LEGACIES and will be provided to OUSD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to LEGACIES.

LEGACIES will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of LEGACIES, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of LEGACIES and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from OUSD or OUSD property will be promptly returned to the district upon closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required final expenditure reports and final performance reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, LEGACIES shall remain solely responsible for all liabilities arising from the operation of the school.

As LEGACIES is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the school, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. LEGACIES will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

LEGACIES shall meet with OUSD to develop and implement a transition plan for students matriculating back into district schools. The transition plan shall at a minimum include the transfer of records to OUSD and meetings between LEGACIES and the parent/guardian and student to ensure the parent/guardian and student are aware of the public school options available for enrollment and the student is quickly registered in another public school option. LEGACIES shall provide assistance, as necessary, to parents/guardians in considering attendance alternatives and completing new enrollment forms.

VII. IMPACT ON OAKLAND UNIFIED SCHOOL DISTRICT

“ Potential civil liability effects, if any, upon the school and upon the District

-- Education Code Section 47605(g).

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of LEGACIES on OUSD.

LEGACIES shall be operated as a California non-profit public benefit corporation. LEGACIES is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

The central objective of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 46700, et seq.

As such, in accordance with Education Code Section 47604(c), if OUSD complies with all oversight responsibilities required by law, the district shall not be liable for the debts or obligations of LEGACIES or for claims arising from the performance of acts, errors, or omissions by LEGACIES.

Further, LEGACIES and OUSD shall enter into a Memorandum of Understanding (MOU), which shall provide for indemnification of OUSD.

The corporate bylaws of LEGACIES shall provide for indemnification of LEGACIES' Board of Directors, officers, agents, and employees, and LEGACIES will purchase general liability insurance to secure against financial risks. OUSD shall be named as an additional insured on the LEGACIES general liability insurance covering LEGACIES.

The Board of Directors of LEGACIES will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

VIII. CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning, increase learning opportunities for all students—with a special emphasis on expanded learning opportunities for students who are identified as academically low achieving, create new professional opportunities for teachers, and provide parents/guardians and students with expanded choices in education.

The LEGACIES of Excellence Charter School Petitioners are eager to work independently, yet collaborate with OUSD to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with OUSD to answer any concerns over this document and to present the district with the strongest possible proposal for approval of a five-year charter to begin in the fall of 2013. LEGACIES shall be considered approved as of the date of charter approval. Renewal of the charter shall be governed by the standards and criteria in Education Code sections 47605 and 47607 as applicable.

ⁱ Legacies Board is currently considering Charter Impact for Back-Office Services. This company reviewed our budget and will defend it and other fiscal decision before the District.

ⁱⁱⁱⁱⁱⁱ Legacies Board is currently considering Charter School Capital to assist with “cash flow”.

LEGACIES IMPLEMENTATION PLAN

Item #	Task	Description	Due Date	Who is responsible
1	Provide Board Training	Schedule Time and Identify a Training Materials – insure Board understands compliance and fiduciary responsibilities	Nov 2012	Executive Director & Board President
2	Schedule First Board Meeting	Begin meeting according to Brown Act	Jan 2013	Board President
3	Contract with Back-Office Service Provider	Board approves the contract of Charter Impact and Charter Impact will train Board	Jan 2013	
4	Insure that the building is ready with Occupancy Permit	Work out a plan with Tenant of building – stay updated	Jan 2012	Executive Director & Board
5	Hire Interim Principal	1.	Jan 2013	Executive Director & Board
6	Develop Recruitment Plan for Staff & Students	Work with the Principal to develop a Recruitment Plan for staff and students	Jan 2012	Executive Director & Board
7	Fund Raising	Identify funding sources including grants & Develop fund raising events	Jan 2013	Executive Director & Board
8	Recruit & Enroll New Students	Principal will develop and implement recruitment plan which includes seeking students from social service agencies (see letter of support); Begin enrollment of 80 students	Jan 2013 – Until	Executive Director & Principal
9	Hire LEGACIES Principal Principal Professional Development	Principal to participate in training that prepares him/her for LEGACIES population and pedagogy	Mar 2013	Principal

	Interview & Hire Staff	Interview all staff and determine start date for work depending on job. The goal is to insure that individuals will be ready for work as needed	Mar 2013	Executive Director; Principal & Board
11	Professional Development Plan & Implement	Staff required to participate in Summer PD; PD During School Year	Aug 2013- June 2014	Executive Director & Principal
12	Building – Lease Agreement - Occupancy	Open the School Offices for business	Jan 2013	Executive Director & Board

PROFESSIONAL SERVICE & CONSULTANTS

Consultant	Description of Duties	Assumptions	
Executive Director	Represent LEGACIES as needed and when required Identify Funding Sources Meet with Boards (LEGACIES & OUSD) Coach Principal Professional Development Plan Provide Timely Reports to the Board Develop instruments to evaluate fiduciary implementation of the charter petition Develop instruments that measure the effectiveness of school strategies on student Achievement	Assumes Contract at \$10000 - \$50000	
Back Office Services Outsourced CFO	Develop Maintain School Budget Maintain Standard Accounting Procedure Records Procedure Records Payroll, H.R., Data Collection Human Resources Grant Applications & Revenue Sources	Assumes Contract at \$2500 - \$40000	
Special Education		Assumes Contract at \$45600	
Janitorial Services	Maintain and clean, healthy, and safe environment of the building	Assumes Contract at \$10000- \$22000	
Legal		Assumes Contract at \$5000 - \$25000	
ng, Accountability, Assessment	Develop Maintain Data Base	Assumes Contract at \$2500 - \$7500	
Technology		Assumes Contract at \$2500 - \$20000	

The Executive Director is responsible for further developing the Implementation Plan once Charter is approved.

**Legacies Excellence Charter School
General Purpose Entitlement and Categorical Block Grant Calculation Worksheets**

GENERAL PURPOSE ENTITLEMENT BLOCK GRANT WORKSHEET

		2013-14	2014-15	2015-16	2016-17	2017-18
A. Block Grant (General Purpose Entitlement)						
1. Charter ADA in Kindergarten and Grades 1-3	(A-1) Enter Est. ADA	-	-	-	-	-
2. General Purpose Funding per ADA for K-3	(A-2)	\$ -	\$ -	\$ -	\$ -	\$ -
3. Total K-3 Funding (Line A-1 times Line A-2)	(A-3)	\$ -	\$ -	\$ -	\$ -	\$ -
4. Charter ADA in Grades 4-6	(A-4) Enter Est. ADA	114.00	57.00	57.00	57.00	57.00
5. General Purpose Funding per ADA for Grades 4-6	(A-5)	\$ 5,193	\$ 5,333	\$ 5,483	\$ 5,647	\$ 5,788
6. Total Grades 4-6 Funding (Line A-4 times Line A-5)	(A-6)	\$ 592,002	\$ 303,993	\$ 312,505	\$ 321,880	\$ 329,927
7. Charter ADA in Grades 7 and 8	(A-7) Enter Est. ADA	-	114.00	171.00	228.00	228.00
8. General Purpose Funding per ADA for Grades 7 and 8	(A-8)	\$ -	\$ 5,490	\$ 5,644	\$ 5,813	\$ 5,959
9. Total Grades 7 and 8 Funding (Line A-7 times Line A-8)	(A-9)	\$ -	\$ 625,899	\$ 965,136	\$ 1,325,454	\$ 1,358,590
10. Charter ADA in Grades 9-12	(A-10) Enter Est. ADA	-	-	-	-	-
11. General Purpose Funding per ADA for Grades 9-12	(A-11)	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Grades 9-12 Funding (Line A-10 times Line A-11)	(A-12)	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Block Grant Funding (add Lines A-3, A-6, A-9 and A-12)	(A-13)	\$ 592,002	\$ 929,892	\$ 1,277,641	\$ 1,647,334	\$ 1,688,517
B. Local Revenue (In lieu of Property Taxes)						
1. Local Property Taxes: (Line A-1, School District Local Revenue Report)**	(B-1) Enter Amt.	\$ -	\$ -	\$ -	\$ -	\$ -
2. District and Charter Total ADA: (Line B-1, School District Local Revenue Report)**	(B-2) Enter Amt.	\$ -	\$ -	\$ -	\$ -	\$ -
3. Per ADA Property Tax: (Line B-1 divided by Line B-2)	(B-3)	\$ -	\$ -	\$ -	\$ -	\$ -
4. Charter School Block Grant ADA: (Add Lines A-1, A-4, A-7, and A-10)	(B-4)	114.00	171.00	228.00	285.00	285.00
5. Calculated Preliminary In lieu Property Taxes for Charter School: (Line B-3 times Line B-4)	(B-5)	\$ -	\$ -	\$ -	\$ -	\$ -
6. Actual In lieu Property Taxes to be Received by Charter School: (E.C. 47635 (a)) (The lesser of A-13 or B-5)	(B-6)	\$ -	\$ -	\$ -	\$ -	\$ -
C. State Aid Portion of Block Grant (Line A-13 minus Line B-6)	(C)	\$ 592,002	\$ 929,892	\$ 1,277,641	\$ 1,647,334	\$ 1,688,517

** School District Local Revenue report using CDE Revenue Software - Obtain amounts from Sponsoring District.

CATEGORICAL BLOCK GRANT FUNDING WORKSHEET

		2013-14	2014-15	2015-16	2016-17	2017-18
A. Categorical per ADA Block Grant:						
Charter ADA in Kindergarten through Grades 1-12	(A-1)	114.00	171.00	228.00	285.00	285.00
Categorical Funding per ADA for Kindergarten through Grades 1-12	(A-2)	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410
Total Categorical per ADA Block Grant Funding (Line A-1 times Line A-2)	(A-3)	\$ 46,740	\$ 70,110	\$ 93,480	\$ 116,850	\$ 116,850
B. Educationally Disadvantaged Students (EDS) Block Grant:						
Economically Disadvantaged Pupils - Prior Year	(B-1) Enter Est. #	76	171	266	285	285
English language learners - Prior Year	(B-2) Enter Est. #	0	0	0	0	0
Pupil Enrollment (CBEDS) - Prior Year	(B-3) Enter Est. #	0	0	0	0	0
Prior Year Enrollment (B-3 / 2); (If B-3=0, B-4=0)	(B-4)	0	0	0	0	0
Weighted pupil concentration calculation ((B-1 + B-2) - B-4); (If B-3=0, B-5=0)	(B-5)	0	0	0	0	0
Weighted pupil concentration factor (If B-5 > 0, B-5* 0.5; else 0)	(B-6)	0	0	0	0	0
Total Disadvantaged Pupils (B-1 + B-2 + B-6)	(B-7)	76	171	266	285	285
Amount per Disadvantaged Pupil	(B-8)	\$ 318	\$ 318	\$ 318	\$ 318	\$ 318
Funding for Disadvantaged pupils (B-7 * B-8)	(B-9)	\$ 24,168	\$ 54,378	\$ 84,588	\$ 90,630	\$ 90,630
Minimum Block Grant for Disadvantaged Pupils (11+)	(B-10)	\$ 8,676	\$ 8,676	\$ 8,676	\$ 8,676	\$ 8,676
Total Economic Impact Aid Block Grant (If B-9 > B-10, B-11=B-9; else B-11=B-10) ..	(B-11)	\$ 24,168	\$ 54,378	\$ 84,588	\$ 90,630	\$ 90,630
C. Total Categorical Block Grant (Line A-3 plus Line B-11)	(C)	\$ 70,908	\$ 124,488	\$ 178,068	\$ 207,480	\$ 207,480
D. State Proration Factor	(D)	1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000
E. Adjusted Total Categorical Block Grant (C * D)	(E)	70,908.00	124,488.00	178,068.00	207,480.00	207,480.00

Legacies Excellence Charter School
START UP CASH FLOW

(For Charter Schools in their first year of operation only)

Charter School Number:	TBD
Charter School Name:	LEGACIES OF EXCELLENCE CHARTER SCHOOL
Charter School Auth:	

Start-up Cash Flow Template Year 1 of Operations:

13-14

	2013												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ -	\$ 111,057	\$ 30,114	\$ 189,561	\$ 123,615	\$ 57,575	\$ 150,830	\$ 91,536	\$ 125,047	\$ 132,676	\$ 119,785	\$ 127,414	\$ -
RECEIPTS													
Federal Funding CDE PDS Grant													\$ -
Other Revenue Child Nutrition							\$ 6,548	\$ 6,546	\$ 6,546	\$ 6,548	\$ 6,548	\$ 33,240	\$ 89,480
Other Revenue No Child Left Behind (Title I)									\$ 20,520		\$ 20,520	\$ 10,260.00	\$ 51,300
General Purpose Entitlement - State Aid Portion			\$ 297,281			\$ 142,080		\$ 82,880	\$ 41,440	\$ 41,440	\$ 41,440	\$ 41,441	\$ 582,002
General Purpose Entitlement Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Categorical Block Grant			\$ 34,103			\$ 17,018		\$ 9,827	\$ 4,954	\$ 4,954	\$ 4,954	\$ 4,952	\$ 70,908
California College Opportunity													\$ -
Special Education Local Plan Area (SPLA) FY13													\$ -
Economic Impact Aid (EIA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Conditions Fund Raising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Facilities Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95,500	\$ 95,500
Subtotal State Funding	\$ -	\$ -	\$ 225,390	\$ -	\$ -	\$ 159,098	\$ -	\$ 92,807	\$ 46,404	\$ 46,404	\$ 46,404	\$ 131,903	\$ 748,610
Other Verifiable Grant Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Fund-Raising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Start-Up Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ -	\$ -	\$ 225,390	\$ -	\$ -	\$ 159,098	\$ 6,548	\$ 99,455	\$ 73,572	\$ 53,062	\$ 73,572	\$ 175,403	\$ 866,190
TOTAL RECEIPTS	\$ -	\$ -	\$ 225,390	\$ -	\$ -	\$ 159,098	\$ 6,548	\$ 99,455	\$ 73,572	\$ 53,062	\$ 73,572	\$ 175,403	\$ 866,190
DISBURSEMENTS													
1000 Certificated Salaries	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 23,333	\$ 280,000
2000 Classified Salaries	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000
3000 Employee Benefits	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 9,650	\$ 115,798
4000 Books and Supplies	\$ 15,000	\$ 15,000											\$ 30,000
5000 Services and Other Operating Expenditures	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 23,017	\$ 276,200
6000 Capital Outlay	\$ 8,000												\$ 8,000
7000 Other Outgo	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 7,860	\$ 94,320
TOTAL DISBURSEMENTS	\$ 88,943	\$ 80,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 65,943	\$ 829,510
ACCRUAL TRANSACTIONS													
Accounts Receivable/Factoring	\$ (200,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (200,000)	\$ -
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (100,000)	\$ (100,000)
TOTAL Accrual Transactions	\$ (200,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (100,000)	\$ (100,000)
NET INCREASE/DECREASE	\$ (88,943)	\$ (80,943)	\$ 159,447	\$ (65,943)	\$ (65,943)	\$ 93,155	\$ (59,295)	\$ 33,512	\$ 7,629	\$ (12,881)	\$ 7,629	\$ 109,460	\$ 38,874
ENDING CASH	\$ (88,943)	\$ 30,114	\$ 189,561	\$ 123,618	\$ 57,675	\$ 150,830	\$ 91,535	\$ 125,047	\$ 132,676	\$ 119,785	\$ 127,414	\$ 238,874	\$ 38,874
ENDING CASH, PLUS ACCRUALS	\$ 111,057	\$ 30,114	\$ 189,561	\$ 123,618	\$ 57,675	\$ 150,830	\$ 91,535	\$ 125,047	\$ 132,676	\$ 119,785	\$ 127,414	\$ 138,874	\$ 138,874

Legacies Excellence Charter School
START UP CASH FLOW

Charter School Number:	TBD
Charter School Name:	LEGACIES OF EXCELLENCE CHARTER SCHOOL
Charter School Auth:	

Start-up Cash Flow Template Year 2 of Operations:

14-15

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 138,874	\$ 197,880	\$ 228,048	\$ 221,086	\$ 231,079	\$ 231,044	\$ 248,054	\$ 286,799	\$ 360,027	\$ 364,493	\$ 394,695	\$ 394,117	\$ 138,874
RECEIPTS													
Federal Funding COE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue - Child Nutrition	\$ -	\$ -	\$ -	\$ -	\$ 9,972	\$ 9,972	\$ 9,972	\$ 9,972	\$ 9,972	\$ 9,972	\$ 9,972	\$ 29,916	\$ 99,720
Other Revenue No Child Left Behind (Title II)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,780	\$ -	\$ 30,780	\$ -	\$ -	\$ 15,390.00	\$ 76,950
General Purpose Entitlement - State Aid Portion	\$ 55,794	\$ 111,567	\$ 74,391	\$ 74,391	\$ 74,391	\$ 74,391	\$ 74,391	\$ 150,185	\$ 65,093	\$ 65,093	\$ 65,093	\$ 65,093	\$ 929,582
General Purpose Entitlement - Local Revenue (in Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Categorical Block Grant	\$ 7,469	\$ 14,938	\$ 9,959	\$ 9,959	\$ 9,959	\$ 9,959	\$ 9,959	\$ 17,428	\$ 8,714	\$ 8,714	\$ 8,714	\$ 8,715	\$ 124,488
California Lottery (Community)	\$ -	\$ -	\$ 5,045	\$ -	\$ -	\$ 5,045	\$ -	\$ -	\$ 5,045	\$ -	\$ -	\$ -	\$ 20,178
Special Education Local Effort (SELEPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SB740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 94,500	\$ 94,500
Subtotal State Funding	\$ 63,263	\$ 126,526	\$ 89,350	\$ 84,350	\$ 84,350	\$ 89,350	\$ 84,350	\$ 147,613	\$ 78,852	\$ 73,807	\$ 73,807	\$ 173,352	\$ 1,169,658
Other Verifiable Grant Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Fund-Raising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Start-Up Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 63,263	\$ 126,526	\$ 89,350	\$ 84,350	\$ 94,322	\$ 99,367	\$ 125,102	\$ 157,585	\$ 88,824	\$ 114,559	\$ 83,779	\$ 216,658	\$ 1,345,728
TOTAL RECEIPTS	\$ 63,263	\$ 126,526	\$ 89,350	\$ 84,350	\$ 94,322	\$ 99,367	\$ 125,102	\$ 157,585	\$ 88,824	\$ 114,559	\$ 83,779	\$ 216,658	\$ 1,345,728
DISBURSEMENTS													
1000 Certificated Salaries	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 32,640	\$ 381,880
2000 Classified Salaries	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 2,125	\$ 25,500
3000 Employee Benefits	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 14,105	\$ 169,255
4000 Books and Supplies	\$ 12,000	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,000
5000 Services and Other Operating Expenditures	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 24,486	\$ 293,950
6000 Capital Outlay	\$ 5,900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,900
7000 Other Outgo	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 10,992	\$ 121,889
TOTAL DISBURSEMENTS	\$ 102,257	\$ 95,357	\$ 96,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 84,357	\$ 1,054,194
ACCRUAL TRANSACTIONS													
Accounts Receivable/Factoring	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (100,000)	\$ -
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL Accrual Transactions	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (100,000)	\$ -
NET INCREASE/DECREASE	\$ (38,994)	\$ 30,169	\$ (6,997)	\$ (7)	\$ 9,965	\$ 15,010	\$ 40,745	\$ 73,228	\$ 4,467	\$ 30,202	\$ (578)	\$ 134,301	\$ 231,044
ENDING CASH	\$ 87,880	\$ 228,048	\$ 221,086	\$ 221,079	\$ 231,044	\$ 248,054	\$ 286,799	\$ 360,027	\$ 364,493	\$ 394,695	\$ 394,117	\$ 429,418	\$ 428,418
ENDING CASH with ACCRUALS	\$ 197,880	\$ 228,048	\$ 221,086	\$ 221,079	\$ 231,044	\$ 248,054	\$ 286,799	\$ 360,027	\$ 364,493	\$ 394,695	\$ 394,117	\$ 429,418	\$ 428,418

Legacies Excellence Charter School
START UP CASH FLOW

Charter School Number:	TBD
Charter School Name:	LEGACIES OF EXCELLENCE CHARTER SCHOOL
Charter School Auth:	

Start-up Cash Flow Template Year 3 of Operations:

15-16



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 428,418	\$ 396,314	\$ 447,495	\$ 454,295	\$ 466,537	\$ 492,074	\$ 524,337	\$ 549,874	\$ 675,813	\$ 742,870	\$ 762,160	\$ 822,490	\$ 428,418
RECEIPTS													
Federal Funding CDE PCS Grant													\$ -
Other Revenue Child Nutrition	\$ -	\$ -	\$ -		\$ 13,296	\$ 13,296	\$ 13,296	\$ 13,296	\$ 13,296	\$ 13,296	\$ 13,296	\$ 13,296	\$ 132,960
Other Revenue No Child Left Behind (Title I)									\$ 41,040		\$ 41,040	\$ 20,520.00	\$ 102,600
General Purpose Entitlement - State Aid Portion	\$ 76,658	\$ 153,317	\$ 102,211	\$ 102,211	\$ 102,211	\$ 102,211	\$ 102,211	\$ 178,870	\$ 89,435	\$ 89,435	\$ 89,435	\$ 89,436	\$ 1,277,641
General Purpose Entitlement: Local Revenue (in Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Categorical Block Grant	\$ 10,684	\$ 10,684	\$ 10,684	\$ 10,684	\$ 10,684	\$ 10,684	\$ 10,684	\$ 34,427	\$ 17,213	\$ 17,213	\$ 17,213	\$ 17,214	\$ 178,068
California Lottery (Quarterly)			\$ 6,726			\$ 6,726			\$ 6,726			\$ 6,726	\$ 26,904
Special Education Local Plan Area (SELPA)				\$ -									\$ -
SB740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State Funding	\$ 87,342	\$ 164,001	\$ 119,621	\$ 112,895	\$ 112,895	\$ 119,621	\$ 112,895	\$ 213,297	\$ 113,374	\$ 106,648	\$ 106,648	\$ 212,601	\$ 1,581,838
Other Verifiable Grant Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Fund-Raising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Start-Up Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 87,342	\$ 164,001	\$ 119,621	\$ 112,895	\$ 126,191	\$ 132,917	\$ 126,191	\$ 226,593	\$ 167,710	\$ 119,944	\$ 160,984	\$ 273,009	\$ 1,817,398
TOTAL RECEIPTS	\$ 87,342	\$ 164,001	\$ 119,621	\$ 112,895	\$ 126,191	\$ 132,917	\$ 126,191	\$ 226,593	\$ 167,710	\$ 119,944	\$ 160,984	\$ 273,009	\$ 1,817,398
DISBURSEMENTS													
1000 Certificated Salaries	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 42,310	\$ 507,715
2000 Classified Salaries	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 2,168	\$ 26,010
3000 Employee Benefits	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 17,662	\$ 211,939
4000 Books and Supplies	\$ 12,167	\$ 12,167	\$ 12,167										\$ 36,500
5000 Services and Other Operating Expenditures	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 26,050	\$ 312,605
6000 Capital Outlay	\$ 6,825												\$ 6,625
7000 Other Outgo	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 12,465	\$ 149,576
TOTAL DISBURSEMENTS	\$ 119,445	\$ 112,820	\$ 112,820	\$ 100,654	\$ 100,654	\$ 100,654	\$ 100,654	\$ 100,654	\$ 100,654	\$ 100,654	\$ 100,654	\$ 100,654	\$ 1,250,971
ACCRUAL TRANSACTIONS													
Accounts Receivable/Factoring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL Accrual Transactions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE/DECREASE	\$ (32,103)	\$ 51,181	\$ 6,801	\$ 12,241	\$ 25,537	\$ 32,263	\$ 25,537	\$ 125,939	\$ 67,056	\$ 19,290	\$ 60,330	\$ 172,355	\$ 566,427
ENDING CASH	\$ 396,314	\$ 447,495	\$ 454,295	\$ 466,537	\$ 492,074	\$ 524,337	\$ 549,874	\$ 675,813	\$ 742,870	\$ 762,160	\$ 822,490	\$ 994,845	\$ 994,845
ENDING CASH, with ACCRUALS	\$ 396,314	\$ 447,495	\$ 454,295	\$ 466,537	\$ 492,074	\$ 524,337	\$ 549,874	\$ 675,813	\$ 742,870	\$ 762,160	\$ 822,490	\$ 994,845	\$ 994,845

Legacies of Excellence Charter School
PLANNING BUDGET
MULTI YEAR

Charter School Number:		TBA					
Charter School Name:		Legacies Excellence Charter School					
Charter School Authorizer:							
	2012-2013	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Revenue & Resources							
Projected Enrollment K-3 *		0	0	0	0	0	
Projected Enrollment 4-6 *		120	60	60	60	60	
Projected Enrollment 7-8 *		0	120	180	240	240	
Projected Enrollment 9-12 *		0	0	0	0	0	
Total Projected Enrollment		120	180	240	300	300	1,140
Estimated Average Daily Attendance (ADA) from Enrollment		114.00	171.00	228.00	285.00	285.00	
Projected General Purpose Entitlement		\$ 592,002	\$ 929,892	\$ 1,277,641	\$ 1,647,334	\$ 1,688,517	
Projected Charter School Categorical Block Grant		\$ 70,908	\$ 124,488	\$ 178,068	\$ 207,480	\$ 207,480	
Sub-total General Purpose & Cat Block Grant Revenue		\$ 662,910	\$ 1,054,380	\$ 1,455,709	\$ 1,854,814	\$ 1,895,997	\$ 6,923,810
Percent of Revenue/Resources		76.53%	78.35%	80.10%	81.10%	81.25%	
Average General Purpose and Categorical Block Grant per ADA		\$ 5,815	\$ 6,166	\$ 6,385	\$ 6,508	\$ 6,653	
California Lottery			\$ 20,178	\$ 26,904	\$ 33,630	\$ 33,630	
Special Education Local Plan Area (SELPA)							
Class Size Reduction							
Charter School Facility Grant Program (SB 740)		\$ 85,500	\$ 94,500	\$ 99,225	\$ 104,186	\$ 109,396	
Sub-total All Other State & Categorical Revenue		\$ 85,500	\$ 114,678	\$ 126,129	\$ 137,816	\$ 143,026	\$ 607,149
Percent of Revenue/Resources		9.87%	8.52%	6.94%	6.03%	6.13%	
Federal Revenue (include Public Charter School Grant Program (PCSGP) Start-Up and Implementation Grants)							
Other Revenue Child Nutrition		\$ 66,480	\$ 99,720	\$ 132,960	\$ 166,200	\$ 166,200	
Other Revenue No Child Left Behind (Title 1)		\$ 51,300	\$ 76,950	\$ 102,600	\$ 128,250	\$ 128,250	
Total all Other Public Revenue		\$ 866,190	\$ 1,345,728	\$ 1,817,398	\$ 2,287,080	\$ 2,333,473	
Percent of Revenue/Resources		100.00%	100.00%	100.00%	100.00%	100.00%	
Start-Up Capital/Beginning Cash Balance B/F							
Other Verifiable Revenue - Private Foundation/Grant Funding							
Other Verifiable Fund-Raising Contribution from Community							
Total Revenue & Resources		\$ 866,190	\$ 1,345,728	\$ 1,817,398	\$ 2,287,080	\$ 2,333,473	\$ 8,649,869

Legacies of Excellence Charter School
PLANNING BUDGET
MULTI YEAR

Charter School Number:		TBA					
Charter School Name:		Legacies Excellence Charter School					
Charter School Authorizer:							
	2012-2013	2013-14	2014-15	2015-16	2016-17	2017-18	Total
1000 Certificated Salaries							
Projected Certificated FTE		5.00	7.00	9.00	12.00	12.00	
1100 Teachers' Salaries		\$ 208,000	\$ 318,240	\$ 432,806	\$ 607,041	\$ 819,151	
1200 School Administrators' Salaries		\$ 72,000	\$ 73,440	\$ 74,909	\$ 76,407	\$ 77,935	
1300 Supervisors' Salaries							
1400 Librarians' Salaries							
1500 Guidance, Welfare, and Attendance Salaries							
1600 Physical and Mental Health Salaries							
1700 Superintendents' Salaries							
1800 Administrators' Salaries							
1900 Other Certificated Salaries visual & performing arts+substitutes							
Total Certificated Salaries	-	\$ 280,000	\$ 391,680	\$ 507,715	\$ 683,448	\$ 897,086	\$ 2,559,899
Percent of Revenue/Resources		32.33%	29.11%	27.94%	29.88%	29.87%	29.59%
2000 Classified Salaries							
Projected Classified FTE		1.00	1.00	1.00	1.00	1.00	
2100 Instructional Aides' Salaries							
2200 Classified Support Salaries-PE/Health/Wellness		\$ -	\$ -	\$ -	\$ -	\$ -	
2300 Clerical and Other Office Salaries		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061	
2400 Maintenance and Operations Salaries							
2500 Food Services Salaries							
2600 Transportation Salaries							
2900 Other Classified Salaries							
Total Classified Salaries	-	\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061	\$ 130,101
Percent of Revenue/Resources		2.89%	1.89%	1.43%	1.16%	1.16%	1.50%
3000 Employee Benefits							
3100 State Teachers' Retirement System		\$ 23,800	\$ 33,293	\$ 43,156	\$ 68,091	\$ 59,252	
3200 Public Employees' Retirement System		\$ 2,850	\$ 3,078	\$ 2,865	\$ 3,024	\$ 3,085	
3300 Old Age, Survivors, Disability, and Health Insurance		\$ -	\$ -	\$ -	\$ -	\$ -	
3400 Health and Welfare Benefits		\$ 55,366	\$ 56,919	\$ 107,194	\$ 142,598	\$ 149,698	
3500 State Unemployment Insurance		\$ 10,370	\$ 14,184	\$ 18,747	\$ 24,138	\$ 24,621	
Other Benefits		\$ 23,410	\$ 31,781	\$ 40,478	\$ 53,621	\$ 54,693	
Total Employee Benefits	-	\$ 115,796	\$ 169,255	\$ 211,939	\$ 281,472	\$ 291,349	\$ 1,069,811
Percent of Revenue/Resources		13.37%	12.58%	11.66%	12.31%	12.49%	12.37%

Legacies of Excellence Charter School
PLANNING BUDGET
MULTI YEAR

Charter School Number:		TBA					
Charter School Name:		Legacies Excellence Charter School					
Charter School Authorizer:							
	2012-2013	2013-14	2014-15	2015-16	2016-17	2017-18	Total
4000 Books and Supplies							
4100 Approved Textbooks and Core Curricular Materials		\$ 12,000	\$ 15,000	\$ 15,000	\$ 17,000	\$ 17,500	
4200 Instructional Books Other Than Textbooks		\$ 3,000	\$ 3,500	\$ 3,500	\$ 3,600	\$ 3,600	
4300 Instructional Materials and Supplies		\$ 12,000	\$ 14,000	\$ 14,000	\$ 15,000	\$ 15,500	
4400 No capitalized Equipment		\$ 1,000	\$ 1,000	\$ 1,200	\$ 1,800	\$ 2,000	
4500 Other Supplies		\$ 2,000	\$ 2,500	\$ 2,800	\$ 3,000	\$ 3,500	
Total Books and Supplies	-	\$ 30,000	\$ 36,000	\$ 36,500	\$ 40,400	\$ 42,100	\$ 185,000
Percent of Revenue/Resources		3.46%	2.68%	2.01%	1.77%	1.80%	2.14%
5000 Services and Other Operating Expenditures							
5100 Personal Services of Consultants, Lecturers, & Others		\$ 90,000	\$ 99,000	\$ 108,900	\$ 119,790	\$ 131,769	
5200 Travel and Conferences		\$ 500	\$ 750	\$ 750	\$ 750	\$ 750	
5300 Dues and Memberships		\$ 2,000	\$ 2,500	\$ 2,750	\$ 3,000	\$ 3,200	
5400 Insurance		\$ 30,000	\$ 31,500	\$ 33,075	\$ 34,729	\$ 36,465	
5500 Utilities and Housekeeping Services		\$ 30,700	\$ 30,900	\$ 31,200	\$ 31,500	\$ 32,000	
5600 Rentals, Leases, and Repairs		\$ 120,000	\$ 126,000	\$ 132,300	\$ 138,915	\$ 145,861	
5800 Other Services and Operating Expenditures		\$ 3,000	\$ 3,300	\$ 3,630	\$ 3,812	\$ 4,002	
Total Services and Other Operating Expenditures	-	\$ 276,200	\$ 293,950	\$ 312,605	\$ 332,495	\$ 354,047	\$ 1,569,297
Percent of Revenue/Resources		31.89%	21.84%	17.20%	14.54%	15.17%	18.14%
6000 Capital Outlay							
6100 Sites and Improvement of Sites		\$ 1,000	\$ 1,200	\$ 1,500	\$ 1,575	\$ 2,100	
6200 Buildings and Improvement of Buildings							
6300 Books and Media for New or Expanded Libraries			\$ 2,200	\$ 2,375	\$ 3,795	\$ 4,000	
6400 Furniture Fixtures and Equipment		\$ 7,000	\$ 2,500	\$ 2,750	\$ 3,000	\$ 3,200	
Total Capital Outlay	-	\$ 8,000	\$ 5,900	\$ 6,625	\$ 8,370	\$ 9,300	\$ 38,195
Percent of Revenue/Resources		0.92%	0.44%	0.36%	0.37%	0.40%	0.44%

Legacies of Excellence Charter School
PLANNING BUDGET
MULTI YEAR

Charter School Number:	TBA						
Charter School Name:	Legacies Excellence Charter School						
Charter School Authorizer:							
	2012-2013	2013-14	2014-15	2015-16	2016-17	2017-18	Total
7000 Other Outgo							
1 % District Oversight		\$ 5,920	\$ 9,299	\$ 12,776	\$ 16,473	\$ 16,885	
Special Education \$600 per child (estimated cost of OUSD)		\$ 68,400	\$ 102,600	\$ 136,800	\$ 171,000	\$ 171,000	
Factoring Fees		\$ 20,000	\$ 20,000				
Total Other Outgo		\$ 94,320	\$ 131,899	\$ 149,576	\$ 187,473	\$ 187,885	\$ 751,154
Percent of Revenue/Resources		10.89%	9.80%	8.23%	8.20%	8.05%	8.68%
Total Budgeted Expenditures	\$ -	\$ 829,316	\$ 1,054,184	\$ 1,250,971	\$ 1,560,159	\$ 1,608,828	\$ 6,303,458
		95.74%	78.34%	68.83%	68.22%	68.95%	72.87%
Summary of Budget							
Total Revenue & Resources	\$ -	\$ 866,190	\$ 1,345,728	\$ 1,817,398	\$ 2,287,080	\$ 2,333,473	\$ 8,649,869
Total Budgeted Expenditures	\$ -	\$ 829,316	\$ 1,054,184	\$ 1,250,971	\$ 1,560,159	\$ 1,608,828	\$ 6,303,458
Reserve (5%)		\$ 33,146	\$ 52,719	\$ 72,785	\$ 92,741	\$ 94,800	\$ 346,191
Annual Operating Surplus (Deficit)	0.00	3,728.41	238,825.01	493,641.72	634,180.99	629,844.22	2,000,220.35
Percent of Expenses		0.45%	22.65%	39.46%	40.65%	39.15%	31.73%
Beginning Cash Balance	0.00						
Cumulative Operating Surplus (Deficit)	0.00	3,728.41	242,553.42	736,195.14	1,370,376.13	2,000,220.35	4,000,440.70
Percent of Expenses		0.45%	23.01%	58.85%	87.84%	124.33%	63.46%

Legacies Excellence Charter School
Budget Assumptions

Enrollment

COLA Calculation

	Year 1	Year 2	Year 3	Year 4	Year 5	2012-13	K-3	4 to 6	7 to 8	9 to 12	
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2012-13	5,117	5,193	5,346	6,188	
K						Trigger Cut	(441)	(441)	(441)	(441)	
1						Net	4,676	4,752	4,905	5,747	
2											
3											
4						2013-14	5,117	5,193	5,346	6,188	COLA
5											
6	120	60	60	60	60	2014-15	5,255	5,333	5,490	6,355	2.7%
7		120	60	120	120						
8			120	120	120	2015-16	5,402	5,483	5,644	6,533	2.8%
9											
10						2016-17	5,564	5,647	5,813	6,729	3.0%
11											
12						2017-18	5,703	5,788	5,959	6,897	2.5%
Total Enrollr	120	180	240	300	300						

Legacy of Excellence Charter School
Salary and Benefit Calculation

Staff Fiscal Year 2013-14

No	NO	Salary	Total Sal	STRS 8.5	PERS 11.4	FICA 4.2	Med 1.45	Unemp 3.4%	WC 6	Total	Other Ben
Teachers	4	52,000.00	208,000.00	17,680.00			3,016.00	7,072.00	12,480.00	248,248.00	
Principal	1	72,000.00	72,000.00	6,120.00			1,044.00	2,448.00	4,320.00	79,812.00	
Total	5			23,800.00							

CLASSIFIED

Administrative Assistant	1	25,000.00	25,000.00		2,850.00	1,050.00	362.50	850.00	1,500.00	27,712.50	
Total Classified	1				2,850.00			10,370.00			23,410.00

Staff Fiscal Year 2014-15

Teachers	6	53,040.00	318,240.00	27,050.40			4,614.48	10,820.16	19,094.40	379,819.44	lio
Principal	1	73,440.00	73,440.00	6,242.40			1,064.88	2,496.96	4,406.40	87,650.64	
Total	7			33,292.80							

CLASSIFIED

Administrative Assistant	1	25,500.00	25,500.00		2,907.00	1,071.00	369.75	867.00	1,530.00	29,337.75	
Total Classified	1				2,907.00			14,184.12			31,781.16

Staff Fiscal Year 2015-16

Teachers	8	54,100.80	432,806.40	36,788.54			6,275.69	14,715.42	25,968.38	516,554.44	
Principal	1	74,908.80	74,908.80	6,367.25			1,086.18	2,546.90	4,494.53	89,403.65	
Total	9			43,155.79							

CLASSIFIED

Administrative Assistant	1	26,010.00	26,010.00		2,965.14	1,092.42	377.15	884.34	1,560.60	29,924.51	
Total Classified	1				2,965.14			18,146.66			40,477.80

Staff Fiscal Year 2016-17

Teachers	11	55,182.82	607,010.98	51,595.93			8,801.66	20,638.37	36,420.66	724,467.60	
Principal	1	76,406.98	76,406.98	6,494.59			1,107.90	2,597.84	4,584.42	91,191.73	
Total	12			58,090.53							

CLASSIFIED

Administrative Assistant	1	26,530.20	26,530.20		3,024.44	1,114.27	384.69	902.03	1,591.81	30,523.00	
Total Classified	1				3,024.44			24,138.24			53,620.72

Staff Fiscal Year 2017-18

Teachers	11	56,286.47	619,151.20	52,627.85			8,977.69	21,051.14	37,149.07	738,956.95	
Principal	1	77,935.12	77,935.12	6,624.48			1,130.06	2,649.79	4,676.11	93,015.56	
Total	12			59,252.34							

CLASSIFIED

Administrative Assistant	1	27,060.80	27,060.80		3,084.93	1,136.55	392.38	920.07	1,623.65	31,133.46	
Total Classified	1				3,084.93			24,621.00			54,693.13

Legacies Excellence Charter School
Health Benefit Cost
70/30 Split

Health

	District	Emp	Annual Total	Dental	EMP	Dist
Kaiser Employee	8,945.83	3,833.93	12,779.76	1425	427.5	997.5
Employee + 1	13,389.35	5,738.29	19,127.64		0	0
Employee+2 or more	17,077.54	7,318.94	24,396.48		0	0
				Vision		
Blue Shld Employee	11,347.31	4,863.13	16,210.44	390	117	273
Employee + 1	16,449.72	7,049.88	23,499.60			
Employee+2 or more	20,679.54	8,862.66	29,542.20			

Staff	Health	Dental	Vision	2013-14 Total	2014-15	2015-16	2016-2017	2017-2018
1	8,946.00	998.00	273.00	10,217.00	10,727.85	11,478.80	12,052.74	12,655.38
2	11,347.00	998.00	273.00	12,618.00	13,248.90	14,176.32	14,885.14	15,629.40
3	13,389.35	998.00	273.00	14,660.35	15,393.37	16,470.90	17,294.45	18,159.17
4	16,449.72	998.00	273.00	17,720.72	18,606.76	19,909.23	20,904.69	21,949.92
5 In Lieu				150.00	150.00	150	150.00	150.00
6	11,914.35	1,047.90	286.65		13,248.90	14,176.32	14,885.14	15,629.40
7	14,058.82	1,047.90	286.65		15,393.37	16,470.90	17,294.45	18,159.17
8 In Lieu					150.00	150.00	150	150.00
9	12,510.07	1,100.30	300.98			13,911.35	14,606.91	15,337.26
10 In Lieu						150.00	150	150
11	12,510.07	1,100.30	300.98				13,911.35	14,606.91
12	14,761.76	1,100.30	300.98				16,163.04	16,971.19
13 In Lieu						150.00	150	150
Total	50,132.07	3,992.00	1,092.00	55,366.07	86,919.14	107,193.83	142,597.90	149,697.79

Legacies of Excellence Charter School

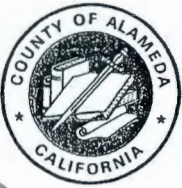
Charter Petition

List of Appendices

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A	Letters of Support
B	Governance Documents: Historical Journey of Legacies of Excellence Certification Statement Letter of Intent Conflict of Interest Articles of Incorporation By-Laws 501 (c) 3 Status Organizational Chart Charter School Roster of Key Contacts Teachers Meaningfully Interested
C	Response to Intervention
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Appendix A

Letters of Support



BOARD OF SUPERVISORS

KEITH CARSON
SUPERVISOR, FIFTH DISTRICT

August 29, 2012

Honorable Tom Torlakson
State Superintendent of Public Instruction
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Honorable Torlakson:

I am writing in support of the Legacies of Excellence Charter program. This program is unique in every way, important for every child and adult, and we feel that it must be supported systematically in order to truly accomplish the goal of changing our youth, thus changing our society. Legacies program has been struggling to exist for almost 10 years as a charter middle school for underserved youth. Privately funded from an all minority group, who survived the very streets on which it was built. This organization has taken the time, money and care to introduce, re-introduce, revise, partner, amend, and overhaul both the program and facility more than 10 times, to create something which can truly effect our Oakland community. As a school, it has the potential to change lives through education, as a program for behavior modification it has the potential to save lives, and as a vehicle for a new way for our youth to think, it has the potential to infect our communities with knowledge of how to sustain life and environment, rather than destroy it.

There is an agricultural and environmental sustainability based curriculum which is designed to reach beyond the classroom and into the homes of the students and families it serves. Legacies core team has more than 150 years of combined experience as professionals in the fields of education, healthcare, mental health and sustainable living. The commitment to utilizing service providers who have a vested interest and understanding of the cultures to be served is only the beginning. The cultures of poverty, sickness, miss-education, and generations of discrimination and lack of resources must be changed from within. The partnerships with farming communities in Northern California, UC Davis, Mo' Betta" Foods, Cultural Links and many others are designed to expose and wrap students and their families with opportunities and services. The goal is in building a stronger community not just a stronger school. The hope is for this school to be a staple in this community. We believe that by providing opportunities to the family through our partnerships, we can educate and learn from the families how to best manage and assist their youth. We plan to eliminate the idea of our students being considered underserved.

Legacies' success is measured by our ability to prepare our youth for the next step in education and our ability to work with families to sustain safe and progressing environments. With intensive day treatment, they will be able to nurture core ideals and processes in learning theory.

I would like to respectfully request a meeting with Mr. Robert Coleman of Legacies of Excellence with one of your staff member to further discuss this matter. Mr. Coleman can be reached at 510-908-4681 or by e-mail: rac8oic@comcast.net and he will be in touch with your office to follow up on his request.

Thank you in advance for your kind consideration in the hope that Mr. Coleman will be able to have an opportunity to meet with your office. You may call my office at 510-272-6695 for additional information.

Sincerely,


Keith Carson, Vice-President

Alameda County Supervisor, District 5

1221 OAK STREET · SUITE 536 · OAKLAND, CALIFORNIA 94612 · (510) 272-6695 · FAX (510) 271-5151
<http://www.acgov.org/board/district5/> · dist5@acgov.org



UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO
BARBARA • SANTA CRUZ



SANTA

Agricultural Education

SCHOOL OF EDUCATION
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616

May 23, 2011

Dear Robert,

It was a pleasure meeting both you and Jason Newell and learning about Legacies of Excellence Charter School (LOECS).

Curriculum designed around agriculture and culinary arts will bring the subject matter to life for the students, making it real and relevant. From farm to fork enables students to have a connection to what they are learning whether it is science (soil, biology), mathematics (yields, water requirements and cost of production), English (science fair projects, reading and writing about crop, animals and harvesting), and history (importance of the crops, food, and culture), all can be taught in the context of agriculture by a creative teacher.

The School of Education and College of Agricultural and Environmental Sciences at the University of California, Davis is looking forward to the opportunities to partner with LOECS. From field trips to the kids' garden, green houses, livestock facilities and food science laboratories to guest speakers from specific areas of interest, UCD can be a resource for educators using agriculture and culinary arts as the context for learning.

Teaching students holistically, in a safe environment, will enable the students to have a productive, successful educational experience. In addition, teaching students in the context of agriculture and culinary arts will enable them to understand and retain what they are learning.

Legacies of Excellence Charter School will provide an excellent opportunity for students to engage, learn, and grow as a person. UC Davis is looking forward to the opportunity to partner with LOECS in the future.

Best wishes,

Lynn Martindale

Lynn Martindale
Agricultural Education Teacher Supervisor
916-606-7337

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0016
(916) 319-2016
FAX (916) 319-2116

Assembly California Legislature



SANDRÉ R. SWANSON
ASSEMBLYMEMBER, SIXTEENTH DISTRICT

DISTRICT OFFICE
HARRIS STATE BUILDING
515 CLAY STREET, SUITE 2204
OAKLAND, CA 94612
(510) 286-1670
FAX (510) 286-1888

April 13, 2010

COMMITTEES
CHAIR, ASSEMBLY COMMITTEE ON
LABOR AND EMPLOYMENT
CHAIR, SELECT COMMITTEE ON STATE
SCHOOL FINANCIAL TAKEOVERS
BUDGET
BUDGET SUBCOMMITTEE #2 ON
EDUCATION FINANCE
BUDGET SUBCOMMITTEE #4 ON STATE
ADMINISTRATION
BANKING AND FINANCE
HOUSING AND COMMUNITY
DEVELOPMENT
ARTS, ENTERTAINMENT, SPORTS,
TOURISM, AND INTERNET MEDIA
WORKFORCE INVESTMENT BOARD

Hon. Gary Yee
President, Board of Trustees
Oakland Unified School District
1025 2nd Avenue
Oakland, CA 94606

Dear President Yee:

I am writing in strong support of the work of Mr. Robert Coleman. Through my years of work as Chief of Staff of Congresswoman Barbara Lee, and while in the California Legislature, I had the opportunity to work with Mr. Coleman on a number of very worthwhile projects in the community. His work has focused strongly on activities to benefit children, or in support of more citizen participation in government.

Mr. Coleman has proven himself to be truthful, hard working, and successful in realizing a variety of projects of importance to our community. I am confident that any project he is involved with will be successful and implemented to achieve significant public benefit.

I respectfully ask you to give his proposal your most serious consideration.

Sincerely,

Sandré R. Swanson
Assemblymember, 16th District

Cc: Vice President, Christopher Dobbins
Director, Noel Gallo
Director, Jumoke Hinton Hodge
Director, David Kakishiba
Director, Jody London
State Trustee, Vincent Matthews
Superintendent, Anthony Smith, Ph.D.
Director, Alice Spearman





BOARD OF SUPERVISORS

KEITH CARSON
SUPERVISOR, FIFTH DISTRICT

March 29, 2012

Jody London, President
Governing Board, Oakland Unified School District
1025 2nd Avenue, Suite 320
Oakland, CA 94606-2212

Dear President London:

I am writing this letter in support for the Legacies of Excellence Charter School's proposal submitted to the Oakland Unified School District. As a member of the Alameda County Board of Supervisors, I am acutely aware of the need for programs that support at-risk youth with mental health services, intensive case management, housing and increased educational support services.

The Legacies of Excellence Charter School is a model that should be effective in Oakland due to its inclusive approach to support and serve the needs of our youth. The Legacies "No Fail Program" is a hands-on approach to working with youth through an integration of four key components: food and housing, mental and physical health services, community and family involvement, and education. It is crucial that government agencies collaborate with our community partners to ensure the delivery of an array of quality services and programs to the people who need them most.

The vision of the organization is innovative and thoughtful. I applaud the founders Robert Coleman and Dr. Ralph Peterson in their efforts to improve the quality of life for our at-risk youth and support their efforts in making this program a reality.

Sincerely,

Keith Carson
Vice-President
Alameda County Supervisor
Fifth District

ALAMEDA COUNTY
HEALTH CARE SERVICES
AGENCY
DAVID J. KEARS, Director



AGENCY ADMIN. & FINANCE
1000 San Leandro Blvd., Suite 300
San Leandro, CA 94577
Tel: (510) 618-3452
Fax: (510) 351-1367

February 11, 2008

Lisa Guffi
Senior Vice President
OneCalifornia Bank, FSB
1438 Webster Street, Suite 100
Oakland, CA 94612-3206

Dear Ms. Guffi:

This is in support of the Robert Coleman, Legacy of Excellence, proposal to develop a "charter school" for foster care and probation-linked youth in need of comprehensive and coordinated services.

I have discussed this proposal with the Chief Probation Officer, Don Blevins, and the Director of Social Services Agency, Yolanda Baldovinos. In surveying their staff, both report the prevalence of disproportionate number of youth under their custody with poor academic and attendance records, coupled with other disruptive or dysfunctional behavior. They felt strongly that the staff from both departments would welcome the development of school setting that offered the breadth of services discussed in my meeting with Mr. Coleman, and would steer appropriate referrals to such a program if available.

Your support will enable these commitments to youth with multiple needs to come to fruition, and we are deeply grateful for your consideration of Mr. Coleman's request.

Please do not hesitate to contact me for further information.

Sincerely,

David Kears
Health Care Services Agency Director

cc: Don Blevins, Chief Probation Officer
Yolanda Baldovinos, Director SSA
Supervisor Keith Carson, Alameda County



Alameda County
Social Services
Agency

Chet P. Hewitt
Agency Director

Thomas L. Berkley Square
2000 San Pablo Avenue, Oakland, CA 94612
510-271-9100 / Fax: 510-271-9108
chewitt@co.alameda.ca.us
www.co.alameda.ca.us/assistance

July 31, 2007

Dale E. Bonner, Secretary
Business, Transportation and Housing Agency
980 9th Street, Suite #2450
Sacramento, CA 95814-2719

Dear Secretary Bonner:

I am writing to lend support for the Legacies of Excellence proposal to provide a group home for at-risk children in Oakland, California. As Agency Director for Alameda County Social Services Agency (ACSSA), I am pleased to support this project and it's appropriate use of property Mr. Coleman will be developing.

Models such as Legacies of Excellence are important and serve as a valuable asset to the community. Most youth who have been in foster care, or a part of the juvenile justice system experience, with multiple placements which in turn means multiple school environments. The lack of continuity in education has wreaked havoc on their ability to achieve academic excellence on a consistent basis. The lack of foundational academic skills means that youth are ill prepared not just for college, but also for vocational skills development opportunities, high growth, high wage job opportunities and even basic employment. Youth entering adulthood and/or emancipating from foster care should not have to choose between college and joblessness.

Legacies of Excellence has presented a thoughtful and innovative plan to serve our youth and it is my hope that your organization joins me in supporting their efforts.

Sincerely,

A handwritten signature in cursive script that reads "Chet P. Hewitt".

Chet P. Hewitt

Appendix B

Certification Statement

Letter of Intent

Journey of Legacies of Excellence

Conflict of Interest

Articles of Incorporation

By-Laws

Organizational Chart

Charter School Roster of Key Contacts

Teachers Meaningfully Interested

Historical Journey of Legacies of Excellence Charter School

Six years ago a group of concerned citizens in Oakland came together to discuss the plight of African American families in the community who have suffered the brunt of at least four decades of poverty, drugs, and crime as a direct result of segregation and exploitation. This plight in the City of Oakland has left these families in a deteriorating emotional, mental, and economic condition. The group included educators, social service agents, and community leaders who initially agreed upon developing some sort of resource center in the heart of the neighborhood to provide counseling, therapy; and to connect families with county and city social services to improve their living conditions.

After years of preparation and multiple roadblocks, the group agreed that a charter school would provide the children of these families with “breaking of the cycle” and it would provide an educational environment with “foundational support services” to families in the community. Although the focus was on African Americans, the demographics of the neighborhood and the victims of parallel circumstances would need to include Latino and other ethnic groups in the project.

The group began to look for a location and after research and identifying resources, they lobbied to locate the facility in East Oakland and to meet the specific needs of an Agricultural STEM charter school with state of the art roof gardens (5) and culinary kitchens.

Now 10 years later, 2012, Legacies of Excellence Board of Directors is awaiting the approval of the Charter and provide educational services for all students in grades 5 - 8 who apply, with a focus on families with children in the foster care juvenile justice who will have social, emotional and mental health needs. LEGACIES have developed “specialized efforts” to provide time and space to connect families with social and educational services.

O.U.S.D. Office of Charter Schools

1025 Second Avenue, Rm. 206

Oakland, CA 94606

ph: (510) 879-8349

fax: (510) 879-1844

Letter of Intent to Apply for a Charter

If you plan to submit a charter school petition to the Oakland Unified School District, please submit the following letter of intent to the Office of Charter Schools in advance. This will help the Office of Charter Schools to communicate better and more effectively with petitioner groups and to gather information about the interest in expanding choice options in Oakland. Thank you!

Please fax to (510) 879-1844 or mail to address above.

INTENDED DATE OF SUBMISSION October 10, 2012

Name of proposed school *LEGACY OF EXCELLENCE CHARTER SCHOOL*

Petitioner's authorized representative Nabeehah Shakir, M.S.

Full mailing address (include city, state, zip code) 3400 MacArthur Blvd. #200 Oakland, CA 94602

Daytime telephone number 510-698-4131

Fax number 510-698-4259

E-mail address Nabeehah.s@gmail.com

Proposed location of school 8024 Rudsdale Street (located between 80th & 81st Ave. on a 17,400 square foot lot across from the Woodland Elementary school)

Do you plan to request Proposition 39 facilities? NO

Composition of petitioner group (e.g., parents, teachers, non-profit organization) Non-Profit

Organization Grade levels to be served in year 5 and 6

Anticipated enrollment in year 1 100

Grade levels to be served at full-capacity 5-8

Anticipated enrollment at full capacity 300

Target student population (ex. At-risk youth) LEGACIES will primarily serve students at-risk students referrals from social service agencies related to socio economic status. However our accelerated learning program will serve the needs of high achieving students.

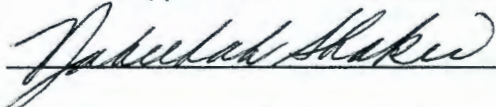
Brief description of kind of school to be chartered (For example, it may be an Arts-, Math-, or Science-focused school or use a particular school/curriculum design.) The curriculum provides a focus on: Agriculture; Literacy *in each* content area; Common Core Standards; Social Emotional Learning; Preparation for high school college prep courses. LEGACIES will use State approved textbooks and OUSD pacing guides to manage instruction of Common Core Standards. The *California Education and the Environment* Initiative, approved by the California State Board of Education in 2010 will be systematically woven into lesson plans, when appropriate. *Ripple Effects (RE)* software-based learning will be blended into our P.E./Health/Wellness Classes to teach social-emotional skills. It is and instructional program which is effective for all three levels of Response to Intervention and is described in greater detail at: <http://www.rippleeffects.com/education/software/earlyinterene.html>.

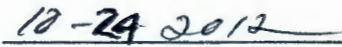
Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school:

- The mission of LEGACIES is to: (1) provide a *safe, nurturing, caring academic environment* for disenfranchised and underserved population of students who may or may not be “revolving and in evolving in the systems” juvenile delinquency as a result of socio-economic; cultural-linguistic status in Alameda County.
- The academic focus on excellence and high performance with social-emotional-mental health support is unique and provides the foundation needed to focus and the agriculture focus will prepare them for jobs, careers, and a mind set for the 21st century.

Are you planning to work with a charter management organization (CMO) or education management organization (EMO)? Yes No If Yes, Please Circle: CMO / EMO

If so, please indicate name of CMO/EMO.





Signature of Applicant's Authorized Representative

Date

CERTIFICATION STATEMENT

Proposed Charter School Name Legacies of Excellence Charter School

Proposed School Location (City) 8024 Rudsdale street

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person

Nabzeehah Shakir
Nabzeehah Shakir

Date 9/27/12
10/24/12

(Please label the copy that has original signatures.)

Print/Type Name Nabzeehah Shakir

Address 3400 MacArthur Blvd. #200

Daytime Phone 510-698-4131 Fax: 510-698-4159



Secretary of State

Administration

Elections

Business Programs

Political Reform

Archives

Registries

Business Entities (BE)

Online Services

- **Business Search**
- **Disclosure Search**
- **E-File Statements**
- **Processing Times**

Main Page

Service Options

Name Availability

Forms, Samples & Fees

Annual/Biennial Statements

Filing Tips

Information Requests

(certificates, copies & status reports)

Service of Process

FAQs

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Resources

- **Business Resources**
- **Tax Information**
- **Starting A Business**
- **International Business Relations Program**

Customer Alerts

- **Business Identity Theft**
- **Misleading Business Solicitations**

Business Entity Detail

Data is updated weekly and is current as of Friday, September 14, 2012. It is not a complete or certified record of the entity.

Entity Name:	LEGACIES OF EXCELLENCE
Entity Number:	C2418038
Date Filed:	06/03/2002
Status:	ACTIVE
Jurisdiction:	CALIFORNIA
Entity Address:	637 HUMBOLD ST
Entity City, State, Zip:	RICHMOND CA 94805
Agent for Service of Process:	ROBERT ALLEN COLEMAN
Agent Address:	201 EAST 12TH ST #321
Agent City, State, Zip:	OAKLAND CA 94606

* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code [section 2114](#) for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to [Name Availability](#).
- For information on ordering certificates, copies of documents and/or status reports or to request a more extensive search, refer to [Information Requests](#).
- For help with searching an entity name, refer to [Search Tips](#).
- For descriptions of the various fields and status types, refer to [Field Descriptions and Status Definitions](#).

[Modify Search](#) [New Search](#) [Printer Friendly](#) [Back to Search Results](#)

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LEGACIES OF EXCELLENCE CHARTER SCHOOL
Conflict of Interest Policy

I. Purpose

The purpose of this policy is to ensure that the business affairs of Legacies of Excellence Charter School (**LEGACIES**) are conducted with the intent of high business ethics, honesty, integrity, and to protect its interest as a tax-exempt organization. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest for nonprofit and charitable organizations.

II. Definitions

Conflict of Interest: A situation in which a person's decisions are influenced by the person's personal or private interests. This includes when an individual's personal interests or concerns are inconsistent with what is best for the organization or business that he (she) represents or when an individual's personal interest are contrary to his (her) loyalty to the organization or business of affiliation.

Interested Persons: Employees, consultants, directors, trustees, and committee members with Board of Director delegated powers.

III. Procedures

1. Responsibility of Interested Persons

- a. Interested persons are responsible for preventing any conflict of interest from occurring. An interested person must not engage in any conduct that would create an actual or potential conflict of interest or create the appearance of such a conflict.
- b. Interested persons must not use any confidential, sensitive, or proprietary information belonging to **LEGACIES** in any manner that is unauthorized, detrimental, or against the best interest of the organization.
- c. To maintain the integrity of **LEGACIES**, the interested persons may not accept inappropriate gifts or money, other than those of normal value, or enter into any arrangements, financial or otherwise that may create a conflict of interest.
- d. Duty to Disclose- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
- e. Recusal of Self- Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, with or without going through the process for determining whether a conflict of interest exist.

2. Determination of a Conflict of Interest

After full disclosure or discussion of the arranged interest, and all material facts, the Board of Directors, in

closed session without the presence of the interested person, shall vote to make an approved determination of a conflict of interest, and a possible resolution. An ad hoc committee may also be formed to investigate the details of the matter and bring information back to the Directors for a final determination and vote.

3. Addressing the Conflict of Interest

The Board of Directors or committee shall, by a majority vote of the disinterested, determine the best fair and reasonable solution or arrangement to address the conflict of interest. Appropriate disciplinary and corrective actions by the disinterested members shall be taken.

IV. Annual Statements

Each director, principal officer and member of a committee with board delegated powers, shall sign a statement which affirms such person has:

- a. Received a copy of the conflict of interest policy
- b. Read and understands the policy
- c. Agreed to comply with the policy
- d. Understands that **LEGACIES** is charitable and effort to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax exempt purposes

BYLAWS
Of
LEGACIES OF EXCELLENCE CHARTER SCHOOL

ARTICLE I

Purpose

Section 1. Objectives and Purpose

The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by:

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

ARTICLE 2

Board of Directors

Section 1. Numbers

The corporation shall have a minimum of five (5) and a maximum of thirteen (11) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

Section 2. Powers

Subject to the provisions of the California Nonprofit Benefit Corporation Law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members , if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

Section 3. Duties

It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this Corporation, or by these Bylaws
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the Corporation
- c. Supervise all officers, agents and employees of the Corporation to assure that their duties are performed properly
- d. Meet at such times and places as required by these Bylaws
- e. Register their addresses with the Secretary of the Corporation and notices of the meetings mailed or telegraphed to them as such addresses shall be valid notices thereof

Section 4. Terms of Office

Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws and until his or her successor is elected and qualifies.

Section 5. Compensation

Directors shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the Corporation in

any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

Section 6. Restriction Regarding Interested Directors

Notwithstanding any other provision of these Bylaws, not more than twenty percent (20%) of the persons serving on the Board may be interested persons. For purposes of this Section, "interested persons" means either:

- a. Any person currently being compensated by the Corporation for services rendered it within the previous twelve (12) months, whether as a full or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director
- b. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person

Section 7. Place of Meetings

Meetings shall be held at such locations as determined by the Board of Directors, provided that notice of such meeting is provided as required in Article 2, Sections 10 and 11 of these Bylaws. Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

- a. Each director participating in the meeting can communicate with all of the other directors concurrently
- b. Each Director is to provide the means of participating in all matters before the Board, including without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation

Section 8. Regular and Annual Meetings

All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act").

Regular meetings of Directors shall be held as the Board may fix, from time to time, with notice as to the time and place of such meetings to be given to each Director by the methods stated in Article III, Section 3 (e). If this Corporation makes no provision for members, then, at the annual meeting for directors held each year, directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes, up to the number of directors to be held, shall be elected.

Section 10. Notice of Meetings

Notice of regular and special meetings of the Board shall be in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). An agenda containing a brief description of each item to be considered or discussed will be posted at least 72 hours prior to a regular meeting.

Special meetings of the Board shall be held upon four (4) days notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

Section 11. Contents of Notice

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any Board meeting need not be specified in the notice.

Section 12. Waiver to Notice and Consent to Holding Meetings

The transactions of any meetings of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or

approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 13. Quorum for Meetings

A quorum shall consist of more than fifty percent (50%) of the total number of Directors.

Except as otherwise provided in there Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the Board.

Section 14. Majority Action as Board Action

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this Corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the Board.

Section 15. Conduct of Meetings

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by "Roberts Rules of Order", as such rules may be revised from time to time, insofar as such rules are inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of the Corporation, or with provision of law.

Written Consent of Directors Adopting Bylaws

We, the undersigned, are all of the persons named as the initial directors in the **Articles of Incorporation of Legacies of Excellence Charter Schools**, a California nonprofit Corporation, and, pursuant to the authority granted to the directors by these Bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing Bylaw, consisting of 15 pages, as the Bylaws of this Corporation.

Dated: 10/10/2012

Henry L. Roberts Printed Name

[Signature], Director
Signature

MARLIN Foxworth Printed Name

[Signature], Director
Signature

Printed Name

Signature, Director

By-Laws Revised Copy 10-10-2012 Attached.

ADOPTION OF BYLAWS

We the undersigned of the majority of the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of 14 preceding pages, as the Bylaws of the corporation.

Print Name: Robert Newell Signature: [Signature] Date: 10-5-12
Print Name: Donna Hankins Signature: [Signature] Date: 10-1-12
Print Name: Mark Alexander Signature: [Signature] Date: 9-15-12
Print Name: Charlene Davis Signature: [Signature] Date: 9/30/12
Print Name: NORMA FRANCISCO Signature: [Signature] Date: 9/28/12
Print Name: _____ Signature _____ Date _____
Print Name: _____ Signature _____ Date _____

CERTIFICATION

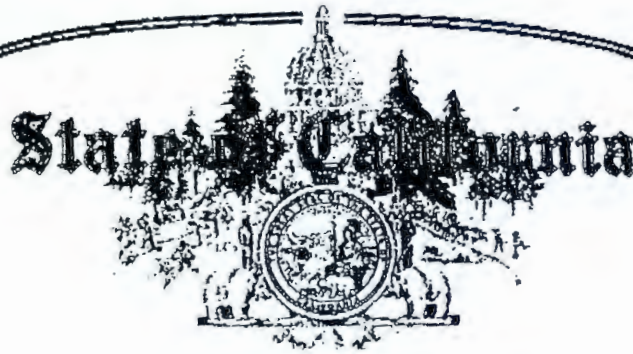
This is to certify that the foregoing is a true and correct copy of the Bylaws of the Corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Directors of said Corporation on the date set forth below.

Dated: OCT 20, 2012

HUGO ARABIA
Printed Name


Signature

2418038



SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 03 2002



Bill Jones

Secretary of State

Internal Revenue Service

Date: April 29, 2006

LEGACIES OF EXCELLENCE
c/o ROBERT NEWELL
PO BOX 1622
EL CIERRITO CA 94530-4622 221

Department of the Treasury
P. O. Box 2608
Cincinnati, OH 45201

Person to Contact:

John C. Crawford 31-08343
Customer Service Representative
Toll Free Telephone Number:
8:30 a.m. to 5:30 p.m. ET
877-829-8500

Fax Number:
513-263-3758

Federal Identification Number:
33-1907767

Advance Ruling Period Ends:
December 31, 2006

Dear Sir or Madam:

This is in response to your request of April 29, 2005, regarding your organization's tax-exempt status.

In September 2004 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under section 509(a)(2) of the Internal Revenue Code until the Advance Ruling Period Ending date indicated in the header above.

Within 90 days from the end of the advance ruling period, your organization must submit to us information needed to determine whether it has met the requirements of the applicable support test during the advance ruling period. This information is currently supplied on the Form 8734, *Support Schedule for Advance Ruling Ruling*.

Contributions to your organization are deductible under section 170 of the Code. Grantors and contributors may rely on the determination that your organization is not a private foundation until 90 days after the end of its advance ruling period. If the organization submits the required information within 90 days, grantors and contributors may continue to rely on the advance determination until the Service makes a final determination of your organization's foundation status.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Jenna K. Skufca, Director, TE/GE
Customer Account Services

2418038

ARTICLES OF INCORPORATION

Of

LEGACIES OF EXCELLENCE

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUN - 3 2002

BILL JONES, Secretary of State

ARTICLE I

The name of the corporation is: Legacies of Excellence

ARTICLE II

This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

The purposes for which this corporation is organized are: To provide a home and school for youth who are either under the authority of the State Department of Social Services or are wards of the court and are not functioning in a standard setting and:

To participate in any lawful activity that relates to the objectives and purposes of the corporation.

This corporation is organized for one or more of the purposes as specified in Section 501 (c) (3) of the Internal Revenue Code, including, for such purposes the marketing of distributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code, or corresponding sections of any future federal tax code.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Robert L. Newell
637 Humboldt Street
Richmond, California

94805

ARTICLE IV

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501 (c) (3), of the Internal Revenue Code.

Robert L. Newell
Name: Robert L. Newell
Incorporator

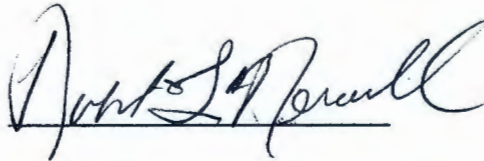


On the dissolution or winding up of the corporation, its assets remaining after the payment of or provision for payment of, all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 9-20-2012

Robert Newall

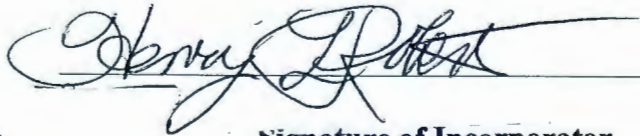
Printed Name of Incorporator



Signature of Incorporator

Henry Roberts
AKA Hank Roberts

Printed Name of Incorporator



Signature of Incorporator

SUBLEASE AGREEMENT

This Sublease Agreement (the "Sublease") is made effective as of January 7, 2013, by and between Barbara Cain ("Tenant"), and Legacies of Excellence Charter School and ("Subtenant"). Tenant has previously entered into a lease agreement with Spectrum Income Fund I, LLC ("Landlord") dated January 7, 2013, (the "Prime Lease"). The Tenant now desires to sublet the leased property to the Subtenant and the Subtenant desires to sublet the leased property from the Tenant. Therefore, the parties agree as follows:

PREMISES. Tenant, in consideration of the sublease payments provided in this Agreement, sublets to Subtenant Commercial Building, Common Areas, and Facilities located at the premise located at 8024 Rudsdale Street, Oakland, California 94621 (the "Premises"). The legal description for the Premises is: 8024 Rudsdale St. Oakland, CA 94621 see attached Legal Description.

TERM AND POSSESSION. The term of this Sublease will begin on January 01, 2013 (contingent upon occupancy permit) and unless terminated sooner pursuant to the terms of this Sublease, it will continue for the remainder of the term provided in the Prime Lease, which terminates June 30, 2018.

TERM OF LEASE: The Tenant, Barbara Cain, will hold the Master Lease and sublet to Legacy of Excellence.

RENT and Costs: Subject to the provisions of the Lease, the Tenant will pay a base rent of \$15,000 per month (which includes rent/taxes/insurance) or \$180,000 annually for 15,000 square feet of space.

NOTICE. Notices under this Sublease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed as follows to every interested party:

TENANT:

Barbara Cain
710 East 22nd Street
Oakland, CA 94606

SUBTENANT:

Legacies of Excellence Charter School
8024 Rudsdale St.
Oakland, CA 94621

LANDLORD:

Spectrum Income Fund I, LLC
5655 Silver Creek Valley Rd. #702
San Jose, CA 95138

Such addresses may be changed from time to time by any party by providing notice to the other interested parties as described above.

GOVERNING LAW. This Sublease shall be construed in accordance with the laws of the State of California.

LANDLORD'S CONSENT. The Prime Lease requires the prior written consent of Landlord to any subletting of the Premises.

INCORPORATION OF PRIME LEASE. This Sublease is subject to all of the terms of the Prime Lease with the same force and effect as if each provision of the Prime Lease were included in this Sublease, except as otherwise provided in this Sublease. All of the obligations of Tenant under the Prime Lease shall be binding upon Subtenant. All of the obligations of Landlord under the Prime Lease shall inure to the benefit of Subtenant. It is the intent of the parties that, except as otherwise provided in this Sublease, the relationship between Tenant and Subtenant shall be governed by the various provisions of the Prime Lease as if those provisions were included in this Sublease in full, except that the terms "Landlord," "Tenant" and "Lease" as used in the Prime Lease, shall instead refer to, respectively, "Tenant," "Subtenant" and "Sublease."

TENANT

Barbara Cain

SUBTENANT, Legacies of Excellence Charter School

Board President, Robert Nuell

Board Treasurer, Jerry Bell

Legacies of Excellence Charter School

Board Member Leadership Expertise

	Board Member	Budget & Finance	Governance	School Start Up	Facilities	Development/Fundraising	Charter School Policies and Procedures	Community and Political	Curriculum and Instruction
1	Gary L. Bell	X							
2	Kamau Edwards		X						
3	Robert Newall	X	X	X	X	X	X	X	X
4	Mark Alexander, Ph.D.	X	X	X	X	X	X		X
5	Hugo Arabia	X	X	X	X	X	X		X
6	Francine Shakir			X		X			
7	Lorie Hill						X		X
8	Marlin Foxworth	X	X	X	X	X	X	X	X
9	Hank Roberts					X		X	
10	Norma Francisco					X		X	X
11	Donna Hankins		X						

CHARTER SCHOOL ROSTER OF KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles. *Separate sheets may be used to ensure all relevant contacts are provided.*

Name of School(s): Legacies of Excellence (LEGACIES)
 Name of Nonprofit Corporation: Charter School
Legacies of Excellence
 Primary Contact Person: Nabeedah Shakir or Robert Coleman
 Mailing Address: 3400 MacArthur Blvd. #200 Oakland. 94602
 Phone: (day & eve.) (0)(510)698-4131 (c)925-202-3970 or (510) 908-4681
 Fax: (510)698-4159 Email: nabeedah.s@gmail.com and racoic@gmail.com

NONPROFIT BOARD OF DIRECTORS

Position: President
 Name: Robert L. Newell
 Mailing Address: 637 Humboldt St. Richmond, CA. 94805
 Phone: (day & eve.) (510) 236-4450
 Fax: _____ Email: jln316@yahoo.com

Position: Treasurer
 Name: Gary L. Bell
 Mailing Address: 5326 Glenwood Wy, Richmond, CA. 94803
 Phone: (day & eve.) (510) 758-8367
 Fax: _____ Email: gb926@vmdirect.com

Position: Member
 Name: Mark Alexander, Phd
 Mailing Address: 255 Sheridan Rd. Oakland, 94618
 Phone: (day & eve.) (510) 501-4331 / (510) 652-8324
 Fax: _____ Email: _____

All Board Mail: 3400 Mac Arthur Blvd. #200
Oakland, CA. 94602
Ph. 510 698-4131

Position: Member
Name: Hugo Arabia
Mailing Address: 3400 Mac Arthur Blvd 200 Oakland, CA 94602
Phone: (day & eve.) (510) 698-4131
Fax: _____ Email: harabia1@gmail.com

Position: Member
Name: Lorie Hill
Mailing Address: _____
Phone: _____
(day & eve.) _____
Fax: _____ Email: LorieHill@gmail.com

Position: Marlin Foxworth
Name: _____
Mailing Address: _____
Phone: _____
(day & eve.) _____
Fax: _____ Email: marlinfoxworth@comcast.com

Position: Member
Name: Hank Roberts
Mailing Address: _____
Phone: _____
(day & eve.) _____
Fax: _____ Email: peacemakershr3@aol.com

Position: Member
Name: Kamau Edwards
Mailing Address: _____
Phone: _____
(day & eve.) _____
Fax: _____ Email: Kamau.edwards@gmail.com

NONPROFIT BOARD OF DIRECTORS continued

Position: Member
Name: Norma Francisco, Phd.
Mailing Address: P.O. Box 16152 Oakland, 94610
Phone: (510) 663-1525
(day & eve.)
Fax: _____ Email: francisco@brandman.edu

Position: Member
Name: Francine Olivia Shakir
Mailing Address: 255 Sheridan Rd. Oakland, 94618-2717
Phone: (510) 652-8324
(day & eve.)
Fax: _____ Email: Foshakir@ascendinstitute.com

SCHOOL PERSONNEL

Principal Name: Haywood Douresseau
Phone (day/eve): (510) 533-2333 / (510) 701-7004
Fax: _____ Email: hdouressea@aol.com

Business *(may be undetermined at time of submission)*

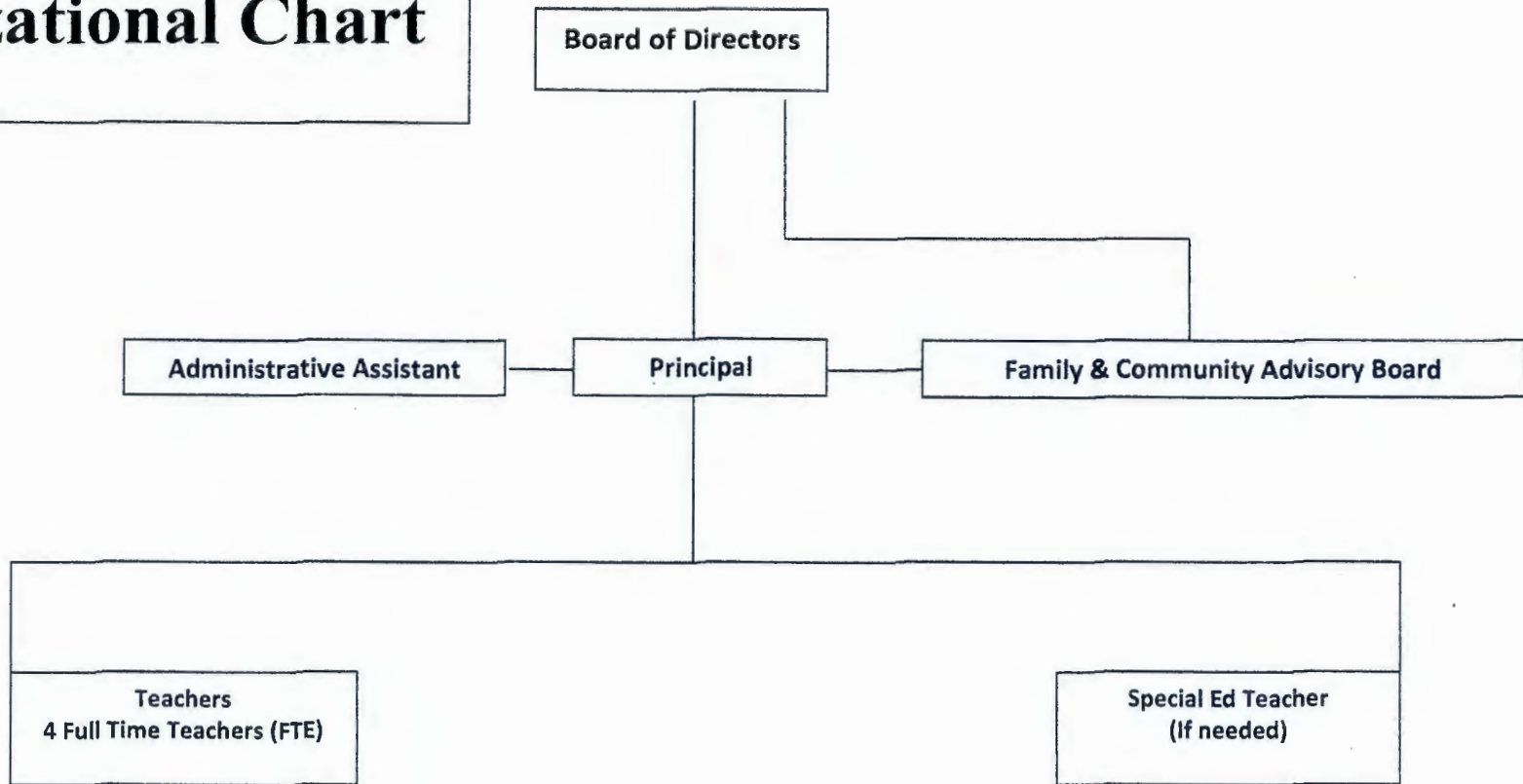
Manager: _____
Phone (day/eve): _____
Fax: _____ Email: _____

OTHER AS APPLICABLE (school management entity, partner)

Contact Person: _____
Title/Position: _____
Organization: _____
Phone (day/eve): _____
Fax: _____ Email: _____

Contact Person: _____
Title/Position: _____
Organization: _____
Phone (day/eve): _____
Fax: _____ Email: _____

Organizational Chart



501 (c) 3 STATUS

Legacies of Excellence followed the IRS instructions for reinstatement of its 501 (c) 3 Status and submitted documents requested as attached:

Notice 2011-43

Attachment

Application 1023

Attachment to form 1023

The complete application has been submitted as requested.

Notice 2011-43

Attachment

Legacy of Excellence was not required to file annual information returns for taxable years beginning before 2007; was eligible in each of its taxable years beginning in 2007, 2008 and 2009 to file a Form 990-N e-Postcard; and had annual gross receipts of normally not more than \$25,000 in each of its taxable years beginning in 2007, 2008 and 2009.

Attachment to Form 1023

Part VIII -- 4A

Fundraising -- government grant solicitation

Description -- Will apply to the federal, state and local governments for public charter school grant funds,

Fundraising -- Foundation grant fundraising

Description -- Will apply to foundation grants that are in compliance with our 501 (c) (3) recognition.

4d--Reply -- State of California. Will be fundraising for the school.

SCHEDULE B -- Response

Section 1 -- 1b -- Legacy of Excellence is a public middle school charter school for at risk youths teaching agricultural curriculum.

2a -- Legacy of Excellence is a public charter school that will be licensed by the State of California.

Notice 2011-43

Form **1023**
(Rev. June 2008)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) <i>Legacy of Excellence</i>		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) <i>3400 MacArthur Blvd.</i>		Room/Suite <i>200</i>	4 Employer Identification Number (EIN) <i>33-1007757</i>
City or town, state or country, and ZIP + 4 <i>Oakland, CA 94602</i>		5 Month the annual accounting period ends (01 - 12) <i>June 30</i>	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: <i>Robert L. Newell</i>		b Phone: <i>(510) 459-7674</i>	
		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website:			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		<i>06 / 03 / 2002</i>	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

2011/2012
Statement of
Economic Interests



Form 700*

A Public Document

Also available on the FPPC website:

- ***Form 700 in Excel format***
- ***Reference Pamphlet for Form 700***

California Fair Political Practices Commission

428 J Street, Suite 620 • Sacramento, CA 95814
Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772
Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2011

For Board Members If Conflict of Interest

CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Legacies of Excellence Charter School

The charter school estimates that 3 teachers requiring California Credentials will be employed by the charter school during its first year of operation under the charter term. Legacies will employ at least one teacher experienced and/or certified in behavioral and/or mental health and a credentialed teacher will supervise this Health & Wellness Instructor with developing P.E. lesson plans. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to [INSERT CHARTER SCHOOL NAME] pursuant to Education Code Section 47605 beginning July 1, [INSERT YEAR] with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, [INSERT LEAD PETITIONER NAME], to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Kerant Bayless	<i>Kerant Bayless</i>	9/24/12	265-4851	Secondary	2013
ERNEST Bagman	<i>Ernest Bagman</i>	9/24/12	510 638-1362	Life See	N/A (will renew)
Andrea V. Lee	<i>Andrea V. Lee</i>	9/18/2012	(510) 228-8969	Preliminary P.E. Credential	
Mary K. Lee	<i>Mary K. Lee</i>	9/18/2012	(510) 253-7885	K-12 Lifetime Special Educ. Person	Life
Omar Hunter	<i>Omar Hunter</i>	SEPT 24, 2012	(510) 927-1855	Biological Science/SEA	2013
David Roach	<i>David Roach</i>	9/24/2012	(510) 776-4138	Business/management	2013
MARLIN FOXWORTH	<i>Marlin Foxworth</i>	9/25/2012	(510) 339-1964	English	Life

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Legacies of Excellence Charter School

The charter school estimates that 3 teachers requiring California Credentials will be employed by the charter school during its first year of operation under the charter term. Legacies will employ at least one teacher experienced and/or certified in behavioral and/or mental health and a credentialed teacher will supervise this Health & Wellness Instructor with developing P.E. lesson plans. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(f) and who are meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to [INSERT CHARTER SCHOOL NAME] pursuant to Education Code Section 47605 beginning July 1, [INSERT YEAR] with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, [INSERT LEAD PETITIONER NAME], to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
A. "RIC" RICARD	<i>A. Ricard</i>	9-23-12	510 329-5043	STANDARD SECOND SPECIALIST-L.H.	LIFE LIFE

Education Code 47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means (...) that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Legacies of Excellence Charter School

The charter school estimates that 3 teachers requiring California Credentials will be employed by the charter school during its first year of operation under the charter term. Legacies will employ at least one teacher experienced and/or certified in behavioral and/or mental health and a credentialed teacher will supervise this Health & Wellness Instructor with developing P.E. lesson plans. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to [INSERT CHARTER SCHOOL NAME] pursuant to Education Code Section 47605 beginning July 1, [INSERT YEAR] with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

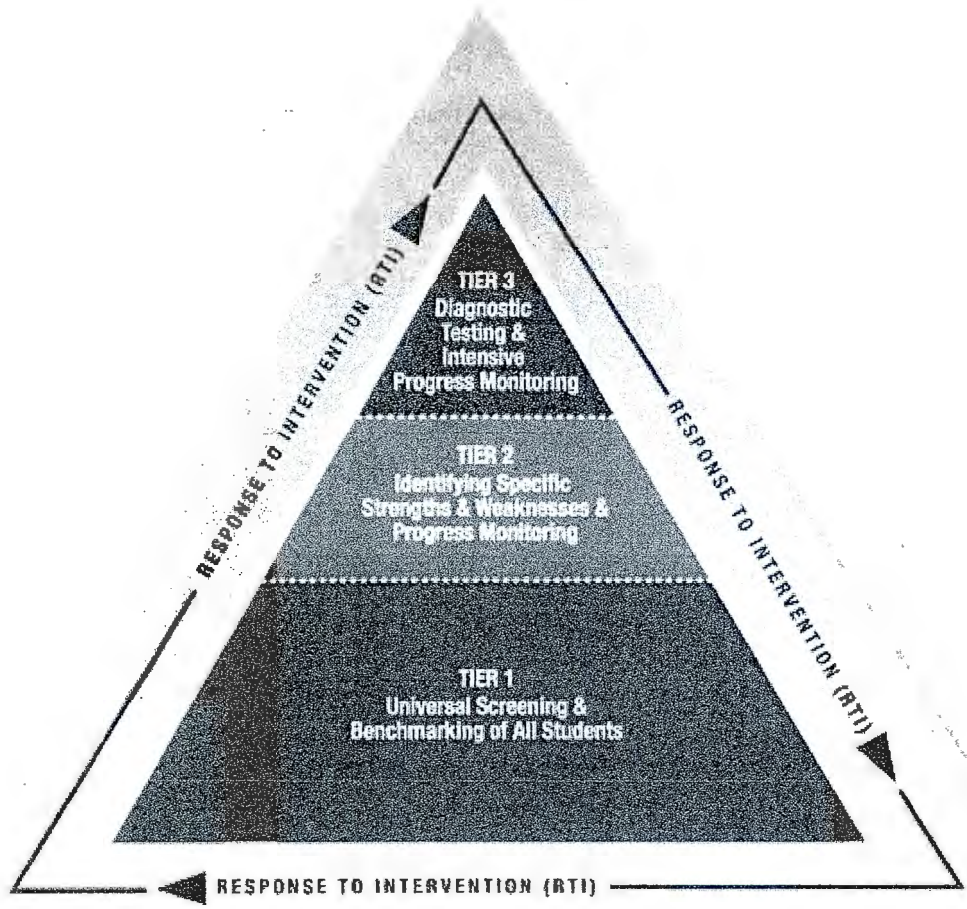
The petitioners authorize the Lead Petitioner, [INSERT LEAD PETITIONER NAME], to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Alonna Haulcy	<i>Alonna Haulcy</i>	9/25/2012	510-246-4058	Single Subject	2017
Fely Maramba-Ferruel	<i>Fely Maramba-Ferruel</i>	9/25/2012	510 910 2429	" "ECLA	2015
Elizabeth Humphries	<i>Elizabeth Humphries</i>	9/25/2012	650-253-6674	" " SS	2016
Sultana Corbett	<i>Sultana Corbett</i>	9/25/2012	(510) 586-6910	8 30 day	2/2013
Broussard, John	<i>John B. Broussard</i>	9-25-12	(510) 234-2176	Multiple w/Support	2015

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Appendix C

Response to Intervention





Family Communication

Name: _____

Mentor: _____

Grade Level: _____ School: _____

Date: _____ Case Study Student: _____

Type of Contact (circle): phone home school conference other: _____

California Induction Program Standards

Check all that apply:

- Standard 5: Pedagogy
- Standard 6: Universal Access Equity for All Students
- Teaching English Learners
- Teaching Special Populations

Direction: Use the Building Partnerships with Families FAS resource section of your padfolio to help in your planning.

o **Greet the family.** How will you welcome families? What are one or two positive comments that would build relationship and form a partnership? What information do you want to elicit from the family?

o **Emphasize the positive.** What are the student's strengths? What evidence (student work, assessments, etc.) will you show to the family?

o **Specify areas for growth.** What are 1–2 areas for improvement? Are there any concerns about health or safety? How will you frame the conversation around evidence and standards?

o **Plan next steps.** What are specific learning goals for this student? What can the family do at home to support student growth? What can the student do? What will you do?



Resource Personnel Communication

**California Induction
Program Standards**

Check all that apply:

- Standard 5: Pedagogy
- Standard 6: Universal Access
Equity for All Students
 - Teaching English Learners
 - Teaching Special Populations

Name: _____

Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Student: _____ Resource Personnel: _____

Suggested uses: Use the Resource Personnel Communication tool to capture ideas and strategies you and your colleague determine will benefit the selected student(s). The tool may also be helpful in preparing for a parent conference, IEP meeting, or Student Study Team meeting.

Student Information

What do we know about this student? What are academic, social and emotional strengths?

What are challenges, issues and/or concerns?

Support and Strategies

How might we support this student? How will we know if the support is effective?

Next Steps

What are some next steps? What is the timeline and follow-up?

CONFERENCE DOCUMENTATION

Date _____

Issues Discussed _____

Actions Taken

Person(s) Responsible

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature

Title

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

English Assignments

Grade Seven

_____, Teacher

Conditions for an A in English:

Deadline January 12, 2012

Turn in all work with 90% Accuracy and Neatness

Conditions for a B in English:

Deadline January 19, 2012

Turn in all work with 80% Accuracy and Neatness

Agreement:

1. Include the proper heading on all work with the Story Title and page #
2. You must work with a partner who will motivate you to complete your assignments.
3. Folders will be checked daily by the teacher
4. Work must be "high quality" by 7th grade standards
5. All completed work must be placed "daily" in your "work folder" and submitted daily.

Due Now

Quote of the Day

Monday	Tuesday	Wednesday	Thursday	Friday

Literature Assignment

Story Title	Page	Assignment
User Friendly	187 – 193	(1) Answer all of the post-it not questions on pages 189, 191, 193 (2) Complete interpretation question #6. Make a flowchart that shows how each event causes another event.
"It Just Keeps Going"	198-200	(1) Complete Reading Check 1 – 5 (2) Complete Test Practice
"Mongoose on the Loose"	214-215	(1) Complete questions 1-5 pg. 215
"Sir Gawain and the Loathly Lady"	453-459	(2) Reading Check – only do #1,2, &5
LITERARY TERM:	cause and effect	

Grammar Assignment

Monday	Tuesday	Wednesday	Thursday	Friday

Writing Assignment

Monday	Tuesday	Wednesday	Thursday	Friday

Individual Learning Record Cover Sheet

First Name: _____ Last Name: _____ Week of _____

Due Now

Monday	Tuesday	Wednesday	Thursday	Friday
Quick Write Quote of the Day	Quick Write Quote of the Day	Quick Write Quote of the Day	Daily Grammar Affirmation	Daily Grammar Affirmation

Affirmation Assignment: Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Reading Assignment: Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Writing Assignment Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Grammar Assignment Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Mathematics Assignment: Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Science Assignment: Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Social Studies Assignment: Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Healthy Living & Physical Education Assignment: Grade for the week: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Intervention Assignments:

Weekly Conferencing Log

Student _____ Grade Level _____ Week Beginning _____

<http://www.teachervision.fen.com/school-forms/resource/6231.html>

English Effort____ Manners ____ Performance____	Mathematics Effort____ Manners ____ Performance____	Agriculture/Science/ Soc. Stud. Effort____ Manners ____ Performance____	Performing Arts Effort____ Manners ____ Performance____	Health/Wellness /P.E. Effort____ Manners ____ Performance____
What's working?	What's working?	What's working?	What's working?	What's working?
Current Focus	Current Focus	Current Focus	Current Focus	Current Focus
Student Next Step	Student Next Step	Student Next Step	Student Next Step	Student Next Step
Teacher Next Step	Teacher Next Step	Teacher Next Step	Teacher Next Step	Teacher Next Step

Basic Rubric

Criteria	Advanced	Proficient	Basic

PROJECT PROPOSAL

Name _____ Beginning Date _____ Completion Date _____

Describe the project in detail: _____

Why do you want to do this project? _____

What will the final product be? _____

How will you share your final product? _____

Comments: _____

Lesson Plan: Backwards Design

Name: _____

Mentor: _____

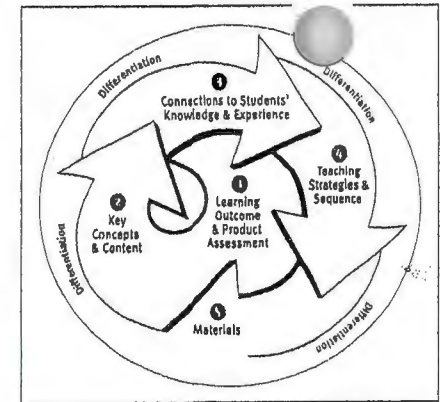
Grade Level/Subject Area: _____ Date: _____

Lesson Topic: _____ Content Standard: _____

Adopted Text(s): _____ Supplemental Materials/Technology: _____

Note: Use the Essential Components of Differentiated Instruction in the FAS Resource section of your padfolio to help differentiate instructional strategies, content, products or assessments.

California Induction Program Standards
 Check all that apply:
 Standard 5: Pedagogy
 Standard 6: Universal Access
 Equity for All Students
 Teaching English Learners
 Teaching Special Populations



Learning Outcomes	Key Concepts & Essential Questions	Connections to Students' Knowledge, Skills, Experience
	Teaching Strategies & Sequence Opening	
Evidence of Learning (Product or Assessment)	Instruction	Ways to differentiate instruction
	Guided Practice	
	Closure	
	Extension Activities or Independent Practice	
Materials		

Appendix D

School Site Council By-Laws

Bilingual Advisory Council

Standard English Learners Council

Family & Community Advisory Board
By-Laws

LOEC MIDDLE SCHOOL
Oakland, CA 94621

LOECS SCHOOL SITE COUNCIL BY LAWS

ARTICLE I Name of the Council

The name of this council shall be the LOECS Middle School Site Council (SSC).

ARTICLE II Purpose of the SSC

Section 1. The purpose of the SSC shall be to;

1. Develop and recommend the School Improvement plan
2. Have on going responsibility to review with the principal, teachers, other school personnel and students the implementation of the school improvement program, and to access periodically the effectiveness of the program.
3. Annually review the School Improvement plan, establish a new School Improvement budget consistent with the Education Code, and if necessary make modifications in the plan to reflect changing improvement needs and priorities .
4. Take other actions as required by the Education Code.

Section 2. The following records relating to the SSC are to be kept at the schools main office:

- A. A list of the persons selected to the SSC by name, address, and telephone number (as provided by the SSC member)
- B. The schedule and information on content of training activities for SSC members
- C. A schedule of dates and locations of SSC meetings
- D. A copy of the major recommendations made or endorsed by the SSC of the planning process.

ARTICLE III MEMBERSHIP

Section 1. composition of the SSC and Mode of Selection

- A. The council shall be composed of the principal and representatives of: classroom teachers elected by classroom teachers at the school; other school personnel elected by other school personnel at the school; parents of students attending the school, elected by such parents, and, students elected by students attending Lowell.

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) equal numbers of parents and students.

B. Alternates may be elected and should serve in the order of votes received. The alternate receiving the largest number of votes will be alternate member 1. ,the alternate receiving the next largest number of votes will be alternate member 2. etc. HOWEVER, elected alternates may serve only in the respective area of parity (i.e. parent alternates may serve only in the place of elected parent members, classroom teacher alternates may serve only in the place of elected classroom teachers, etc.).

C. The membership of this committee shall not exceed 25

D. Notification of the election meeting of the SSC shall be sent to the parents of all students at least one (1) week in advance of the election meeting.

E. SSC members representing parents and/or other community members shall not be employees of the school

Section 2. Normal Duties of Members of the SSC

It shall be the duty of all elected SSC members to:

A. Attend all meetings. When it is impossible to attend in person, an elected alternate member may serve in the regular committee member's absence. Alternates shall serve in the order in which they were elected. The SSC chairperson will recognize the alternate member by name and indicate for whom the alternate member is serving at the meeting. This shall be duly noted in the minutes for the meeting. Alternate members shall have full voting privileges. However, elected alternates may serve only in the respective area or parity (i.e. parent alternates may serve only in the place of elected parent members, classroom teacher alternates may serve only in the place of elected classroom teachers. Etc...

B. Accept positions as subcommittee members and/or officers when so appointed or elected unless unable to carry out the duties such membership entails.

ARTICLE IV Officers of the SSC

Section 1. The officers of the SSC shall be a chairperson, a Vice chairperson and a secretary.

Chairperson: The chairperson shall preside at all meetings of the SSC and may sign all letters, reports, and other communications of the SSC. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the SSC from time to time.

Vice Chairperson: The duties of the vice chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence. The vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the SSC.

Secretary: The secretary shall keep the minutes of the meetings, both regular and special, of the SSC. Keep a register of the addresses and telephone number of each member of the SSC which shall be furnished to the secretary by such membership in general, and perform all duties as from time to time may be assigned to the office by the chairperson or by the SSC.

Section 2. Election of Officers and Term of Office

A. All officers shall be elected by ballot at the first meeting of the school year. Written notices of the election meeting shall have been made at least one (1) week prior to the meeting

B. New officers shall assume their duties at the close of the election meeting.

C. Should an officer resign before new elections are held, the chairperson shall appoint an alternate member in good standing to assume the office until the next regular meeting when the vacancy can be filled.

D. Officers are elected for a one year term.

ARTICLE V Meetings of the School Site Council

Section 1. Meetings of the School Site Council

The SSC shall meet regularly at least once per month on the fourth Tuesday at 5 PM

Section 2. Notice of Meetings

Public notice shall be given of regular meetings at least one (1) week in advance of the meeting. Any change in the established date, time, or location must be given special notice. All meetings changes shall be publicized. Any such notice shall be in writing, shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each SSC member and be posted at the school site for the benefit of the general public.

Section 3. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the SSC. Notice shall be given of special meetings at least 48 hours in advance of the special meeting and shall be delivered in writing either personally or by mail to each SSC member and be posted at the school site for the benefit of the general public.

Section 4. Place of Meetings

The SSC shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible to all members of the public, including handicapped persons.

Section 5. Quorum

The presence of a simple majority of the total membership, or elected alternates serving for regular members, shall be required in order to constitute a quorum necessary for the transaction of the business of the SSC. Decisions of the SSC shall be valid when a majority vote is obtained.

Section 6. Decisions of the School Site Council

All decisions of the SSC shall be made only after an affirmative vote of a majority of its

members in attendance, provided a quorum is in attendance.

Section 7. Conduct of Meetings

All regular and special meetings of the SSC shall be conducted in accordance, with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8. Meetings open to the Public

All regular and special meetings of the SSC and of its standing or special committees shall be open at all times to the public.

ARTICLE VI Standing and Special Committees of the SSC

Section 1. Standing and Special Committees

The SSC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the SSC.

Section 2. Membership

Unless otherwise determined by the SSC the chairperson of the SSC shall appoint members to the various committees.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4. Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the SSC or with policies of the governing board Section S. Quorum

A majority of the committee shall constitute a quorum.. The act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6. Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointments.

ARTICLE VII Amendments

Section 1. These bylaws may be amended at any meeting by a two third majority vote of a quorum being present.

Section 2. The meetings will be governed by these bylaws, and any dispute will be settled by Robert's Rules of Order. A parliamentarian shall be elected by the majority at the first meeting of the newly elected SSC.

School Site Council and Bilingual Advisory Council (2)

The *School Site Council* at Legacies will serve a unique role. These parent groups will have more than a "compliance" role. It will be important for them to understand Governance and LEGACIES structure. To that end we will provide parents with on-going trainings and opportunities to participate in conference that help them understand important topics, such as:

- How public schools are funded (state and local role)

The federal role - Despite all the media attention to federal programs like No Child Left Behind, the federal government does not contribute a large amount to running America's schools. And the federal money that is given to schools often comes with strings attached.

How it all breaks down - On average, schools receive:

- About eight percent of their funding from the federal government
- Almost 50 percent from the state budget
- The rest, about 42 percent, comes from local taxes.
- However, keep in mind that no two states have the same funding systems.

Inequity and under-funding State per-pupil expenditures

This kind of information will give parents a sense of empowerment in their child's education. When we ask parents to volunteer and to help with fund raising they will understand why the need is great.

The *Bilingual Advisory Council* will include the following duties:

- Serve as advocates for English Learners (ELs) and Standard English Learners (SELs) at the school
- Monitor the activities of the school programs that serve ELs and SELs
- Act as a liaison between the school and the LEGACIES Board
- Report to the Board on the status of programs for ELs and SELs
- Maintain regular communication with the Principal

Both groups will hold monthly meetings and submit all minutes and recommendations to the Board and to the Principal.

Legacies of Excellence Charter School
Standard English Learners Advisory Committee

ARTICLE I

The Name of the Committee is LEGACIES STANDARD ENGLISH LEARNERS Advisory Committee (SELAC)

ARTICLE II PURPOSE

Section 1. The purpose of the SEL shall be to

- A. The purpose of the SELAC shall be to insure that the school's programs address the linguistic needs of students of limited English proficiency whose primary language, though classified as English, is comprised of phonological, grammatical, and pragmatic linguistic features that do not match the standard English structure.
- B. Advise the Principal and staff on the development of a detailed plan for SEL students.
- C. Assist in the development of the school's needs assessment.
- D. Review and advise on the administration of the school's home language survey
- E. Assist in finding ways to make parents aware of the importance of regular school attendance.

Section 2. The following records relating to the BAC are to be kept at the school's main office:

- A. A list of the persons selected to the BAC by name, address and telephone number.
- B. The schedule and information on content of training activities for SEL members.
- C. The schedule of dates and locations of SEL meetings.
- D. A copy of the major recommendations made or endorsed by the SEL in each step of the planning process.

ARTICLE III MEMBERSHIP

Section 1. Composition of the SELAC and Selection Process

- A. The SEL shall be composed of the Principal and adult representatives
- B. Parents/guardians will be elected by a majority vote of those parents of SEL students identified as SEL.
- C. Teachers, classified staff and community members who work or reside in the area of the District, nominated by parent/guardian members of the committee

and elected by majority vote of those members present at the announced SELAC election meeting.

- D. Alternates will be elected and serve in the order of votes received. The alternate receiving the largest number of votes will be Alternate number one. The alternate receiving the largest number of votes will be alternate number two, etc.
- E. The membership of this committee is unlimited.
- F. Notification of the election meeting of the SELAC shall be sent to the parents of all students at least one (1) week in advance of the election meeting.
- G. SELAC members representing parents and or other community members shall not be employees of the school.

Section 2. Normal Duties of Members of the SELAC

It shall be the duty of all elected SELAC members to:

- A. Attend SELAC meetings. When it is impossible to attend in person, an alternate member may serve in the regular committee member's absence. Alternate shall serve in the order in which they were elected. The SELAC chairperson will recognize the alternate member by name and indicate for whom the alternate member is serving at the meeting. This information shall be duly noted in the minutes of the meeting.
- B. Accept positions as subcommittee members and or officers when so appointed or elected.

ARTICLE IV OFFICERS OF THE SELAC

Section 1. The officers of the SELAC shall be a president, a vice president, a secretary.

Section 2 Duties of the Officers

President – convenes and presides over meetings. Signs all letter and documents.

Vice President – convene and preside in the absence of the president. Serve as
Parliamentarian following Robert's Rules of Order.

Secretary – keep minutes and records of meeting.

Section 3 Terms of Office

- A. Elections occur annually – officers serve one year or until successor is elected.
- B. Elections are by secret ballot at the first meeting of each school year. Written notification of meetings shall be at least one week in advance of the meeting.

All meetings are open to the public.

**LOEC MIDDLE SCHOOL
BILINGUAL ADVISORY COMMITTEE (BAC)/5L 4-c BYLAWS**

ARTICLE I NAME OF THE COMMITTEE OR SUBCOMMITTEE

The name of this committee shall be the
LOEC MIDDLE SCHOOL
Bilingual Advisory Committee (BAC).
PURPOSE OF THE BAC

ARTICLE II

Section 1. The purpose of the BAC shall be to:

- A. Advise the Principal and Staff on the development of a detailed plan for bilingual education for the school.
- B. Assist in the development of the school's needs assessment.
- C. Review and advise on the administration of the school's language census.
- D. Assist in finding ways to make parents aware of the importance of regular school attendance.

***Section 2. The following records relating to
the BAC are to be kept at the school's
main office:***

- A. A list of the persons selected to the BAC by name, address and telephone number.
- B. The schedule and information on content of training activities for BAC members.
- C. The schedule of dates and locations of BAC meetings.
- D. A copy of the major recommendations made or endorsed by the BAC in each step of the planning process.

ARTICLE III

MEMBERSHIP

Section 1. Composition of the BAC and Mode of Selection

- A. The BAC shall be composed of the Principal and other representatives
- Parents will be elected by a majority vote of those parents (of EL children enrolled in the bilingual program at the school) present at the announced meeting.
 - Teachers, classified staff and citizens who work or reside in the service area of the district, nominated by parent members of the committee and elected by majority vote of those members present at the announced BAC election meeting.
- B. Alternates will be elected and serve in the order of votes received. The alternate receiving the largest number of votes will be Alternate number - 1. The alternate receiving the next largest number of votes will be alternate number - 2, etc.
- C. The membership of this committee shall not exceed _____
- D. Notification of the election meeting of the BAC shall be sent to the parents of all students at least one (1) week in advance of the election meeting.
- E. BAC members representing parents and or other community members shall not be employees of the school.

Section 2. Normal Duties of Members of the BAC

It shall be the duty of all elected BAC members to:

- A. Attend all meetings. When it is impossible to attend in person, an alternate member may serve in the regular committee member's absence. Alternate shall serve in the order in which they were elected. The BAC chairperson will recognize the alternate

member by name and indicate for whom the alternate member is serving at the meeting. This information shall be duly noted in the minutes of the meeting.

- B. Accept positions as subcommittee members and or officers when so appointed or elected unless unable to carry out the duties such membership entails.

ARTICLE IV OFFICERS OF THE BAG

Section 1. The officers of the BAC shall be a president, a vice president, a secretary and a representative to the Bilingual District Advisory Committee (BDA C).

Section 2. Duties of officers:

- President. The president shall preside at all meetings of the BAC and may sign all letters, reports, and other communications of the BAG. In addition, the president shall perform all duties incident to the office of the president and such other duties as may be prescribed by the BAG from time to time.
- Vice President. The duties of the vice president shall be to represent the president in assigned duties and to substitute for the president during his or her absence. The vice president shall serve as the *parliamentarian* of the committee and shall use Robert's Rules of Order to insure that the meetings are conducted appropriately. The vice president shall perform such other duties as from time to time may be assigned by the president or by the BAC.
- Secretary. The secretary shall keep the minutes of the meetings, both regular and special, of the BAG, keep a register of the the address and telephone number of each member of the BAC which shall be furnished by the BAG membership in general, and perform all duties as from time to time may be assigned.
- BDAC Representative. The duties of the BDAC Representative shall be to represent the BAC by regularly attending the meetings of the Bilingual District Advisory Committee (BDAC). The BDAC Representative shall report back to the BAC members information gathered at such meetings. BDAC Representatives who are absent from three consecutive BDAC meetings shall lose their voting privileges (as

stated in the BDAC Bylaws) and a new BDAC Representative will need to be elected.

Section 2. Election of Officers and Terms of Office

- A. The officers of the BAC shall be elected annually and shall serve for one year or until each successor has been elected.
- B. All officers shall be elected by ballot at the first meeting of the school year. Written notices of the election meeting shall have been made at least one (1) week prior to the meeting.
- C. New officers shall assume their duties at the close of the election meeting.
- D. Should an officer resign before new elections are held, the president shall appoint an alternate member in good standing to assume the office until the next regular meeting when the vacancy can be filled.

ARTICLE V MEETINGS OF THE BILINGUAL ADVISORY COMMITTEE/SUBCOMMITTEE

Section 1. Meetings of the Bilingual Advisory Committee/Subcommittee

The BAC shall meet regularly at least once per month on _____ at _____ o'clock *a.m. p.m.* in room _____

Section 2. Notice of Meetings

Public notice shall be given of regular meetings at least one (1) week in advance of the meeting. Any change in the established date, time, or location must be given special notice. All meeting changes shall be publicized. Any such notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each BAG member **and be** posted at the school site for the benefit of the general public. The agenda shall be posted in a public place at the school at least 72 hours in advance of each meeting.

Section 3. Special Meeting

Special meetings may be called by the chairperson or by majority vote of the BAG. Notice shall be given of special meetings at least 72 hours in advance of the special meeting and shall be delivered in writing either personally or by mail to each BAG member and the agenda and notice of the meeting will be posted at the school site for the benefit of the general public.

Section 4. Place of Meetings

The BAG shall hold its regular monthly meetings and its special meetings in a facility provided by the school and easily accessible to all members of the public, including handicapped persons.

Section 5. Quorum

The presence of a simple majority of the total membership, or elected alternates serving for regular members, shall be required in order to constitute a quorum necessary for the transaction of the business of the BAG. Decisions of the BAG shall be valid when a majority vote is obtained.

Section 6. Decisions of the Bilingual Advisory Committee/Subcommittee

All decisions of the BAC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 7. Conduct of Meetings

All regular and special meetings of the BAC shall be conducted in accordance with **Robert's Rules of Order** or in accordance with an appropriate adaption thereof A parliamentarian will be selected from the current members at the beginning of each school year. All meetings will adhere to the requirements of the Brown Act

Section & Meetings Open to the Public

All regular and special meetings of the BAC and of its standing or special committees shall be open at all times to the public.

ARTICLE VI STANDING AND SPECIAL COMMITTEES OF THE BAC

Section 1. Standing and Special Committees

The BAC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the BAC.

Section 2. Membership

Unless otherwise determined by the BAC the chairperson of the BAC shall appoint members to the various committees.

Section 3. Terms of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall by sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof

Section 4. Rules

Each committee may adopt rules for its own government not inconsistent with these by laws or rules adopted by the BAC or with policies of the governing board.

Section 5. Quorum

A majority of the committee shall constitute a quorum.

The act of a majority of the members present at a

meeting at which a quorum is present shall be the act of the committee.

Section 6. Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointments.

ARTICLE VII AMENDMENTS

Section 1. These bylaws may be amended at any meeting, by a two-third majority vote of a quorum being present.

Section 2. The meetings will be governed by these bylaws, and any dispute will be settled by Robert's Rules of Order. A parliamentarian shall be elected by the majority at the first meeting of the newly elected BAG.

ARTICLE VIII RATIFICATION

Section 1. These bylaws need to be approved by a majority vote of the members of the Bilingual Advisory Committee (BAC) in order to be ratified.

IN WITNESS WHEREOF, THE PRINCIPAL OF

LEGACY OF EXCELLENCE CHARTER SCHOOL (LEGACIES)

FAMILY & COMMUNITY ADVISORY BOARD

BYLAWS

PURPOSES:

1. To develop and promote a strong unity between students, school, and community.
2. To promote and organize school functions.
3. To raise funds for providing essentials or extras, or special programs or projects initiated the Family & Community Advisory Board (FCAB).
4. To assist Student Council when appropriate.
5. To provide support for the students, staff, and families at LEGACIES Charter School.

POLICIES:

1. The FCAB general membership shall include all parents/guardians of students at LEGACIES and interested community members.
2. The FCAB shall be non-sectarian, non-commercial, and politically non-partisan.
3. The FCAB shall operate within the policies and procedures of the Legacy of Excellence / Charter School

MEMBERSHIP:

1. Membership is open to all parents/guardians, of students attending LEGACIES Charter School, staff members, and other interested community members.

ELECTIONS, TERMS, AND VACANCIES:

1. Officers of this Family and Community Advisory Board shall be a president, vice-president, and secretary, and treasurer.
2. Initial nominations of officers shall take place at the first FCAB meeting of the year in October, 2013.
3. Following the initial election - Nominations shall be made at the April meeting and in the two days following the April meeting by email to the president.

4. Voting for new officers will take place at the May meeting and in the two days following the May meeting by email to the president. Elected officers will be announced no later than one week after the May meeting.

5. Officers shall serve a term for one year. Officers assume their duties on June one.

6. The president shall appoint persons to fill offices not filled by election or which become vacant. If the president resigns, the vice-president will assume those duties or appoint someone to complete the president's term.

DUTIES OF OFFICERS:

1. Duties of the president: President at all FCAB meetings, and assure that the meetings are conducted in a timely manner. Prepare an agenda prior to each meeting. Support other officers and committee members in their work. Officially invite LEGACIES families and community members to the upcoming FCAB meetings. Serve as the contact person for the student council, staff, and administration.

2013-2014 Calendar of Parent Meetings

School Site Council/Bilingual Advisory Board/Family & Community Advisory Board

School Site Council Meeting	Bilingual Advisory Board	Family & Community Advisory		
September	September	September		
November	November	November		
January	January	January		
March	March	March		
May	May	May		
June	June	June		

Single Plan for Student Achievement

The LEGACIES Board of Directors approves the Single Plan for Student Achievement (SPSA), authored by the Executive Director and Staff, for Consolidated Application [EC Section 64001 (a), (d)] programs operated at the school. Along with the Board of Director's, the School Site Council monitors the implementation of the plan, and evaluates the results along with said parties. Included in the document is the plan for Pupil Retention [EC Section 41572] as all charter school funds are bundled.

The purpose of the SSC/BAC is to include parents in the schools decision-making process as it relates to academic achievement; including field trip; instructional materials, and supplies. The process includes providing options that culturally relevant; specific; linguistically appropriate and that are aligned with Common Core and Grade Level Standards and Objectives.

Operating Structure

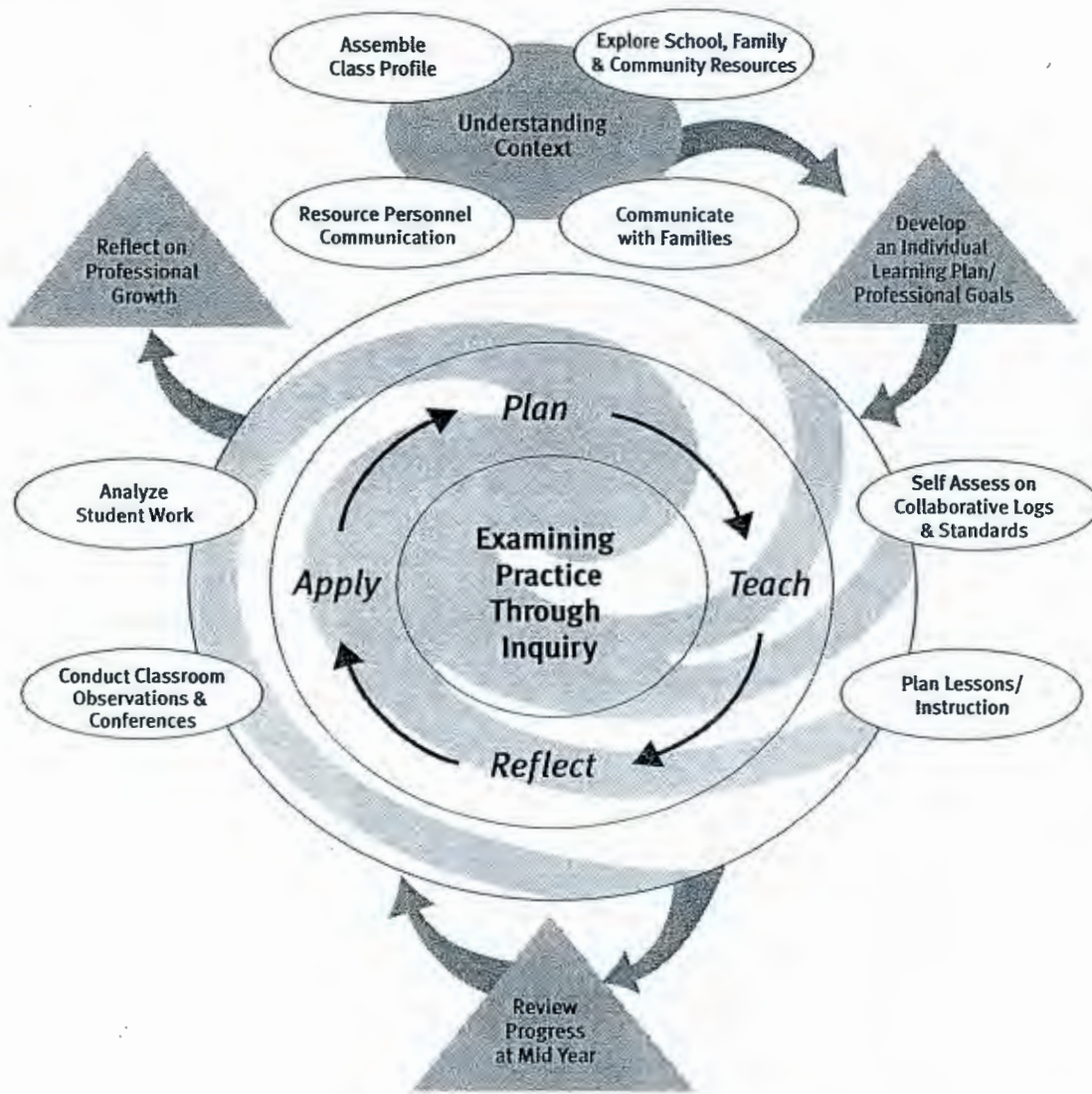
The Executive Director makes a presentation to the Board of Director's and the School Site Council to review the SPSA on an annual basis and at that time is allowed to recommend modifications or revisions. The Executive Director is charged with making the revisions and submitting the amended document to the Board of Director's for final approval. This process insures that all parties have knowledge of, and in put in, the programs designed to improve student achievement.

Appendix E

Examining Practices

NTC Formative Assessment Cycle

California Standards for the Teaching Profession (CSTP)
California Induction Standards 5 and 6



INTEGRATING



California Standards for the Teaching Profession (CSTP)

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator



Induction Standards 5 and 6 *Effective Teaching*

Standard 5: Pedagogy

Standard 6: Universal Access: Equity for All Students

- Teaching English Learners
- Teaching Special Populations



Lesson Plan: Backwards Design

Name: _____

Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Lesson Topic: _____ Content Standard: _____

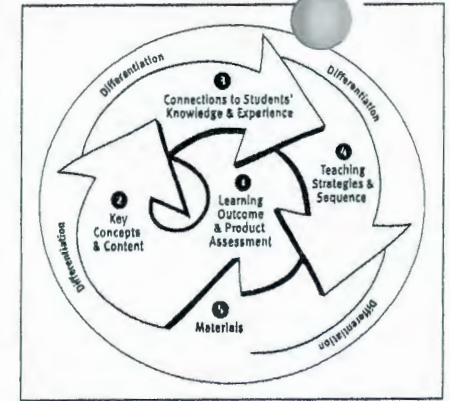
Adopted Text(s): _____ Supplemental Materials/Technology: _____

Note: Use the Essential Components of Differentiated Instruction in the FAS Resource section of your padfolio to help differentiate instructional strategies, content, products or assessments.

California Induction Program Standards

Check all that apply:

- Standard 5: Pedagogy
- Standard 6: Universal Access Equity for All Students
- Teaching English Learners
- Teaching Special Populations



Learning Outcomes	Key Concepts & Essential Questions	Connections to Students' Knowledge, Skills, Experience
	Teaching Strategies & Sequence Opening Instruction Guided Practice Closure Extension Activities or Independent Practice	
Evidence of Learning (Product or Assessment)		Ways to differentiate instruction
Materials		

Grade 6	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Word Analysis, Fluency, and Systematic Vocabulary Development	3	3	13 (17%)
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression			
1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings	3	3	5
1.3 Vocabulary and Concept Development: recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing			2
1.4 Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning			3
1.5 Vocabulary and Concept Development: understand and explain "shades of meaning" in related words (e.g., softly and quietly)			3
Reading Comprehension	9	9	17 (25%)
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.			
2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information	3	3	2
2.2 Structural Features of Informational Materials: analyze text that uses the compare-and-contrast organizational pattern			1
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas by identifying their relationships to other sources and related topics	3	3	4
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports			1

Grade 6	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)			2
2.6 Expository Critique: determine the adequacy and appropriateness of the evidence for an author's conclusions	3	3	2
2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations			2
2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text			3
Literary Response and Analysis	9	9	12 (16%)
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form			1
3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict			2
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution			1
3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	3	3	3
3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography)			1
3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images	3	3	1
3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts	3	3	2
3.8 Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)			1

Grade 6	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Written and Oral English Language Conventions	9	9	16 (21%)
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.			
1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	3	3	4
1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	3	3	3
1.3 Punctuation: use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences			3
1.4 Capitalization: use correct capitalization			2
1.5 Spelling: spell frequently misspelled words correctly (e.g., their, they're, there)	3	3	4
Writing Strategies	6	6	17 (23%)
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose			2
1.2 Organization and Focus: create multiple-paragraph expository compositions	3	3	
1) engage the interest of the reader and state a clear purpose			
2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader			3
3) conclude with a detailed summary linked to the purpose of composition			2
1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order			1
1.4 Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information			2
1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)			
1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs	3	3	7
TOTALS	36	36	75

Grade 7	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Word Analysis, Fluency, and Systematic Vocabulary Development	4	4	11 (15%)
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry			3
1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary			3
1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast	4	4	5
Reading Comprehension	9	9	18 (24%)
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.			
2.1 Structural Features of Informational Materials: understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)			3
2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents	3	3	4
2.3 Structural Features of Informational Materials: analyze text that uses cause-and-effect organizational pattern	3	3	2
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author's argument, point of view, or perspective in text	3	3	3
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a simple mechanical device by following technical directions			3
2.6 Expository Critique: assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping			3

Grade 7	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Literary Response and Analysis	9	9	13 (17%)
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)			1
3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	3	3	2
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	3	3	3
3.4 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	3	3	2
3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work			3
3.6 Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses			2
Written and Oral English Language Conventions	7	7	16 (21%)
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to the grade level.			
1.1 Sentence Structure: place modifiers properly, and use the active voice			1
1.2 Grammar: identify and use infinitives and participles and make clear references between pronouns and antecedents			1
1.3 Grammar: identify all parts of speech and types and structure of sentences	3	3	4
1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference)	4	4	4
1.5 Punctuation: identify hyphens, dashes, brackets, and semi-colons and use them correctly			1
1.6 Capitalization: use correct capitalization			2
1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes			3

2010-2011 OUSD ELA Assessment Blueprint: Grade 7

Grade 7	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 - May 23
Writing Strategies	7	7	17 (23%)
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	3	3	3
1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples			2
1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts			3
1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research			3
1.5 Research and Technology: give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations			2
1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports			
1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	4	4	4
TOTALS	36	36	75

Grade 8	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 May 23
Word Analysis, Fluency, and Systematic Vocabulary Development	4	4	9 (12%)
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.			
1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases			2
1.2 Vocabulary and Concept Development: understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings			2
1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	4	4	5
Reading Comprehension	9	9	18 (24%)
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).			
2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)			2
2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns	3	3	3
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas			2
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning			2

Grade 8	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25 May 23
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions			3
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	3	3	3
2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	3	3	3
Literary Response and Analysis	9	9	15 (20%)
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)			2
3.2 Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved	3	3	3
3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts			2
3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	3	3	2
3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works			1
3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work	3	3	3
3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)			2
Written and Oral English Language Conventions	7	7	16 (21%)
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.			
1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style	3	3	2

2010-2011 OUSD ELA Assessment Blueprint: Grade 8

Grade 8	# Questions		
	Fall	Spring	CST
	Due Nov 19	Due Feb 25	Apr 25- May 23
1.2 Sentence Structure: identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis			2
1.3 Sentence Structure: use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas			3
1.4 Grammar: edit written manuscripts to ensure that correct grammar is used	4	4	3
1.5 Punctuation and Capitalization: use correct punctuation and capitalization			3
1.6 Spelling: use correct spelling conventions			3
Writing Strategies	7	7	17 (23%)
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	3	3	4
1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques			4
1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices			3
1.4 Research and Technology: plan and conduct multiple-step information searches by using computer networks and modems			
1.5 Research and Technology: achieve an effective balance between researched information and original ideas			
1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	4	4	6
TOTALS	36	36	75

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TEACHING
STRATEGIES

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ESSENTIAL
SUMMARIES

PRONOUN BOXES

SYNONYM
TRIPLETS

PUNCTUATION
MARKS
RECITATIONS

GOOD AND
BETTER

HE SAID, SHE
SAID

AND MORE!



NEW PUNCTUATION
RECITATION POSTER

Punctuation Voice Expression Recitation



At a period you come to a full stop,
and your voice goes all the way down.
At a comma you come to a half stop,
and your voice goes half way down.

At a question mark, your voice goes up.
At an exclamation point,
your voice gets very excited,
your voice gets very excited.
At quotation marks,
you speak like the character,
you speak like the character.



"We collaborate
and implement all
of Augusta Mann's
strategies.

Why? Two words:
They work!"

-A TEAM OF 5th GRADE
TEACHERS
MINNEAPOLIS, MN

AUGUSTA MANN

A SUCCESSFUL
MASTER TEACHER'S

INNOVATIVE TEACHING STRATEGIES

DANCING DEFINITIONS
ESSENTIAL SUMMARIES

PHONIC PATTERN
HOPSCOTCH

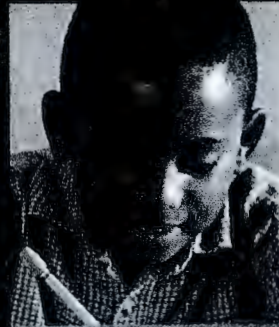
SYNONYM TRIPLETS

PRONOUN BOXES

GOOD AND BETTER

PANEL BOOKS

PUNCTUATION MARKS
RECITATIONS



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New York, NY 10025

ADD
POSTAGE
HERE



Chapter 6: Ratios and Proportions

GRADE LEVEL

6

Ratios and Proportions

12 days

MARKING PERIOD

Quarter 2

Number Sense 1.2

Number Sense 1.3

AF 2.3, 3.2

SDP 3.0, 3.3

6.1 Ratios (2 days)

6.2 Solving Proportions (2 days)

6.3 Writing Proportions (1 day)

6.4 Similar Polygons (1 day)

6.5 Scale Drawings (2 days)

6.6 Probability (2 days)

Review (1 day)

Assessment (1 day)

MATH: GRADE 6 UNIT OVERVIEW

UNIT TITLE	Chapter 1: Algebra and Decimals	GRADE LEVEL	6
SUB-LEVEL	Algebra and Decimals	MARKING PERIOD	Quarter 1
DURATION	16 days		
CONTENTS	Number Sense 1.1 Number Sense 2.0 A.F. 1.2, 1.3, 1.4, 2.3, 3.1 SDP 1.1 MR 1.0, 1.1, 2.4, 2.6, 2.7, 3.3		
DETAILED CONTENTS	1.1 Problem Solve and Use Reasoning (1 day) 1.2 Expressions and Variables (1 day) 1.3 Use Order of Operations (2 days) 1.4 Powers and Exponents (2 days) 1.5 Compare and Order Decimals (1 day) 1.6 Round Decimals (1 day) 1.7 Add and Subtract Decimals (2 days) 1.8 Multiply Decimals (2 days) 1.9 Divide Decimals (2 days) Review (1 day) Assess (1 day)		

ASSIGNMENTS AND PROJECTS

See 1A and 1B in TE, Mathematic Concept and Skills

AG WORKSHEETS

KEY VOCABULARY

numerical expression,
variable, variable
expression, power,
exponent, base, decimal,
number line, average,
mean, polygon, perimeter

Mathematics Concepts and Skills: Course 1; McDougal and Little

MATH: GRADE 6 UNIT OVERVIEW

TITLE	Chapter 2: Number Relationships and Fractions	GRADE LEVEL	6
	Number Relationships and Fractions		
	16 days	MARKING PERIOD	Quarter 1
	Number Sense 1.1 Number Sense 2.0 Number Sense 2.4 MR 1.0 MR 2.4		
	2.1 Prime Factorization (2 days) 2.2 Greatest Common Factor Factorization (2 days) 2.3 Fundamental Fraction Concepts (1 day) 2.4 Fractions in Simplest Form (1 day) 2.5 Least Common Multiple Factorization (2 days) 2.6 Comparing and Ordering Fractions Factorization (2 days) 2.7 Mixed Numbers and Improper Fractions Factorization (2 days) 2.8 Connecting Decimals and Fractions Factorization (2 days) Review (1 day) Assessment (1 day)		



See 56A and 56B in TE, Mathematic Concept and Skills

AG WORKSHEETS

- what fraction of the field (shaded portion)
- Fraction: food and nutrition food pyramid

KEY VOCABULARY

factor, divisor, prime number, composite number, prime factorization, factor tree, numerator, denominator, common factor, equivalent fractions, simplest form, multiple, least common multiple, least common denominator, proper fraction, improper fraction, mixed number, terminating decimal, repeating decimal

Chapter 3: Fractions and their Operations

GRADE LEVEL

6

Fractions and their Operations

16 days

MARKING PERIOD

Quarter 1

Number Sense 2.1

Number Sense 2.2

Number Sense 2.4

AF 1.2, 1.3, 2.0, 2.1, 2.2

MR 2.4

3.1 Adding and Subtracting Fractions (2 days)

3.2 Using a Least Common Denominator (2 days)

3.3 Adding and Subtracting Mixed Numbers (2 days)

3.4 Multiplying Fractions and Mixed Numbers (2 days)

3.5 Dividing Fractions and Mixed Numbers (2 days)

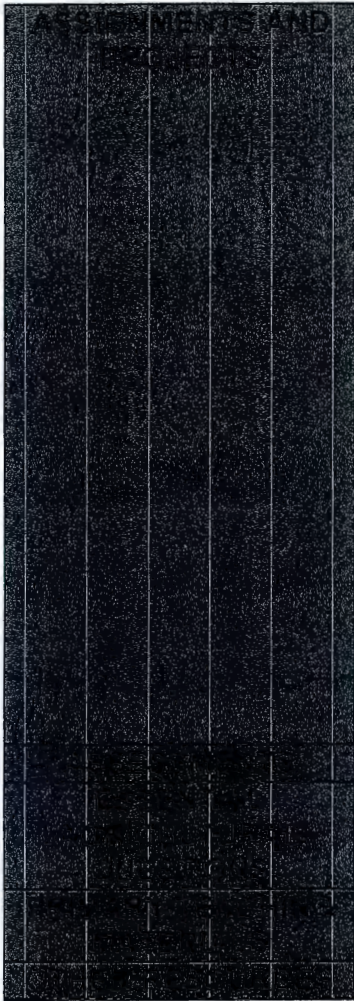
3.6 The Distributive Property (2 days)

3.7 Units of Measure (1 day)

3.8 Rates (1 day)

Review (1 day)

Assessment (1 day)



See 56A and 56B in TE, Mathematic Concept and Skills

AG WORKSHEETS

- Fractions
- Units of Measurement – dormant spray application
- Rates – tilling field, planting field different equipment

KEY VOCABULARY

reciprocal, multiple inverses, distributive property, rate of a per b, unit rate

Chapter 4: Positive and Negative Numbers**GRADE LEVEL**

6

Positive and Negative Numbers

16 days

MARKING PERIOD

Quarter 2

Number Sense 2.1

Number Sense 2.3

AF 1.2, 1.3, 1.4

SDP 1.1

MR 1.1

MR 2.5

4.1 Understand Integers and the Number Line (2 days)

4.2 Add Integers on a Number Line (2 days)

4.3 Add Integers Using Addition Rules (2 days)

4.4 Subtract Integers (2 days)

4.5 Multiply Integers (2 days)

4.6 Divide Integers (2 days)

4.7 Use Integers and Order of Operations (1 day)

4.8 Compare Positive and Negative Numbers (1 day)

Review (1 day)

Assessment (1 day)

See 164A and 164B in TE, Mathematic Concept and Skills

AG WORKSHEETS

-

KEY VOCABULARY

Integer, positive integer,
negative integer, opposites,
negative sign, absolute
value

Mathematics Concepts and Skills: Course 1; McDougal and Little

Chapter 5: Solving Equations**GRADE LEVEL** 6**Solving Equations**

16 days

MARKING PERIOD Quarter 2

Number Sense 2.10

AF 1.1, 1.2

MR 1.1

MR 1.3

MR 2.4

MR 3.3

5.1 Writing Expressions (2 days)

5.2 Writing Equations (2 days)

5.3 Solving Addition Equations (2 days)

5.4 Solving Subtraction Equations (2 days)

5.5 Solving Multiplication Equations (2 days)

5.6 Solving Division Equations (1 day)

5.7 Solving Two-Step Equations (1 day)

Review (1 day)

Assessment (1 day)

ASSIGNMENTS AND RESOURCES	See 214A and 214B in TE, Mathematic Concept and Skills AG WORKSHEETS -	KEY VOCABULARY	equation, solving an equation, solution of an equation, inverse operations
	Mathematics Concepts and Skills: Course 1; McDougal and Little		

See 308A and 308B in TE, Mathematic Concept and Skills

AG WORKSHEETS

-

KEY VOCABULARY

Percent, circle graph,
principal, simple interest,
annual interest rate

Mathematics Concepts and Skills: Course 1; McDougal and Little

See 214A and 214B in TE, Mathematic Concept and Skills

AG WORKSHEETS

- Comparing ratio's: farm size, crop diversity
- Rate problems – plant

KEY VOCABULARY

ratio, proportion, cross products, similar polygons, corresponding angles, corresponding sides, scale drawing, scale factor, event probability of an event

Ratios and Proportions

12 days

LEARNING PERIOD

Quarter 2

Number Sense 1.0

Number Sense 1.2

Number Sense 1.4

AF 1.2

SDP 1.0, 32.3

MR 2.4

7.1 Percents, Fractions, and Decimals (2 days)

7.2 Finding a Percent of a Number (2 days)

7.3 Large and Small Percents (2 days)

7.4 Solving Percent Problems (2 days)

7.5 Circle Graphs (2 days)

7.6 Simple Interest (1 day)

7.7 Discounts and Sales Tax (1 day)

Review (1 day)

Assessment (1 day)

Chapter 8: Geometry in a Plane

GRADE LEVEL

6

Geometry in a Plane

16 days

MARKING PERIOD

Quarter 2

AF 3.0, 3.1, 3.2

MG1.1, 1.2, 2.0, 2.1, 2.2, 2.3,

MR 2.4, 2.5, 2.7, 3.2

8.1 Intersecting Lines and Angle Measures (1 day)

8.2 Angles of a Triangle (1 day)

8.3 Parallelograms (2 days)

8.4 Area of a Parallelogram (2 days)

8.5 Circumference of a Circle (2 days)

8.6 Area of a Circle (2 days)

Review (1 day)

Assessment (1 day)

See 354A and 354B in TE, Mathematic Concept and Skills

AG WORKSHEETS

-

KEY VOCABULARY

Vertical angles;
complementary angles;
supplementary angles;
adjacent angles, equilateral,
isosceles and scalene
triangles; right, acute, and
obtuse triangles;
quadrilateral; parallelogram;
rectangle; circle; radius;
diameter; circumference

Mathematics Concepts and Skills: Course 1; McDougal and Little

Chapter 9: Geometry in Space

GRADE LEVEL 6

Geometry in Space

12 days

MARKING PERIOD Quarter 3

AF 2.1, 3.2

MG 1.0, 1.2, 1.3

MR 1.3, 2.3

9.1 Prisms and Cylinders (1 day)

9.2 Volume of a Rectangular Prism (1 day)

9.3 Volume of a Triangular Prism (2 days)

9.4 Volume of a Cylinder (2 days)

9.5 Surface Area of a prism (2 days)

9.6 Surface Area of a Cylinder (2 days)

Review (1 day)

Assessment (1 day)

See 404A and 404B in TE, Mathematic Concept and Skills

AG WORKSHEETS

- Building

KEY VOCABULARY

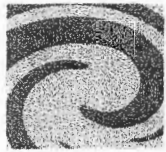
Polyhedron, faces, edges, prism, bases, height, right prism, circular cylinder, volume, surface area, circumference of a cylinder, lateral surface

Mathematics Concepts and Skills: Course 1; McDougal and Little

MATH: GRADE 6 UNIT OVERVIEW

TITLE	Chapter 10: Geometry in a Plane	GRADE LEVEL	6
	Geometry in a Plane		
	14 days	MARKING PERIOD	Quarter 2
	AF 1.0 SDP 1.1, 1.2, 1.3, 1.4, 2.0, 2.1, 2.2, 2.3 2.4 2.5 MR 1.1, 2.4		
	10.1 Measures of Central Tendency (1 day) 10.2 Histograms (1 day) 10.3 Box and Whisker Plots (2 days) 10.4 The Coordinate Plane (2 days) 10.5 Using Appropriate Graphs (1 day) 10.6 Interpreting Graphs (1 day) 10.7 Samples and Populations (2 days) 10.8 Interpreting Surveys (2 days) Review (1 day) Assessment (1 day)		

	See 453A and 453B in TE, Mathematic Concept and Skills	KEY VOCABULARY	measure of central tendency, median, mode, histogram, box-and-whisker plot, range, coordinate plane, ordered pair, scatter plot, population, sample, biased sample
	AG WORKSHEETS		
	-		
	Mathematics Concepts and Skills: Course 1; McDougal and Little		



Collaborative Assessment Log

Name: _____ Mentor: _____ Date: _____

Grade Level/Subject Area: _____ School: _____

California Induction Program Standards

Check all that apply:

- Standard 5: Pedagogy
- Standard 6: Universal Access: Equity for All Students
 - Teaching English Learners
 - Teaching Special Populations

New Teacher Center Formative Assessment Processes

Check all that apply:

- Analyzing Student Work
- Assembling Class Profiles
- Communicating with Families
- Determining Instructional Groups
- Developing /Reviewing Individual Learning Plan
- Developing/Reviewing Inquiry Action Plan
- Discussing Case Study Student(s)
- Exploring School, Family and Community Resources
- Observing and Conferencing
- Planning Instruction
- Reflecting/Problem-Solving

+ What's Working:

▲ Current Focus—Challenges—Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date: _____

Focus: _____

California Standards for the Teaching Profession

EN=Engaging and Supporting All Students in Learning

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

EE=Creating & Maintaining an Effective Environment

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

SM=Understanding and Organizing Subject Matter

- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Interrelating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources and technologies to make subject matter accessible to students

PL=Planning Instruction and Designing Learning Experiences

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

AS=Assessing Student Learning

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessment to guide instruction
- Communicating with students, families, and other audiences about student progress

DP=Developing as a Professional Educator

- Reflecting on teaching practices and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve professional practice
- Balancing professional responsibilities and maintaining motivation



Best Practices that Support Students with Language Needs

Observation Tool

Name: _____ Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Lesson Topic: _____ Content Standard: _____

Best Practices	Evidence
<ul style="list-style-type: none"> Vocabulary instruction 	
<ul style="list-style-type: none"> Explicit forms of academic English 	
<ul style="list-style-type: none"> Models, visuals, graphic organizers 	
<ul style="list-style-type: none"> Bridging from prior knowledge 	
<ul style="list-style-type: none"> Guided interaction 	
<ul style="list-style-type: none"> Assessment that informs instruction 	
<ul style="list-style-type: none"> Meaningful content, thematic instruction 	
<ul style="list-style-type: none"> Respect for home language and culture 	



Conditions for Equity

Observation Tool

Teacher: _____ Mentor: _____ Date: _____

Grade/Level/Subject Area: _____ Lesson Topic: _____ Content Standard: _____

Conditions for Equity	Evidence of Teaching and Learning
<p>Student Participation</p> <ul style="list-style-type: none"> • In what ways are students participating? • Which students or groups of students are/are not participating? • In what ways are English learners able to practice language? • How is the teacher ensuring many voices are heard? • How is wait time used? • How are mistakes and partially correct answers handled? • What is the ratio of teacher talk to student talk? • In what ways are students encouraged and supported to lead? 	
<p>Teacher Attention</p> <ul style="list-style-type: none"> • Where does the T direct his/her questions? • Which students respond/don't respond to T's questions? • Which students are asked critical questions vs. fact level questions? • What is the T's proximity to students who are/are not engaged? • In what ways does the T make contact with students? • With whom does the teacher make contact? 	
<p>Teacher Tone and Expectations</p> <ul style="list-style-type: none"> • What words and tone of voice does T use to express expectations? • In what ways are positive intrinsic outcomes fostered? • In what ways does T communicate belief in students? • In what ways does the T redirect students to task? • How does T convey consequences of non-compliance? 	
<p>Directions</p> <ul style="list-style-type: none"> • Which students are/are not following directions? • What strategies are used to give directions? • In what ways does T check for understanding and clarification? • In what ways do students help one another? • What are students doing when they are not following directions? 	

Adapted from the work of Enid Lee.



Effective Environment

Preventions and Interventions

Name: _____ Mentor: _____ Date: _____

Grade/Level/Subject Area: _____ Lesson Topic: _____ Content Standard: _____

California Induction Program Standards

Check all that apply:

- Standard 5: Pedagogy
- Standard 6: Universal Access Equity for All Students
- Teaching English Learners
- Teaching Special Populations

Creating an Effective Classroom Environment		Evidence/Observations
Preventions	<ul style="list-style-type: none"> • Community Building/Inclusivity • Non-Contingent Reinforcement • Specific Praise/Narration • Rules and Procedures • Equitable Participation • Room Design • Transitions • Clear Directions 	
Interventions	<ul style="list-style-type: none"> • Proximity • Wait Time • Selective Listening • Verbal Limit Setting • Broken Record • Altering Setting 	



Instructional Groups

Name: _____

Mentor: _____ Date: _____

Grade Level/Subject Area: _____ School: _____

Using assessment data to plan differentiated instruction is at the heart of effective teaching. Take into account the strengths and learning needs of your students as you form groupings for differentiated instruction. Change groups according to learning outcomes in the areas of:

California Induction Program Standards
Check all that apply:
 Standard 5: Pedagogy
 Standard 6: Universal Access Equity for All Students
 Teaching English Learners
 Teaching Special Populations

- English Language Development levels
- Academic literacy levels (or other subject area)
- Accommodations and/or multi-tiered interventions
- Learning styles, multiple intelligences, interests
- Other categories relevant to your teaching assignment

Note: Heterogeneous and mixed ability groupings are also extremely important for student learning. These instructional groupings, therefore, should be flexible and used to target instruction in response to particular students' learning needs; they should not become fixed over time.

Appendix F

Budget Narrative

Handbook
Fiscal Policies and Procedures

Legacies Excellence 13-14 Budget Narrative

Average Daily Attendance Calculation

The school is taking a conservative approach to its enrollment target, planning for 120 students. With a 95% ADA expected, that leads to a 114 ADA in 13-14. 14-15 expects a 180 enrollment with 171 ADA, 15-16 expects a 240 enrollment with 228 ADA, and the next two years expects a 300 enrollment with 285 ADA.

Revenues

Revenues the school is expecting to receive each year include general purpose, categorical block grant, SB740, federal and state child nutrition, and Title I.

Revenues from general purpose and categorical block grant in 13-14 will total \$662,910. Federal revenues from child nutrition and Title I will total \$117,780, and all other state revenues in 13-14 will total \$85,500, bringing total revenue to \$866,190 in 13-14.

Fundraising/Grants

In order to stay conservative, the school is not budgeting for any outside fundraising or grants.

Staffing

The school is expecting to have 4 teachers in 13-14, 7 in 14-15, 9 in 15-16, and 12 in both 16-17 and 17-18. The school will have one main administrator and an office manager to manage day-to-day operations. Salaries will total \$305,000 in 13-14.

Benefits

The school will offer STRS and PERS, and will provide health insurance benefits to all full-time employees. Total benefit costs in 13-14 will total \$115,796.

Books & Supplies

The majority of expenses in this category will be allocated to textbooks and classroom materials. Total costs will be \$30,000 in 13-14.

Operating Services

The largest line item in this category is rent, and the second largest line item is consultants. Total costs will be \$276,200 in 13-14.

Capital Outlay

This category will be for furniture and other equipment needed annually. 13-14 will be \$8,000.

Other Outgo

The school's expects its special education encroachment to be \$600/student. Total costs in this category will be \$94,320 in 13-14.

Expenses will total \$829,316. Debiting a 5% reserve of \$33,146, the school's net income for 13-14 will be \$3,728.41. As enrollment grows in future years, the net income for each year will be at higher levels, strengthening the fund balance of the school.

**Fiscal Policies and Procedures
Handbook**

**LEGACIES OF EXCELLENCE
CHARTER SCHOOL**

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LEGACIES EXCELLENCE CHARTER SCHOOL

FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Governing Board of LEGACIES EXCELLENCE CHARTER SCHOOL has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of LEGACIES EXCELLENCE CHARTER SCHOOL to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Governing Board formulates financial policies and procedures, delegate's administration of the policies and procedures to the Principal and reviews operations and activities on a regular basis.
2. The Principal has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All administrative employees are required to take annual vacations of at least five (5) consecutive days.
5. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
6. The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.
7. The Governing Board can appoint someone else to perform the Principal's responsibilities in the case of absence.

Annual Financial Audit

1. The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th).
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practices

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

PURCHASING

1. The Principal may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$5,000.
2. The Principal must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$500 (format to be provided by Charter Impact), must be signed by the Principal and submitted to Charter Impact with the related invoice.
3. When approving purchases, the Principal must:
 - a. Determine if the expenditure is budgeted
 - b. Determine if funds are currently available for expenditures (i.e. cash flow)
 - c. Determine if the expenditure is allowable under the appropriate revenue source
 - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - e. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide Charter Impact with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The Principal may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Principal and/or Governing Board.
 - a. The school card will be kept under locked supervision in the Principal's office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Principal.
 - b. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
 - c. Credit cards will bear the names of both LEGACIES EXCELLENCE CHARTER SCHOOL and the Principal.
 - d. Debit cards are not allowed.

Petty Cash

1. The Office Manager will manage the petty cash fund.
2. The petty cash fund will be capped at \$500.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Office Manager and Principal will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. Charter Impact will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$500. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Office Manager within 48 hours of withdrawing the petty cash.
7. When expenditures total \$300 (when cash balance is reduced to \$200), the Office Manager will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Principal. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to Charter Impact.
8. Petty cash fund reimbursement checks will be made payable to the Principal.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Principal.
10. Loans will not be made from the petty cash fund.
11. Charter Impact will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$5,000.
 - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Principal may also require that contract service providers list the school as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the office manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.
5. The Principal will approve proposed contracts and modifications in writing.
6. Contract service providers will be paid in accordance with approved contracts as work is performed.
7. The Principal will be responsible for ensuring the terms of the contracts are fulfilled.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

8. Potential conflicts of interest will be disclosed upfront, and the Principal and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Principal for approval.
2. The Principal will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Charter Impact with the invoice. Charter Impact will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the Principal, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Principal should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
4. The Principal may authorize Charter Impact to pay recurring expenses (e.g. utilities) without the Principal's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Bank Checks

1. The Governing Board will approve, in advance, the list of authorized signers on the school account. The Principal and any other employee authorized by the Governing Board may sign bank checks within established limitations.
2. The Governing Board will be authorized to open and close bank accounts.
3. Charter Impact and the Principal will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Principal will send appropriate approved documentation to Charter Impact.
5. Once approved by the Principal, Charter Impact types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. The Principal and Board Treasurer will co-sign checks in excess of \$10,000 for all non-recurring items. All checks less than \$10,000 require only the signature of the Principal.
7. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9. Charter Impact will distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

- b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
- c. Cancelled Checks – filed numerically with bank statements by a Charter Impact accountant.
- d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Bank Reconciliation

- 1. Bank statements will be received directly, unopened, by the representative at Charter Impact assigned to the school.
- 2. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
- 3. A Charter Impact accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
- 4. The Charter Impact accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the representative at Charter Impact assigned to the school and the Principal.
- 5. The Charter Impact accountant will prepare a monthly summary report to be approved by the representative at Charter Impact assigned to the school.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS RECEIVABLE

1. Documentation will be maintained for accounts receivable and forwarded to Charter Impact.
2. Accounts receivable will be recorded by Charter Impact in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. 2 Volunteer Coordinators will be involved in this process, with 1 Coordinator accepting and holding the cash, while the other recording each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor, while keeping a carbon copy of the receipt..
 - b. The cash, checks, receipt book, and deposit summary must be given to the school Office Manager by the end of the next school day, who will immediately put the funds in a secure, locked location.
 - c. Both the Volunteer Coordinator and the Office Manager will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
 - a. Receipts will be distributed for all funds received at the school site, with a carbon copy of the receipt kept with the school. The school's Office Manager will be charge of writing out the receipt and distributing it to the person giving the cash/check. The procedures for accepting funds at the school will mirror the procedure above for fundraising activities, including double counting of dollars and money kept in a secure, locked location.
 - b. All individuals and companies donating to the school will also receive a thank you letter for tax reporting purposes. The Office Manager will coordinate to make sure this occurs in a timely manner.
 - c. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - d. The Office Manager and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
 - e. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. Cash/checks dropped off in the classroom will utilize the classroom clipboards. Each classroom has a designated clipboard hanging near the entrance to the classroom. Each morning, the homeroom teacher assigned to that classroom will collect all forms, payments, etc. that have been brought in by students that day, place them in a large envelope, and attach the envelope to the clipboard. Before lunchtime, an office staff member and a second staff member (who may be an office staff member or an aide) shall collect all clipboard envelopes from each classroom and bring them to the office, where they will be processed following the guidelines used for the lock box, above.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

4. Mail received at the school must be opened in the presence of at least two office staff members.
 - a. For any cash or checks received in the mail, the Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
5. Twice a week, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to Charter Impact with the weekly mailing of invoices.
6. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; LEGACIES EXCELLENCE CHARTER SCHOOL; Bank Name; Bank Account Number, Date Received by the School."
7. A deposit slip will be completed by the Office Manager and initialed by the Principal for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
8. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
9. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

Volunteer Expenses

1. All volunteers will submit a purchase requisition form to the Principal for all potential expenses.
 - a. Only items with prior written authorization from the Principal will be paid/reimbursed.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the Principal, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Principal and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Principal and/or Governing Board.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

PERSONNEL

1. The Principal will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The Principal will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.
4. TB tests and background checks will be required for school employees and consultants.
5. A position control list will be developed during budget season. Charter Impact will notify the board of any variances to the position control throughout the year.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

PAYROLL

Timesheets

1. All classified employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to Charter Impact on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours works in excess of eight (8) hours in a single work day or forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Principal for further guidance.

Payroll Processing

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to Charter Impact who will verify the calculations for accuracy [see attached sample].
2. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Office Manager will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

3. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to Charter Impact.
4. The Principal will notify Charter Impact of all authorizations for approved stipends. All stipends will be paid out evenly throughout semester, rather than in one lump sum.
5. Charter Impact will prepare the payroll worksheet based on the summary report from the designated school employee.
6. The payroll checks (if applicable) will be delivered to the school. The Principal will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. Charter Impact will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. Charter Impact will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Principal, and submit the forms to the respective agencies.

Record Keeping

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
 - a. The designated school employee will immediately notify the Principal if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
 - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to Charter Impact.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Principal must sign expense reports.
5. Principal expense reports should be approved by a member of the Governing Board and always be submitted to Charter Impact for processing and payment
6. Expenses greater than two months old will not be reimbursed.

Travel

1. Employees will be reimbursed for mileage when pre-approved by the Principal. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Principal must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the Principal.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Principal for approval and then on to Charter Impact for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

2. The Principal will approve and sign the expense report, and submit it to the Charter Impact for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

FINANCE

Financial Reporting

1. In consultation with the Principal, Charter Impact will prepare the annual financial budget for approval by the Governing Board.
2. Charter Impact will submit a monthly balance sheet and monthly revenue and expense summaries to the Principal including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Charter Impact will provide the Principal and/or Governing Board with additional financial reports, as needed.

Loans

1. The Principal and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Principal before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Principal, certain documentation may be maintained for a longer period of time.
2. Charter Impact will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

RESERVES /INSURANCE/LIABILITIES/ASSETS

Funds Balance Reserve

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues shall be the goal, but not the requirement, for the school.
2. Charter Impact will provide the Principal with balance sheets on a monthly basis. It is the responsibility of the Principal and the Governance Board to understand the school's cash situation. It is the responsibility of the Principal to prioritize payments as needed. The Principal has responsibility for all operations and activities related to financial management.

Insurance

1. Charter Impact will work with the Principal to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Principal and Charter Impact will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Principal and Charter Impact will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

LEGACIES EXCELLENCE CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. Charter Impact will file all receipts for purchased assets.
3. Charter Impact will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. Charter Impact will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Principal will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Principal will submit to Charter Impact written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
 - a. Parked in the parking lot during school hours
 - b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
 - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
 - b. If a parent or other visitor causes damage, that individual is responsible.
 - c. If an employee causes damage, the employee is responsible, if the damage was caused by duties outside of the employees' job description.
 - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

Appendix G

References

Effective Practices for African American Students

Successful Practices for African American Students

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Appendix H

Agriculture

Legacies of Excellence Charter School

**8024 Rudsdale Street
Oakland, California 94605**

Staff Handbook 2013-2014

This handbook provides information and procedures that are important to the smooth operation of Legacies. This handbook is a guide for ALL STAFF MEMBERS regarding the daily operation of our school. Please be familiar with your individual and school-wide responsibilities. Please ask questions or directions regarding any policy or procedure if you do not completely understand your responsibility.

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I. Meeting Days and Times – 2012-2013

- Staff Meetings - Third Tuesday each month 3:15 – 4:30 PM**
- Teacher Collaboration – Every Wednesday 1:00 – 3:30 PM**
- SST – Second and Fourth Tuesday 8:00 AM and 3:15 PM**
- Site Leadership Team – Second Tuesday each month 3:15 – 4:30 PM**
- Home and School Club - First Wednesday each month 5:30 PM**
- ELAC – First Wednesday each month 6:30 PM**
- School Site Council – First Monday each month 3:30 PM**
- Staff Professional Development – Fourth Wednesday each month 1:00-3:30**

II. Office Staff Members TBD

Position	Name	Extension
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IV. Bell Schedules

<p style="text-align: center;">See Master Schedule Regular</p>	<p style="text-align: center;">Minimum Day Schedule TBD</p>
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V. Quick Reference Information

The information contained in this section is, as the title indicates, a quick reference for needed information. Each of the areas listed here are followed up in other sections of this handbook in more detail. Locations of this additional information are located in the table of contents.

Each staff member is responsible for the information included and needs to be familiar with all the information contained in this handbook.

Alarms

- School buildings are alarmed after school hours. Each staff member will be given an alarm code, and will be responsible for checking to see that the alarms are turned off if they are the first to arrive on site, and to see that the alarms are set if they are the last to leave.
- Staff members who work after hours or on weekends must sign in and out on the white board next to the alarm pad to be sure that other are aware that they are on site.

Child Abuse

- Every staff member is required by law to report **any suspected cases** of child abuse.
- Report **all suspected incidents** to the Assistant Principal.
- Assistant Principal will report **all suspected incidents** to CPS (Child Protection Services)
- See page 11 for further information

Communication

- District expectation is that each staff member will check their voice mail and e-mail daily to facilitate district-wide dissemination of information.

- All staff members should respond to communications via voice mail and e-mail within 24 hours.
- The principal produces a weekly e-letter to the staff called “Notes from the Front Office.” This communication is designed to cut the information dissemination portion of meetings to allow for more discussion and collaboration. Everyone should read this each Monday to check for important and timely weekly communications.
- The Beeline, our school newsletter, will go out to parents monthly. The deadline for submissions via e-mail is the 15th of each month.

Classroom Security

- Classroom security is the responsibility of the teacher in the classroom at that time.
- Teachers will lock the classroom doors and windows:
- See page 11 for further information

Field Trips

Even though academic and extracurricular field trips are a rarity due to funding, if you are planning a trip, the following steps must be **completed in advance** of the trip:

- Request for Field Trip Approval Form
 - **Principal approval of field trip**
 - **Learning expectations and purpose must be identified**
 - **Must be completed before class notification**
- Calendar request for day(s), times and / or periods
- Pick up Field trip packet from Principal’s Secretary. Packet will include
 - Medical release form for each student
 - Acknowledgement and Assumption of Potential Risk Form
 - Parent Release Form for transportation by private vehicle
 - Declaration of Insurance Form for parent drivers
 - Acknowledgement of Risk form (Non – district Transportation notice)
 - Parent / Teacher Release Form
- See page 14 for further information

Keys

- Keys are checked out from the Principal’s Secretary in the Main Office.
- **Under no circumstances are you to duplicate or loan a key or keys to any individual other than another Branciforte staff member.**
- See page 16 for further information

Teacher Extracurricular Responsibilities TBD

Substitutes

- It is the teacher's responsibility, if unable to attend work, to notify the district of the situation as soon as possible.
- Please become familiar with the process for obtaining a substitute through the Substitute Caller System
- See page 17 for further information

Daily Bulletin

- The bulletin is the primary means of communication for students
- The bulletin will be read at the beginning of the 1st period of the day.
- See page 19 for further information

Attendance Policy

- Priority #1 is GOOD ATTENDANCE!
- Good attendance is essential for academic success.
- Students are expected to attend classes every day.
- All students at Branciforte Middle are subject to compulsory education
- All students will attend school on a regular basis
- Parents or guardians are required to ensure that the student attend on a regular basis
- Parents or guardians are required to report all absences (California Code 48200)
- See page 30 for further information

Discipline TBD

Referrals TBD

EMPOWERMENT

Emergency Response Procedures

- In the case of any emergency, know your responsibilities.
- Make sure you understand the procedures outlined in this notebook.
- See page 46 for further information

2012-2013 Drill Schedule

Please make note of the following dates. Drill Times will be announced in the weekly staff newsletter.

- I. **Fire Drills**
 - September
 - February

II. Earthquake Drills

- October
- March

III. Lockdown Drill

- Oct.
- April

➤

VI. Teacher Responsibilities

All staff members will follow these procedures

Child Abuse

- Every staff member is required by law to report **any suspected cases** of child abuse.
- Report with reasonable suspicion: Physical Abuse, Sexual Abuse, General Neglect, Severe Neglect or Emotional Abuse
- Report **all suspected incidents** to Assistant Principal – Discipline.
- Assistant Principal will report **all suspected incidents** to CPS (Child Protection Services)

Classroom Maintenance

- Since funds for general maintenance are scarce at best, it is very important that the teacher control the classroom and school grounds to prevent damage to facilities and equipment.
- Branciforte will take an aggressive position on the maintenance of classrooms and school grounds.
- Teachers:
 - ❑ Have students clean / pick up room at the end of each class period
 - ❑ Do **not** allow food or drink in class rooms
 - ❑ Enforce litter control on school grounds
 - ❑ If repair is needed notify the Principal, using the custodial/facilities needs form.
 - ❑ If room cleaning is not sufficient, fill out custodial/facilities needs form.
 - Send form to Principal
 - ❑ If a safety issue is occurring on the school grounds or in the classroom, notify either the front office immediately

Classroom Security

- Classroom security is the responsibility of the teacher in the classroom at that time.
- Teachers will lock the classroom doors and windows:
 - ❑ When the room is left unattended for any time, including lunch
 - ❑ When leaving the classroom at the end of the day
 - ❑ When leaving the classroom to attend class in a different room
- To further our attempts to maintain a clean classroom, we request the following from each staff member:
 - ❑ Have each students pick up papers and other debris following each class
 - ❑ The last class of the day will straighten the rows of desks
 - ❑ The last class of the day will place chairs on tabletops

Clubs

- A student club may be started at any time.
- All new and existing clubs must submit an application for Student Council approval.
- All club accounts must be on file with the ASB.
- Any fundraising activities must be cleared with the Student Council.
- This form must contain all necessary signatures to be valid and is necessary for all on and off campus activities
- All Club activities must be placed on school calendar to avoid conflicts in facilities and times for various events

Club Advisor Expectations

- It is the advisor's responsibility to . . .
 - ❑ Communicate to the Assistant Principal if a club is no longer active or if other changes related to the club occur (i.e. a change in meeting dates)
 - ❑ Assist with the planning process of all events and activities to ensure compatibility with the club's purpose, Branciforte policies and safe and appropriate behavior.
 - ❑ Be present at all club meetings and activities.
 - ❑ Attend all club events that occur off campus or after school hours. If the advisor is not present, the district's liability coverage is not applicable and **the advisor is personally liable**. A parent may oversee the event in place of the advisor if that parent agrees in writing to act as a chaperone.
 - ❑ Ensure that every participating club member completes all necessary paperwork required for field trips. Copies of these documents should be taken with the advisor on the trip and the originals should be kept with the Principal. **See field trip section of handbook on page 14**
 - ❑ Ensure that funds are available before approving any requests for expenditures

Club Requirements

- To form a club:
 - The club must have an advisor who is a teacher at Legacies.
 - The club must complete an application (available in the Main Office), which may be submitted any time during the school year for approval by the Student Council. This application will also serve as your constitution.
 - All previously existing clubs must complete a new application each school year for the purpose of updating information

- To maintain active status:
 - Clubs are required to meet on **campus with the advisor present on the days, times and locations indicated on the application.**
 - The purpose of this is to provide accurate information to the student body about joining clubs.
 - Additional meetings may certainly be held as well, but they too must be on campus before, during or immediately after the school day.
 - Only current B40 students may be members of the club or participate in any club activity/event.
 - No student who meets all requirements for membership as described on the Club Application may be denied entry into the club.
 - Any club wishing to organize an event or fundraiser (on or off campus) must submit an **Event/Fundraiser Application** (available in the Main Office) ahead of time. If the event is approved, it will be placed on the school calendar.
 - All events, socials, fund raisers, etc sponsored by a club which occur on or off campus must have the advisor present the entire time.
 - If the advisor is not available, arrangements may be made for a parent to act as a chaperone, however, this agreement needs to be provided in writing to the advisor ahead of time.
 - All club events that involve traveling out of LegaciesCounty must have the trip approved ahead of time by the Principal. In addition, every participating club member must complete and turn in the appropriate field trip paper work to the advisor.
 - All club events and activities are expected to follow Branciforte policies. Under no circumstances may clubs participate in “initiation” or hazing activities. This is a California State Law and may result in suspension, police notification, arrest and/or possible expulsion from school.
 - Reminder notices and other deliveries to students are to be sent through teacher boxes and must be approved by the advisor.

- A current list of all club officers and members must be maintained and kept on file with the advisor.
- Any club wishing to put-up posters, fliers, etc. must have all items approved in advance by the Assistant Principal.
- ALL money raised or collected is to be deposited into the club account through the Principal that same day. This includes money that is donated. Cash may not be withheld to spend.

Staff E-Mail for Communication

It is a new district policy that all staff members check their district e-mail accounts daily. The district will not be sending e-mails out to non-district accounts. In order to stay up to date with district information and site communications, it is essential that you check your mail daily. If you are unaware of your address or do not have access to a computer, please contact the administration and we will assist you. Computers are available in the library and we will make a computer available in the staff room.

If you wish to send a message to the entire staff, the address is:

Field Trips

Even though academic and extracurricular field trips are a rarity due to funding, if you are planning a trip, the following steps must be completed in advance of the trip:

- Request for Field Trip Approval Form
 - Principal approval of field trip** (learning expectations and purpose of trip must be identified) **must be completed before class notification**
- Calendar request for day(s), times and / or periods
- Pick up Field trip packet from the Principal's Secretary. Packet will include
 - **Health Data** form for each student – filled out once/year by parent/guardian. This is included in the first day packet
 - **Acknowledgement and Assumption of Potential Risk** Form – used for “risky” activities such as rock climbing, hiking, boating, etc.
 - **Voluntary Excursion/Field Trip Notice and Medical Authorization** – This form is to be filled out for each field trip.
 - **Field trip by Private Vehicle** - for transportation in other than District vehicles. Includes Declaration of Insurance Form for parent drivers
 - **Acknowledgement of Risk** form (Non – district Transportation notice)
 - **Non-District Transportation Notice** – Used for parents to give permission for their children to be driven in non-district vehicles. Filled out at once only.

- **Voluntary Excursion/Field Trip Notice and Medical Authorization – Adult** - This form is for adults accompanying students on field trips.
 - Request District transportation from the Principal's secretary. Must be submitted a minimum of 7 working days prior to leaving
 - Letter to each parent explaining purpose and itinerary of the trip including departure and return times
 - Notification to students that they are responsible for all missed class work
 - Inform all staff members of trip and students **participating at least 3 days prior to departure times**
 - Notify Attendance office, in writing, with alphabetical list of all students participating
 - Arrange for substitute at least 3 days prior to departure
 - Upon return, notify attendance office in writing of an alphabetized list of all students that actually participated in trip
- **Rules and Expectations for Field Trips**
- **Only your students** may attend the field trip
 - **ALL STUDENTS MUST HAVE ALL RELEASE FORMS SIGNED**
 - All forms of the Field Trip Packet are required to have signatures from parent or guardian
 - **NO EXCEPTIONS**
 - All field trips are expected to be a part of the course curriculum
 - **ANY SCHEDULED FIELD TRIP WILL BE CANCELLED UNLESS ALL THE ABOVE REQUESTS ARE COMPLETED 3 DAYS PRIOR TO SCHEDULED DEPARTURE**
- **Money Collection and Field Trips**
- Ed Code governs the collection of cash on a school campus. In order to protect yourself, please be informed.
 - Teachers need authorization from Principal to collect money from students.
 - Money collected by teachers must be turned into the Principal's Secretary on a daily basis. **No field trip or fund raising money should be deposited into a teacher's personal bank account.** Remind

- students and parents that all checks should be made out to the school.
Checks made out to a teacher must be endorsed over to the school.
- A receipt must be given.
 - A list of students and the amount of money received must be kept.

Keys

- Keys are checked out from the Principal's secretary in the Main Office.
- **Under no circumstances are you to duplicate or loan a key or keys to any individual other than another Legacies staff member.**
- These keys are your responsibility.
 - Know where the keys are at all times.
 - Be careful where you set your keys
 - **Do not lend your keys to students at any time**
 - **Notify office immediately if you feel your keys have been lost, stolen or misplaced**
 - **Keys will be issued on need only**

Parent Contacts

- It is **imperative** that all parent contacts are completed in a timely and professional manner. **(It is a good idea to keep a log of all contacts) It is the expectation that voice and e-mail messages will be returned within 24 hours.**
- Please read the section regarding teachers rights and obligations included in the appendix
- Teacher must be available during prep period office hours (see appropriate section in this handbook) to answer / return phone calls)

Planner Use

- All teachers must ask students to record assignments in their planner. Teachers who use assignment sheets in addition to the planner must ask students to record the assignment number on the calendar in their planner.

SST and 504 Plans

- These teams / plans assist students in their attempts to successfully complete middle school.
- It is your contractual obligation to attend all such meetings
- Referral to SST (Student Study Team) is by staff referral. Please see the Counselor.
- The 504 Plan was established by the state to assist students who do not qualify for Special Education services, or have a mental or physical disability that prevents their success in a normal high school setting.
 - A 504 plan may be established by request from parents, teachers, professional referral or students.
 - The process involves the establishment of an SST that consists of teachers, parents, student, administrator and counselor.
 - A form is available to gather the needed information to bring to the meeting.

- If the team feels a 504 is warranted, teachers will be supplied with the needed information and procedures to fulfill their responsibilities.
- This plan, once established is not optional and must be followed by parents, students and teachers.
- Please see Counselor for forms and referrals

Staff / Faculty Meetings

- Staff meetings are essential, so that we can work collaboratively to serve students well. It is your contractual and professional obligation to attend scheduled staff meetings.
- These meetings will be held on the third Tuesday of the month 3:15 – 4:30 PM
- All certificated personnel are required to attend.
- Please be on time.
- Please see list of times and dates on page 5.

Substitutes

- It is the teacher's responsibility, if unable to attend work, to notify the district of the situation as soon as possible.
- The teacher must:
 - Follow the guidelines for using AESOP service.
 - Provide **complete** lesson plans for substitute
 - Lesson plans are to be placed in your mailbox or at a location easily accessible to the substitute
 - Notify substitute where the lesson plans will be located
 - Include updated seating charts for roll and student identification

Working Hours, Prep Periods, & Leaving Campus During the Day

- Teachers are expected to be on campus one half hour before their first class and one half hour after their last class or prep period.
- This time period is set aside during your prep period to be available to receive parent phone calls and other parent or administrative contact.
- If you have to leave campus during your prep period or any other time during the school day, you **MUST check out** with Janice in the front office. If there were to be an emergency, we would need to account for you on campus.

Teacher Extracurricular Responsibilities

- The contract agreement between the district and the teacher union indicates that each teacher is responsible for two extracurricular assignments each semester. (Total of four for the year or 8 hours).

VII. General School Information

□ Outside or Guest Speakers

- Teachers are encouraged to use outside speakers when appropriate
- Material presented should be directed to increase the scope of the classroom learning experience
- **Principal must be informed at least 3 days prior to the event**
- If speaker is to be paid, a Consultant Services Agreement must be completed **30 days prior to speaker being paid**
 - See Principal's secretary in Main Office

□ Controversial Materials and / or Speakers

- It is the teacher's responsibility to be fully informed as to the content of a guest speaker's material
- SCCS Board expects each teacher to control the approach and content of issues in the classroom
- Issues must be presented in a balanced and impartial manner
- Refrain from using classroom to promote a partisan point of view
- All material (books, pamphlets, videos, music etc) must be approved by the principal 3 days prior to event
- **All guest speakers and / or other forms of "controversial" communication must be approved by principal 3 days prior to event**
 - (LegaciesCity School District Administrative Release Form #6144 is required)

□ Copy Machines

Only staff members are to operate the copy machines. Because of maintenance issues, it is important that we treat the machines gently.

□ Equipment Maintenance

- The administration office must be notified of any damage or repair work needed to equipment in person or via Custodial Evaluation Form
- If damage due to vandalism, notify Assistant Principal.
- All work orders, purchase orders or requisitions need Principal's signature
- See section of handbook regarding purchase orders

□ Daily Bulletin

- The bulletin is the primary means of communication for students
- The bulletin will be read at the beginning of the 1st period.
- To get information into the bulletin, e-mail the announcement two days before you want the announcement to appear. Given the limited staffing in the front office, it needs to come

electronically to save time. Please send your announcements to Ollie Ziff at oziff@sccs.santacruz.k12.ca.us

- Bulletin announcements are to run a maximum of 3 days

□ Library and Computers

- The library is open 8:00 – 3:30 Monday – Friday.

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From Ollie:

- I very much enjoy collaborating with teachers on units and projects; if you'd like to work with me, come by and let's talk (as far in advance as possible).
- To reserve the library, come in and sign up in the book. Write your name and the activity you plan to do. Touch base with Ollie to explain how library time is going to be used, so we can best support you and your students. The more lead time we have, the better we can serve you. You need to be with your class at all times in the library.
- Teachers can reserve class sets of novels (and non-fiction). We will mark the sets with your name, estimated date of check out, check in. Coordinate these class set check-outs with other teachers in your department/grade level.
- If you are planning a curricular unit, we are glad to gather materials for you to use, put them on a cart, and check them out to you for use in your classroom. The more lead time we have, the better we can serve you. Never "loan" these materials out to students from your classroom. If needed, send a student with a book you want him/her to take home, and we will check the book in from you, out to him/her. Please take care of the materials in your room and return them quickly when you are done. You are responsible for the library materials you check out and will be charged for any lost materials! Again, coordinate your curricular units with other teachers in your department/grade level to avoid conflicts.
- When you send individual students to the library unsupervised, write a pass and give them a focus: write down a specific task and amount of time (avoid nomadic wanderings). We always try to accommodate these "walk-in customers," but if we are working with a class, or your student is disruptive, we will send them back.
- Computer issues: Again, teachers who have signed up will be given priority on computers. We may send your "walk-in" student away if there are no open computers. Library computers are limited to school work only (no e-mail, games, surfing the Net, etc.) In order to use our computers, a student must have an Acceptable Use Agreement on file with the library. Provide a focus: avoid free-form assignments (A-B-C books on any subject that occurs to the student don't work too well!). If a student seems unfocused, we will remove him/her from the computer.
- Please remember: 95% of the time, even tech savvy students need some sort of help on the computer; computers do not run themselves. We are here to support computer projects, but be aware that when you are "just sending a few students to do a little work on the computers," it always entails library staff involvement.

- And finally: We are here to serve. . . *and* . . . Those who serve, rule! - Ollie Ziff

□ **Lost and Found**

- Return all lost or misplaced text books and library books to the library
- All other items such as clothing, shoes, binders, etc. can be placed in the lost and found next to the security and counselor's office.
- Jewelry, glasses, keys, backpacks can be brought to the Main Office desk.

□ **Mail**

- Any school mailings may be brought to the Principal's Secretary in the Main Office
- If a large mailing is needed, contact the Principal's secretary to establish process for payment

□ **School Supplies**

- We have a limited supplies budget. Please see the Principal's secretary about supplies available, and make special requests to the Principal.
- Home and School club provides teacher grants at the start of each semester. In order to receive a grant, you must provide the receipts from the previous semester's spending.

□ **Textbooks**

- Textbooks are stored in the library.
- Textbooks are to be checked out from the LMT or LMA. Teachers should never check out books to students.
- Teachers must sign up for class check out times to obtain books. In some cases, you can arrange to have sets delivered to your classroom with a list of each student's name and corresponding bar code numbers. Teachers must then distribute the correct book to the correct student.
- Textbooks must be covered (covers free in the library at all times).
- Students must write their names in all textbooks (small, clearly, in ink).
- New students must be sent to the library to receive texts.
- Students must return all books directly to the library. Teachers should never accept books from the student to be given to the library.
- Departments sharing copies of books should try to rotate selections to ensure availability of copies.
- When a student checks out of class or transfers to another school, make sure he/she return all books to the library.
- When a book is lost, send students to the library to receive a bill and a replacement book.
- Bills for overdue books will be sent out at the end of each grading period.
- Bills should be paid in the library.
- Books will not be issued to students with overdue bills.
- Students who owe books or money at the end of the year will lose privileges (Variety Show, Game Days, Great America, Graduation Ceremonies, Graduation Dance, etc.).

□ **Collection of Money**

- Ed Code governs the collection of cash on a school campus. In order to protect yourself please be informed.
- Teachers need authorization from the Principal to collect money from students.
- Money collection by teachers must be turned in to the Principal's Secretary on a daily basis.
- A receipt must be given.
- A list of students and the amount of money received must be kept.
- Students are not required to purchase supplies, equipment or texts without authorization from the Principal.

□ **Purchase Orders**

- **Do not purchase any materials or equipment without a purchase order**
- Plan ahead
- To obtain a purchase order number, see the Principal's Secretary
- Materials purchased without a PO# are the responsibility of the purchaser
- Be complete and thorough in filling Purchase Order Form

□ **Reimbursement of Money**

- For small items purchased for the classroom, money may be reimbursed if:
 - Obtain permission to spend the money from the Principal
 - A receipt is present
 - Receipt must be given to the Principal's Secretary

□ **Staff Injury**

All staff members are covered by a workman's Compensation accident insurance and a district liability policy.

- Injuries are to be reported immediately
- Report incident to the Principal's Secretary within 24 hours for forms
- Obtain and fill out forms prior to seeking medical attention unless emergency
- All accidents must be reported whether medical attention is needed or not

□ **Student Activities**

- A calendar of activities is maintained by the Assistant Principal for all activities.
- All activities must be cleared with Assistant Principal
- Any activity planned needs to be submitted for approval
- Only approved activities are allowed and are to be on the schedule
- All organizations must submit requests for dates, facilities and times

□ **Student Finances**

- All student Body finances are to be maintained through the Assistant Principal
- Funds are not to be expended unless the funds exists

- **No deficit spending is allowed**
- All fundraising activities must be approved by Assistant Principal
- **Student Injury**
 - All injuries must be reported immediately to the Administration
 - Complete forms within 24 hours
 - Contact Main Office if assistance is needed
 - Do not release injured student to another student
 - Transportation is to be provided only by school or parent / guardian
 - Injured student should be taken to nurse's office
 - Procedures for student illness or injury
 - Report situation to Principal's Secretary immediately
 - An administrator must be notified in all cases
 - If emergency contact main office
 - Notification procedures will be completed by office personnel
 - Send for help-students are not to transfer other ill or injured students
 - Better to err on the side of caution when dealing with illness or injury

□ **Adult and Student Visitors**

- All visitors are required by law to obtain a pass from Main Office
- Any individual on campus without a pass should be questioned
- Notify the Main Office of any unregistered individuals
- Students from other schools are not allowed on campus (loitering)
- Individuals loitering on campus should be reported to administration
- Any student shadowing must be cleared with administration in advance
 - All required paperwork must be cleared by staff and administration
 - All paperwork must be cleared in advance of visit

□ **Telephone Usage**

- No long distance personal calls are to be made at school district expense
- Charge all personal calls to calling cards or home numbers
- See page for staff extension numbers and voice mail
- See Principal's Secretary for help with phone system

□ **Work Orders**

If any repairs or safety issues occur in your room, office area or on campus, a work order must be generated to complete the repair

- Put in work order request with the Principal's Secretary
- The secretary will prepare the order to maintenance and facilities
- Use of custodial Evaluation Form may be used to report work needed

□ **Campus Supervision**

- All staff has a responsibility to maintain a safe and constructive atmosphere at B40
- The staff will enforce all campus rules and regulations in the classroom, at school functions and on campus

- Staff:
 - Will maintain a safe and orderly environment in classroom
 - Will be out on campus whenever possible to observe and assist in keeping our campus safe for everyone
 - Will report all incidents on campus that you think require investigation / intervention / disciplinary action to the Administration
 - Enforce all dress and discipline codes in class and on campus

□ Classroom Management

- The classroom is a place for active learning and participation. Appropriate behavior is expected from students and staff.
- It is expected that all teachers will make expectations for classroom behavior very clear
- Classroom behavior will include procedure for dealing with tardies
 - See tardy policy on page 37
- It is expected that these expectations will be in written form with a copy distributed to each student
- It is recommended that each parent receive a copy of these expectations
- **The administration will receive a copy of these expectations**
- It is expected that the teacher will administer appropriate action for disruptive individuals within guidelines of the classroom
- If problems continue, the teacher is expected to contact the parents - **early warning to parents is very important**
- If behavior is still inappropriate, the student should be sent to the office using the approved referral form
- **Remember—Be empowered**

□ Classroom Suspension

If a student continues to be a source of disruption, the teacher may suspend that student from the remainder of the class and for the next class

- Teachers need to follow the proper procedure for classroom suspension
 - Explain to student why he / she is being suspended from class
 - Direct student to take referral to the Main Office
 - Explain on the referral the circumstances for class suspension
 - At end of period verify student reported to the office
 - The teacher and the administrator will discuss the student behavior and circumstances
 - Consequences will be decided by the administration
 - **Teacher is required to contact parents on the same day as the class suspension**

Classroom Theft

- Please report all thefts or disappearances of equipment or personal property to the office immediately
- This will insure an immediate administrative / Police investigation

Classroom Vandalism

- Please report all vandalism of equipment or personal property immediately
- This will insure an immediate administrative / Police investigation

Sexual Harassment

The Legacies has established Policy 4118.1 to address the problems concerning sexual harassment. This puts the district in compliance with the law that prohibits sexual harassment anywhere in the work place.

Sexual harassment is deemed unacceptable conduct in any form and undermines the integrity of employment. No individual, male or female will be subjected to unsolicited or unwelcome sexual overtures or conduct, either verbal or physical.

- Sexual harassment does not refer to the occasional compliment of a socially acceptable nature
- Sexual harassment does refer to:
 - Behavior that is unwelcome
 - Behavior that is personally offensive
 - Behavior that lowers morale
 - Behavior that interferes with work progress
 - Behavior that interferes with academic progress

Sexual harassment is defined as requests for sexual favors, unwelcome verbal or physical conduct when submission to conduct is explicitly or implicitly used:

- As a term or condition of educational status or employment
- As a basis of educational or employment decisions affecting the individual
- Has the purpose or effect of unreasonably interfering with educational or employment performance
- Creates an intimidating or hostile or offensive educational or employment environment.

Each supervisor has the responsibility to:

- To ensure the educational setting is free of harassment
- Discuss policy with all employees (students)
- Assure employees (students) that they will not endure
 - Insulting remarks
 - Degrading or explicit sexual treatment

Employees (students) that permit or engage in such harassment will be subject to disciplinary action up to and including termination or expulsion

Every effort will be made to ensure the privacy of the parties involved in the complaint. Files pertaining to complaints are confidential and will be discussed on a need to know basis as a means of investigation and resolving the situation.

As an employee of the SCCS, it is your obligation and responsibility to report all incidents of sexual harassment by staff or students immediately to the principal.

EXAMPLES OF SEXUAL HARASSMENT

- ❑ Actual or attempted rape or sexual assault
- ❑ Unwanted pressure for sexual favors

	English Learner Coordinator: Administrative Duties 2012-2013	
Oversee supplemental services and other program implementation requirements (shared)	Coordinate interpretation for meetings Oversee CELDT/STBDRT	Coordinate after school tutorial program (Home Link Club)
Unit and categorical budget	Supervise maintenance of records and follow-up records ASB budget	SSTs/504 coordinators, promote, class along with school psychologist
Master Schedule	EL articulation Master Schedule Assistance	Master Schedule Assistance
Discipline of 6th Grade Students	Discipline of 7th-8th Grade Students	Conflict Resolution
Meeting Responsibilities - Beeline	Meeting Responsibilities:	Meeting Responsibilities:
District - negotiations, BEAC, Academic Excellence, AMA, PI Leadership, District Leadership, Advisory, STAR testing visits	District - Safety, Wellness, Facilities, EL Activities, Master Calendar, Study Group, AP - Leadership, Graduation (assistance)	District: Counselors Staff: Leadership, Graduation (assistance)
Staff - Leadership, Staff, Office, County - 6-18 articulation, County Principals	Staff - Leadership, Safety, Advisory, STAR testing visits, IEPs for EL students	IEPs Advisory, STAR testing visits
Coordinate Articulation	Coordinate volunteers (parents, seniors volunteer students etc.)	1802 Conferences with 7 th graders
Staffing	Field calls from community agencies & coordinate participation	Supervise student enrollment / student placement
School Site Council / Home & School Club/Field Committee	ELAC/DELAC	Oversee contract PE
On-going staff development	On-going staff development	Student schedule changes
	Student leadership and activities, student Council, AVID STAR/STS testing	Individual Student & Parent Counseling
Staff evaluation and coaching	Staff evaluation and coaching	5th Grade Student Placement & Scheduling
Supervise: Teachers Assistant Principal Counselor Office Support Staff & Custodial	Supervise: Teachers Campus Supervisor Learning Assistants Athletic Director	Supervise: Counseling Intern
Weekly Staff Newsletter	Weekly Staff Newsletter/Safety Plan & Drill Schedule	Oversee off-campus aide program
Back to School Night	Open House	Student/Parent visits
Supervise School Events	Supervise School Events	
Campus Supervision	Campus Supervision	Campus Supervision
Public Relations - shared	Public Relations - shared	

- Unwanted deliberate touching, leaning over, cornering or pinching
- Unwanted sexual looks or gestures
- Unwanted letters, phone calls or materials of a sexual nature
- Unwanted pressure for dates
- Unwanted sexual teasing, jokes, remarks or questions
- Referring to an adult or student as a girls, chick, hunk, babe, or honey
- Whistling at someone
- Cat calls
- Sexual comments
- Turning work or academic discussions to sexual topics
- Sexual innuendoes or stories
- Asking about sexual fantasies, preferences or history
- Personal questions about social or sexual life
- Sexual comments about persons clothing, anatomy or looks
- Kissing sounds, howling or smacking lips
- Telling lies or spreading rumors about a person's personal sex life
- Neck massage
- Touching an employee's clothing, hair or body
- Giving personal gifts
- Hanging around a person
- Hugging, kissing, patting or stroking
- Sexually touching or rubbing oneself around another person
- Standing close or brushing against a person
- Looking a person up and down (elevator eyes)
- Staring at someone
- Sexually suggestive visuals
- Facial expressions, winking, throwing kisses or licking lips
- Making sexual gestures with hand or body movement

Administrative Duties 2012-2013

TBD	TBD	TBD
Unit and categorical budget	Attendance, tardy policy and follow-up ASB budget	SSTs/504 - referrals, process, & follow-up along with school psychologist
Master Schedule	Master Schedule Assistance	Master Schedule Assistance
Discipline – 8th Grade Students	Discipline -6 th and 7 th Grade Students	Conflict Resolution
Meeting Responsibilities: District – negotiations, BFAC, Academic Excellence, AMA, PI Leadership, District Leadership Staff – Leadership, Staff, Office, County – 6-18 articulation, County Principals	Meeting Responsibilities: District – Safety, Wellness, Facilities, EL Study Group, AP, Leadership Staff - Leadership, Safety, IEPs for EL students	Meeting Responsibilities: District: Counselors Staff: Leadership IEPs
Coordinate Articulation K-5 & 9-12	Coordinate volunteers (parents, seniors UCSC students etc.)	1802 Conferences with 7 th graders
Staffing	Field calls from community agencies & coordinate participation	Supervise student enrollment / student placement
School Site Council / Home & School Club/Field Committee	ELAC/DELAC	Oversee contract PE
On-going staff development	On-going staff development	Student schedule changes
	Student leadership and activities, student Council STAR/STS testing	Individual Student & Parent Counseling
Staff evaluation and coaching	Staff evaluation and coaching	Student Placement & Scheduling
Supervise: Teachers Assistant Principal Counselor Office Support Staff & Custodial	Supervise: Teachers Campus Supervisor Learning Assistants Athletic Director	Supervise: Counseling Intern
Weekly Staff Newsletter	Weekly Staff Newsletter/Safety Plan & Drill Schedule	Oversee off-campus aide program
Back to School Night	Open House	Student/Parent visits
Supervise School Events	Supervise School Events	
Campus Supervision	Campus Supervision	Campus Supervision
Public Relations - shared	Public Relations - shared	
Oversee supplemental services and other program improvement requirements (shared)	English Learner Coordinator: Coordinate translation for staff Coordinate interpretation for meetings Oversee CELDT/STS/LRT Supervise maintenance of academic records EL articulation k-5 & 9-12	Coordinate after school tutorial program (Homework Club) Coordinate promotion class
Facilities Maintenance	Attendance & Discipline Incentives	
School Newsletter - Beeline		
Technology Development	Activities Master Calendar	
Graduation Advisory, STAR testing visits	Graduation (assistance) Advisory, STAR testing visits	Graduation (assistance) Advisory, STAR testing visits

VIII. Counseling Information

Schedule Corrections

Students not in your class but come to class must have:

- Printed schedule indicating current class
- Do not accept student without schedule indicating class
- Do not admit a student that has not signed out of the class that meets during your class period
- **Do not keep any waiting lists for your classes**
- **Waiting lists will not be honored by counseling office**
- Make sure the student is in the correct period and class

Dropping and Adding Classes

Classes may be changed for the following reasons:

- Error in computer printout
- To assist in balancing classes
- Teachers who would like to change a student schedule are to meet with Counselor
- Changing classes must be done through the counseling office agreement of administration and staff and parent

HOME AND HOSPITAL PROGRAM

- Program is for all Legacies students
- For a student that has missed 10 consecutive days
- For student that is projected to miss 10 consecutive days
- Application available at District Office in Special Education
- Application completed by parent and physicians and returned to district office
- After approval SE office will assign a teacher
- Branciforte MS teacher functions as a liaison between assigned Home and Hospital teacher and student
- Progress reports (grades are provided to teacher)
- Options for teacher and students:
 - Communicate weekly with home and hospital teacher
 - Home and hospital teacher will deliver curriculum
 - Teacher must supply assignments to home and hospital teacher
 - Assignments will be returned to Branciforte teacher for correction and grading
 - Any instructional questions or requests must be provided
 - Home and Hospital instruction is one hour / school day

STUDENT STUDY TEAMS (SST)

- Teachers and Parents may refer directly to SST
- Based for learning difficulties, academic problems, or discipline problems

- Team consists of Counselor, School Psychologists, student's teachers
Resource Staff member, student's parent, student
- Parent and student presence at meeting is mandatory
- Purpose is to determine:
 - If RSP testing is needed
 - If the establishment of a 504 plan is needed
 - If the development of an Academic Student Intervention Plan (ASIP) is needed

IX. Standards and Grading

Class Policies

All teachers are expected to present to each student on the first day of class, a written syllabus of the class. This syllabus should contain the following:

- ✓ General overview of the class-schedule if possible
- ✓ Lists of texts, outside readings
- ✓ Papers or other research projects
- ✓ Reports or presentation expectations
- ✓ Indicate due dates if possible
- ✓ Explanation of philosophy of late work, unexcused work etc.
- ✓ Discipline and classroom management expectations including attendance and tardy policy (school policy – see section in handbook)
- ✓ Grading policies and expectations including significance of tests, quizzes, homework etc.
- ✓ Class participation, long term projects and community service
- ✓ Students are responsible to share the information with the parent
- ✓ You might include parent response sheet or signature acknowledgment form
- ✓ A copy of these policies must be given to Principal
- ✓ Copy will be kept on file in Administration Office for possible public review

Grading Policies

District Grading Policy

The LegaciesCity Schools has a grading policy that describes the level of work expected for the various letter grades, i.e. A through F. Within this policy, teachers are free to develop his / her own system.

The district policy contains the following of which you should be aware:

- ✓ 6 week grading periods with progress reports at end of the sixth and twelfth week
- ✓ Progress reports may be used as parent contact to indicate grade
- ✓ Progress reports can be used as parent contact by using the comments on form
- ✓ A progress report with a D or an F shall be considered sufficient warning to parents of possible failure in the course
- ✓ Grade given by teacher is considered final in absence of clerical error, mechanical mistake, fraud, or bad faith
- ✓ If during the final six week grading period there is a danger of student failure and no D or F has appeared on the sixth and twelfth weeks grading periods

The teacher must by form:

- ✓ Notify parents or guardians of possible failure
- ✓ Notification must be no later than 2 weeks prior to end of semester
- ✓ Identify what is necessary to receive passing grade
- ✓ Form for this contact is available in Counseling Office
- ✓ Teacher must notify parents by phone or by written letter
- ✓ Failure of parental response does not preclude failure
- ✓ Notification of parents of student's third truancy will serve as official notice of possible failure in course
- ✓ Students are responsible to share the information with the parent
- ✓ You might include parent response sheet or signature acknowledgment form
- ✓ Copy will be kept on file for possible public review

Teachers' Grading Policy

A teacher's own grading policy is to offer students, **in writing**, clear expectations for classroom performance. Expectations should be high and unambiguous. Grading policies are to be explained during the first class meeting, posted in the classroom and reviewed at each six weeks grading period if necessary.

A grading policy should include the following:

- ✓ Provide numerous assignments to provide accurate indication of progress
- ✓ Use an easy explainable system
- ✓ Identify marks as recorded in grade book for easy explanation
- ✓ It is **NOT** legal to reduce grades or credit because of **attendance**
- ✓ It is **NOT** legal to reduce grades or credit because of **classroom behavior**
- ✓ Keep students informed of class progress
- ✓ Advise parents of lack of performance or failing grades
- ✓ Incomplete grades will be given **only** at semester
- ✓ Incomplete grades will only be given due to extenuating circumstances (illness, family / personal, emergency)
- ✓ Incompletes will result in an F if not made up by end of following grading period
- ✓ The incomplete grade at the semester will serve notice to parent that the grade will change to an F after 6 weeks if work not completed to remove grade
- ✓ It is the student's responsibility to meet with the teacher to determine type and amount of work to be completed to clear incomplete grade

A copy of the grading policy along with other classroom expectations, including classroom discipline, will be given to the Principal within the first two days of class. These policies will be on file for possible public review.

X. Attendance Procedures and Policies

BRANCIFORTE M.S. ATTENDANCE POLICY

Priority #1 is GOOD ATTENDANCE! Good attendance is essential for academic success. Students are expected to attend classes every day. All students at Legacies are subject to compulsory education and will attend school on a regular basis and parents or guardians are required to ensure that the student attend on a regular basis and to report all absences in a timely manner. (California Code 48200.)

ABSENCES:

- A parent/guardian must notify the Attendance Office by 3:00 PM the day following the absence. **It is preferred that it is excused the day of the absence. A maximum of 3 school days is allowed to clear an absence.** After 3 days, administrative approval is required.
- **The Attendance Office phone number is 429-3885 (available 24 hours daily)** Students with excused absences may make up missed assignments.
- **Students who forge notes or phone calls will receive consequences (detention, etc.).**

EARLY DISMISSAL:

- If a student needs to leave school for a medical appointment or other reason, they must go to the attendance office for a pass *before* leaving. Parent or guardian approval is required. The parent/guardian (or adult authorized on the emergency card) needs to come into the office and sign-out the student before taking him/her off campus.
- If a student leaves school without a pass, the absence is unexcused.

UNEXCUSED ABSENCES:

- Parents will be notified unexcused absence.
- **After 3 unexcused absences:** The parents will receive a LETTER OF TRUANCY by mail asking the parent/guardian to call and schedule an appointment with an administrator regarding these trancies.
- **Continued truancy may result in a referral** to the District Student Attendance Review Board (SARB) for possible referral to an alternative education program. Parents are required to contact the Assistant principal for a conference.

TARDIES:

1st Tardy: Warning from teacher

2nd Tardy: Warning from teacher. The teacher will call the parent to warn that an additional tardy will trigger a referral for detention to be served after school.

3rd Tardy: Student will be assigned to Wednesday School detention, 12:45-2:15

Additional tardies will result in additional detention or other consequences. Failure to serve detention will result in suspension for student defiance according to the Discipline Policy. Parents are welcome to call the Attendance Office at 429-3885 to check on their students' attendance.

XI. Discipline

The administrative team is available to help staff with the various problems that arise in a school setting. The Office should be used (referral) AFTER the teacher has spoken with the student and has called home. **Needless to say, if a student displays aggressive behavior / language-send them out of the class and to the office immediately. With repeated defiance or disruption**

send a student messenger to the office and administration will remove the student from the class.

Remember: Empowerment of the teacher in the classroom environment is due to a teacher's actions, not their reactions.

Suggestions for taking and being in control:

- Classroom control is a function of:
 - Organization
 - Preparedness
- Keeping students engaged with interesting and challenging activities
- Setting high standards for students to work toward
- Setting fair and consistent ground rules
- Establishing an atmosphere that is friendly but at the same time disciplined.
- The more referrals a teacher produces in a classroom, the less empowered that teacher becomes in that class.
- Handle the discipline problems within the classroom remembering that the Principal and Assistant Principal are there to assist when needed.

The following does not contain a list for every action for which a student may be disciplined. This represents the most common violations and other forms of misbehavior that may result in disciplinary action. California State Law states that a student may be disciplined, suspended or expelled for acts related to school activities or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While in transit to and from school before during and after school hours
- During lunch, regardless of being on or off school grounds
- While attending, in transit to, or from, any school sponsored activity

The School Board and the State of California authorizes school officials (security, SRO, Administrators) to conduct a search under the direction of the school administration, with the use of metal detectors if appropriate, a student's person, car, locker, backpack, or any other personal belonging when there is reasonable suspicion that the student is engaged in or have been engaged in:

- Violation of local or state law
- Violation of district regulation
- Violation of school policy

School officials (Administration, Security and SRO) are also authorized to search if there is reason to believe the student or person is in possession of:

- Contraband
- Illegal substances
- Articles that threaten school activities
- Articles that threaten the safety of students and personnel

By definition school personnel (as compared with school officials) is defined as:

- A student's own teachers and
- Any other adult employed by the school district or working on the campus
- School personnel are not authorized to conduct searches of students or their personal property

Possible violations are grouped into the following major categories

Group 1A - Acts of violence, possession and sales of illegal substances

Group 1B - Assaults, battery, fighting and hate violence

Group 2A - Habitual disruptive behavior, damage to property, defiance of school authority

Group 2B - Possession or under influence of controlled substances

Group 3 - Smoking or possession of tobacco products

Group 4 - Other violations

Group 1A Violations

- Possession or selling of any firearm, imitation firearm, knife or explosive device at school or any school activity
- Possession of any dangerous object of no reasonable use to a student at school or any school activity
- Possession for sale or distribution of any illegal substances
- Selling or distributing illegal substances
- The act of robbery, theft or extortion
- Assault or battery on any school employee
- Committing or attempting to commit a sexual assault or committing sexual battery

Penalties

- Immediate 5 day suspension
- Recommendation for expulsion
- Notification to the S.C.P.D.
- Arrest and citation

Group 1B Violations

- Threatening to cause physical injury to a school employee
- Committing or attempting to commit assault and or battery on a school employee
- Committing or attempting to commit an assault and or battery on another student
- Causing or attempting to cause physical injury to another person (fighting)
- Participation, causing or attempting to cause any act of hate violence

Penalties

First Offense

- 3 to 5 day suspension
- Possible expulsion recommendation
- Notification to S.C.P.D.
- Possible citation and or arrest

Second Offense

- 5 day suspension
- Expulsion recommendation
- Notification of S.C.P.D.
- Possible citation and / or arrest

Group 2A Violations

- Causing or attempting to cause school or private property damage
- Tampering with a fire alarm
- Setting a false fire alarm
- Setting a fire in any container or on school property
- Habitual disruption of classroom or school activities
- Defiance directed at school personnel
- Sexual harassment of any type
- Participation in initiation or hazing activities

Penalties

First Offense

- 3 to 5 day suspension
- SARB or DDH for possible expulsion
- Notification to S.C.P.D and / or S.C.F.D Fire Marshall
- Possible citation and / or arrest

Second Offense

- 5 day suspension
- Notification to S.C.P.D. and / or S.C.P.D. Fire Marshall
- Citation and / or arrest
- SARB or DDH hearing
- Recommendation for expulsion

Group 2B Violations

- Possession of a controlled substance, alcoholic beverage or intoxicant of any type
- Use of a controlled substance, alcoholic beverage or intoxicant of any type
- Under the influence of a controlled substance, alcoholic beverage or intoxicant of any type

Penalties

First Offense

- 3 to 5 day suspension
- Mandatory attendance to district drug and alcohol assessment program
- Restriction of participation in extracurricular activities
Placement under a school contract
- Notification to S.C.P.D.
- Possible citation and or arrest
- Possible Site, SARB or DDH hearing for expulsion

Second Offense

- 5 day suspension
- Mandatory enrollment in district assessment program
- Mandatory attendance to abuse treatment program

- Notification to S.C.P.D.
- Citation and / or possible arrest
- Referral to intervention team
- Site, SARB or DDH hearing
- Recommendation for expulsion

Third Offense

- Indefinite suspension
- Recommendation for expulsion
- Referral to drug treatment program
- Notification to S.C.P.D.

Group 3 Violations

- Smoking by underage individuals with 1000' of school campus
- Smoking on school campus
- Possession of tobacco
- Possession of any tobacco products

Penalties

First Offense

- 1 day suspension
- Citation by S.C.P.D.
- Referral to district smoking cessation Program
- Signed evidence for completion of district program
- Failure to complete will result in 2 day suspension

Second Offense

- 2 day suspension
- Citation by S.C.P.D.
- Referral to cessation program not at district expense
- Signed evidence of completion of cessation program
 - Failure to complete will result in 3 day suspension

Third Offense

- 3 day suspension
- Citation by S.C.P.D.
- Referral to cessation program not at district expense
- Signed evidence of completion of cessation program
 - Failure to complete will result in 5 day suspension

Group 4 Violations

Bicycles and skateboards

- Not to be ridden on school grounds
- Locked in designated area only
- Any practiced deemed unsafe
- Any violation of vehicle code

Penalties

First Offense

- Warning and / or confiscation of bike or skateboard

Second Offense

- Confiscation of bike or skateboard
- Possible citation by S.C.P.D.

- 1 day suspension for defiance

Third Offense

- Confiscation of bike or skateboard-return to parent only
- Citation by S.C.P.D.
- Loss of riding privileges for designated length of time
- 2 day suspension for defiance

Defiance

- Refusal to obey direct request by any school official, staff member or support staff member

Penalties

First Offense

- Detention or possible 1 day suspension

Second Offense

- 3 day suspension

Third Offense

- 5 day suspension
- Site hearing
- Referral to SARB or DDH hearing
- Possible expulsion

Gang Behavior and Dress

- Flashing signs, slogans or signals
- Yelling slogans
- Posturing
- Wearing of gang associated colors
- Wearing gang related apparel
- Gang graffiti

Penalties

First Offense

- 1 day suspension
- Possible referral to S.C.P.D.
- Possible site hearing

Second Offense

- 3 day suspension
- Site hearing
- Possible referral to S.C.P.D.

Third Offense

- 5 day suspension
- DDH hearing at district
- Possible recommendation for expulsion
- Possible referral to S.C.P.D.

Forging Attendance Notes / Phony Attendance Phone Calls

- Any use of the above in an attempt to excuse tardies or absences
- The use of the above to cover any activity associated with school or school activities

Penalties

First Offense

- 2 hours detention

Second Offense

- 1 day suspension

Third Offense

- 3 day suspension
- Site hearing

Tardy

- Not being in the classroom when the final bell rings

Penalties

First and Second Offense

- Warning from teacher

Third, Fourth and Fifth Offense

- Referral to Wednesday school detention

Sixth, Seventh, and Eighth Offense

- Parent Conference

Ninth and Tenth Offense

- Referral to SART – Student Attendance Review Team

Habitual Tardiness

- This is defined as having a number of tardies in excess of ten

Penalties

First Offense

- Defiance - 1 day suspension

Second Offense

- Defiance - 3 day suspension
- Site hearing
- SARB Referral

Third Offense

- Defiance – 5 day suspension
- SARB hearing

Internet Use Contract Violations

- Any violation of the signed agreed upon Internet Use Contract

Penalties

First Offense

- Loss of use privilege for one month
- 1 day suspension depending on type of violation

Second Offense

- Loss of use privileges for remainder of year
- 1 to 3 day suspension based on type of violation

Third Offense

- Full loss of use privileges within district
- Defiance – 3 to 5 day suspension based on type of violation

Profanity

- In the classroom

- On school grounds
- Attending school related activities
 - Use of inappropriate language anytime or place
 - Use of inappropriate words anytime or place
 - Use of inappropriate phrases anytime or place

Penalties

First Offense

- Referral
- Possible suspension depending on situation

Second Offense

- 2 hours of detention
- Possible suspension based on situation

Third Offense

- 3 hours of detention
- Possible suspension based on situation

Habitual Profanity

- More than three profanity offenses

Penalties

First Offense

- 1 day suspension
- Site hearing
- Possible referral to SARB

Second Offense

- 3 to 5 day suspension
- Site hearing
- DDH referral

Third Offense

- 5 day suspension
- Site hearing
- DDH referral

Throwing Food, Trash, Water Balloons and other objects

Penalties

First Offense

- 1 to 2 hours detention

Second Offense

- 2 to 4 hours of detention

Third Offense

- 1 to 3 day suspension
- Possible site hearing

Electronic Devices

- Must not be visible, heard or used from the 1st bell to the end of the school day.

Penalties

First Offense

- Warning
- Confiscation – until end of school day. Parent/guardian must pick up and sign the contract.

Second Offense

- ❑ Confiscation of phone – 24 hours
- ❑ Student assigned to Wednesday school
- ❑ Parent Notification

Third Offense

- ❑ Student will be suspended for defiance.

Tape Players, IPODS, MP3, DC Players, Walkmans and Boom Boxes

- ❑ Must not be seen, heard or displayed during class time

Penalties

First Offense

- ❑ Warning
- ❑ Confiscation – to end of school day. Parent/guardian must pick up and sign contract.

Second Offense

- ❑ Confiscation – 24 hours
- ❑ Parent Notification
- ❑ Student assigned to Wednesday school

Third Offense

- ❑ 1-3 days of suspension for defiance

Academic Honesty

- All students are expected to demonstrate honesty and integrity
- Each student is expected to complete his/her own work and cite material from other sources
- Violations include but are not limited to:
 - Copying homework
 - Plagiarism from texts, Internet, magazines and other sources
 - Intentionally failing to cite sources
 - Cheating on exam, test, or quiz

First Offense

- Conference with student and parent
- May assign zero credit or F on the assignment
 - No opportunity for make up
 - Possible referral to administration

Second Offense

- Referral to Administration
- Possible suspension for violation of Ed Code 48900 K
- Mandatory conference with parents by administration and teacher
- After conference teacher may assign F grade for grading period

Third Offense

- Referral to Administration
- Suspension for violation of Ed. Code 48900 K
- Mandatory conference with parents by administration and teacher

- After conference teacher may assign F grade for the semester
- Administration may remove student from class
- Possible District Disciplinary Hearing

Referrals

Referrals are intended to be a last step in a disciplinary problem. Teachers should have attempted to deal with the problem within the classroom setting.

Remember: **EMPOWERMENT**

If this has not been successful or if the problem is immediate, complete the following:

- Fill out the referral in an accurate and neat manner
- Referrals are available from the Main Office
- Include any background information that is applicable
- Return referral to the office
- Send the student with the referral to the Main Office
- If drug, alcohol or violence related, send messenger to office

Substance Abuse

This is a student using or under the influence of any controlled substance during schools hours or while attending a school function is in violation of school rules / state and local laws.

- If you suspect any student to be under the influence of a controlled substance (including tobacco products) use the following procedure:
 - You are required to report the incident immediately
 - Contact an administrator or campus security
 - **DO NOT** send the student to the office
 - Request an administrator or campus security to come to your class or other campus location to escort the offending student
 - Contact may be made by phone or note sent to office by another student or staff member
 - An administrator will determine if the student is under the influence in the privacy of the office
 - Do not, under any circumstances disregard the possibility that a student is under the influence. You are required to follow up on the situation
 - Do not, under any circumstances, allow any student to put her / his head down on the desk and sleep
- Behavior and signs that an individual may be under the influence:
 - Acute change in behavior
 - Quiet student become overly talkative
 - Talkative students are unusually quiet
 - Redness of eyes
 - Eyes dilated or constricted
 - Excessive tardiness or absences
 - Smells of marijuana or alcohol
- Teacher guidelines and recommendations
 - Do not counsel students under the influence of controlled substance

- You are doing a disservice if you ignore the situation
- By initiating the contact with an administrator, you will connect the individual with professional help

Gang Involvement

Gang behavior, including involvement in activities that constitute a disruption of normal school activities, poses a possible danger or threat to students and / or staff will not be tolerated.

In response to the growing presence of gang style activities on campus, the following will be considered gang related and will not be allowed on the Branciforte campus:

- Displaying gang colors, blue, red, brown, black, gray, or maroon
- Wearing professional sports jerseys associated with gang activities i.e. Raiders, Rams, Titans, Browns, etc
- Wearing specific clothing, jewelry, or other items of particular color or indicators that would align the individual with a particular gang
- Use of hand signals-making particular hand gestures to signal gang affiliation
- Mad dogging other students or staff-intently staring down other students to intimidate, harass or provoke a fight
- Use of nicknames associated with gang activities or involvement – nicknames usually fit physical or psychological characteristics
- Displaying of tattoos-
- Drawing / writing / spraying of graffiti to advertise, provoke or challenge on any structures on Harbor campus
- To possess items that would allow the spraying / writing or drawing graffiti
- To possess drawings or writings of graffiti
- Wearing sagging pants or baggy pants
- Using gang vocabulary – Holmes, Homey, Banging, Be Down, Vato, loco, Cuz, Claiming, VGS, Scrapa, Lacra Wannabe, Set, Norte, 14,13, taking care of business, Cholo, Chapete, etc
- Provoking physical confrontations by joining friendly gang members to defend, confront, or fight rival gang members
- Yelling gang slogans or put downs to incite a fight
- Fighting or threatening a fight
- Menacing other students
- Stalking-willful, malicious and / or repeated harassment of another person
- Making credible threats with intent to place and individual in fear of bodily harm, injury or death

Disciplinary Appeals

- Whenever a staff member, student or parent feels the administration failed to follow up in an appropriate manner, an appeal is possible.
- The appeal process is:
 - Conference with the administrator
 - Coordinator of Student Support Services
 - Assistant Superintendent-Instruction
 - Superintendent

BRANCIFORTE M.S. DRESS CODE

Legacies supports the concept that appropriate dress is necessary for the healthy, safe and undisturbed operation of the school and its classrooms. This dress code was developed by staff, students, and parents in order to support this concept. The Branciforte Staff will enforce the following dress code. **Please bring violations to the attention of the administrative staff so that enforcement is consistent.**

1. Students may be asked to change or remove an article of clothing
2. Students may be provided a cover article of clothing to wear over outer clothing
3. Students may be sent home to complete a change of clothing
4. Clothing judged by school officials to be gang related will not be tolerated
5. Clothing may be confiscated or student sent home to change
6. Suspension is possible for the repeated display of gang related clothing or signs
7. Suspension is possible for continued defiance of dress code
8. Student attire should be neat and clean

The following clothing items are not appropriate for school attire:

DO NOT WEAR TOPS:

- *that expose the midriff during normal movement*
- *that are strapless or made of see-through fabric*
- *that expose undergarments*
- *that are cut low on front, back or sides*
- *boys must wear full shirts*

DO NOT WEAR PANTS or SHORTS, SKIRTS or DRESSES:

- *that expose underwear when sitting, standing or bending over*
- *that are shorter than mid-thigh*

DO NOT WEAR CLOTHING OR ACCESSORIES:

- *that display obscene words or pictures*
- *that display ethnic or racial slurs*
- *that display sexually suggestive statements or pictures*
- *that promote gang-related activities (ie. bandanas, shoelaces, jewelry, belts, etc.)*
- *that advertise alcohol, marijuana, tobacco or drugs*

DO NOT WEAR HATS IN THE CLASSROOM

School staff may make additional judgments concerning the appropriateness of all clothing worn at school and school events as necessary to promote a safe and healthy school environment

Gang Apparel

Gang style clothing may change from year to year, but attire or articles of clothing including but not limited to the following are not permitted

- Hair nets

- Hats associated with specific gangs, beanies, knit caps and hoods-(hoods may be worn only when raining)
- Gloves
- Bandanas
- Wrist bands
- Head bands
- Extremely long belts and watch chains
- Numbered items (XIII, 13, XIV, 14, 831, etc)
- Jewelry commonly held to gang apparel
- Dressed entirely in one color such as blue, brown or red.
- Apparel that supports or affiliates an individual with a gang or other disruptive group
 - May wear no more than one article of clothing that is blue, red, or brown at a time
 - Professional jerseys of any type or color are not to be worn at any time
- Apparel that contains reference or is specifically identifiable as belonging to a gang or disruptive group by sign, trademarks, numbers, symbols, or colors.
- No "Nor Cal" or "South Pole" clothing
- No long belts or chains
- No professional athletic team hats on campus

XIV. Emergency Procedures

EMERGENCY RESPONSE PROCEDURES

- In the case of any emergency, the following information indicates your responsibility as a staff member at Legacies.
- Be familiar with your duties and responsibilities.
- Make sure you understand the procedures outlined in this notebook
- **IN AN EMERGENCY WITH EXTENSIVE STRUCTURAL DAMAGE TO THE CAMPUS OR IN THE CASE OF A THREAT ASSESSMENT ACTION, OR INTRUDER ALERT FOLLOW DISTRICT EMERGENCY RESPONSE PROCEDURES.**
-
- **COMMAND CENTER**
PRINCIPAL'S OFFICE (or if unavailable the quad by the gym)
- **ORDER OF COMMAND**
 1. Principal - Main Office –
 2. Administrative Assistant
 3. Campus Security

➤ **EMERGENCY DRILL SIGNALS**

➤ **Fire Alert**

- a. For any drill that involves our campus only, we will announce the beginning and end of the drill over the loudspeaker.
- b. For a drill that involves our fire department, we will pull the fire alarm.

➤ **Intruder Alert / Hostage situation**

- a. Lock Down "Code Red" Announcement over the PA System
- b. An announcement may follow that indicates if the intruder is on or off campus.
"Ms Munro is on campus" = the intruder is on campus
"Ms. Munro is off campus" = the intruder is off campus

➤ **Earthquake Alert Drill**

- a. An earthquake drill will be announced over the loud speaker.

➤ **All Clear Signal**

- b. Single 10 second bell
- c. Not repeated

➤ **EMERGENCY SUPPLIES**

- o Emergency supplies and first aid kits are located in the front office and all classrooms.

➤ **EMERGENCY EQUIPMENT**

- o Main Gas Shut Off – in kitchen – see map for other locations
- o Electrical Breakers – by room 13 – see map
- o Main Water Shut-off – between the library and cafeteria (tool for shut off in the kitchen bathroom) – see map
- o Megaphone in Principal's Office closet
- o Student emergency cards with addresses and phone numbers are located in the Main Office.

➤ **ASSIGNED POSITIONS AND DUTIES FOR STAFF**

- o **All staff not directly responsible for students (in class) will report immediately to the Command Center for assignment.**
- o **All staff in classrooms will remain in rooms, with students and wait for instructions or follow procedures.**

- The following staff members will report to Command Center to receive assigned duties WHEN RELIEVED FROM CLASSES OR RESPONSIBILITIES.

1. Assessment Coordinators / Structural Damage

Facilities Manager

- a. Check all gas, water, and electrical lines, controls, and valves for damage and danger
- b. Check buildings for damage

2. First Aid Coordinator – Janice Null

EMERGENCY RESPONSE PROCEDURES

• EARTHQUAKE PROCEDURES

○ IN CLASSROOMS

- DUCK AND COVER
- CHECK INJURIES
- EVACUATE TO ASSIGNED AREA WHEN SAFE
- OR EVACUATE WHEN INSTRUCTED TO DO SO
- USE STUDENTS OR NOTIFY OFFICE IF DISABLED
- STUDENTS ARE A CONCERN WITH TRANSPORT
- TAKE ATTENDANCE

○ OUT OF CLASSROOM-WITH STUDENTS

- MOVE AWAY FROM BUILDINGS
- MOVE AWAY FROM DANGEROUS STRUCTURES
- GET DOWN ON THE GROUND AND COVER
- IF SAFE-STAY IN LOCATION
- IF UNSAFE- EVACUATE TO FIELD
- USE STUDENTS OR NOTIFY OFFICE IF DISABLED
- STUDENTS ARE A CONCERN WITH TRANSPORT
- TAKE ATTENDANCE

○ UNASSIGNED STAFF (classified and certificated on prep periods)

- REPORT TO COMMAND CENTER
- RECEIVE INSTRUCTIONS
- CARRY OUT ASSIGNED TASK

➤ **FIRE PROCEDURES**

When a fire drill is announced, follow the procedures below;

○ **IN CLASSROOMS**

- EVACUATE BUILDING TO FIELD or PARKING LOT (See Map)
- USE STUDENTS OR NOTIFY OFFICE IF DISABLED STUDENTS ARE A CONCERN WITH TRANSPORT
- TAKE ATTENDANCE

○ **OUT OF CLASSROOM-WITH STUDENTS**

- MOVE AWAY FROM BUILDINGS
- MOVE AWAY FROM DANGEROUS STRUCTURES
- GET DOWN ON THE GROUND AND COVER
- IF SAFE-STAY IN LOCATION
- IF UNSAFE- EVACUATE TO FOOTBALL FIELD
- USE STUDENTS OR NOTIFY OFFICE IF DISABLED STUDENTS ARE A CONCERN WITH TRANSPORT
- TAKE ATTENDANCE

○ **UNASSIGNED STAFF** (classified and certificated on prep periods)

- REPORT TO COMMAND CENTER
- RECEIVE INSTRUCTIONS
- CARRY OUT ASSIGNED TASK

➤ **BOMB THREAT OR SUSPICIOUS PACKAGES**

- As a rule, bomb threats are hoaxes or pranks.
- The threat is usually made by an anonymous phone caller
- Must be considered real and handled quickly and efficiently
 - **Cease all cell phone and 2-way radio use**
 - Inform administration by note or messengers
 - Check room for suspicious items
 - When instructed, use evacuation procedures
 - Check room for suspicious items
 - Get roll sheets
 - Evacuate room
 - Lock doors
 - Stay with students
 - Keep clear of buildings, lockers and trash cans
 - Go to assigned location on the football field
 - Use students or notify office if disabled students are a concern with transport
 - Take roll as per accepted procedures
 - Follow proper student release procedures
 - Follow directions of police and fire

STAFF: REMEMBER

1. CHECK ROOM TO MAKE SURE ALL STUDENTS AND STAFF ARE OUT
2. CHECK WITH OFFICE OR USE STUDENTS TO ASSIST THOSE WITH DISABILITIES
3. TAKE ATTENDANCE-**Keep Records With You At All Times**
4. IF ASSIGNED ADDITIONAL DUTIES-WAIT UNTIL RELEASED
5. WAIT IN EVACUATION AREA FOR:
 - a. ALL CLEAR SIGNAL (1 Long-10 Second Bell)
 - b. OR FURTHER INSTRUCTIONS

➤ **INTRUDER PROCEDURES**

- Announcement over PA – “Code Red”-**LOCK DOWN IMMEDIATELY**
- “Ms Meeker is on campus” = intruder is on campus
“Ms Meeker is off campus” = intruder is off campus
- Get all students in room and under cover if possible
- Close all blinds windows and turn off lights
- Keep all students away from windows and doors
- Lock doors
- All personnel not in classroom take cover in immediate area
- Remain calm, stay in classroom or location
- Listen for announcement giving the location of intruder
- “The intruder is located at _____”
- Remain in location regardless of how long the alert takes
- Use your red, yellow or green card to indicate the condition of your classroom.
 - Red card = life-threatening injuries in your classroom – immediate medical attention needed
 - Yellow card = injuries in your classroom – help needed, but things are under control for the time being
 - Green card = everyone safe inside
 - NO CARD = intruder is in your classroom
- All clear bell will sound when safe or receive verbal instructions to evacuate

- **GYM AND ATHLETIC FIELDS**
 - Take cover behind buildings, dugouts, storage containers

- Stay with class—don't leave them
- Maintain control of students
- Follow directions listed below

○ **OUT ON CAMPUS**

- Teachers-assist students with the following
 - ✓ If safe-leave area-get away from the threat
 - ✓ If not safe to leave- take cover
 - ✓ Hide behind buildings, trees, equipment, etc.
 - ✓ If hiding - stay down and stay still-don't move
 - ✓ If in restroom-stay there
 - ✓ Remain on floor, in stall and away from doors

➤ **HOSTAGE SITUATION PROCEDURES**

○ **CLASSROOM SITUATION**

- Remain calm
- Talk with individual in calm, low, non-threatening manner
- Keep your distance from individual if possible
- Do not attempt to deceive or threaten the intruder
- Avoid antagonizing the intruder at all costs
- Maintain order and silence among the students
- Their safety is your primary concern
- Be constantly alert and prepared to react to violence

○ **GYM AND ATHLETIC FIELDS**

- Take cover behind buildings, dugouts, storage containers
- Stay with class—don't leave them
- Maintain control of students
- Follow directions listed below

○ **OUT ON CAMPUS**

- Teachers-assist students with the following
 - ✓ If safe-leave area-get away from the threat

- ✓ If not safe to leave- take cover
 - ✓ Hide behind buildings, trees, equipment, etc.
 - ✓ If hiding - stay down and stay still-don't move
 - ✓ If in restroom-stay there
 - ✓ Remain on floor, in stall and away from doors
- **Do not move until told to do so by police officers-**
 - **The police will treat you as a suspect-be calm and cooperate**
- ✓ **Evacuation and Reunification Routes**
 - **see final page of handbook**

**Legacies
Campus Reunification Sites**

I. Evacuation To The Field

- Follow routes from classrooms to field provided on campus map
- Determine class location site on field per assignments shown below
- Bring your attendance book and take attendance on the field

II. Evacuation to Alternative Site

- Calmly walk your classes to the Branciforte Small Schools Campus
- Be sure to bring your attendance book and take attendance at the reunification site

2012-2013 Drill Schedule

Please make note of the following dates. Drill Times will be announced in the weekly staff newsletter.

- I. **Fire Drills**
 - September
 - February

- II. **Earthquake Drills**
 - October March

- III. **Lockdown Drill**
 - October
 - April

CAMPUS CRISIS RESPONSE TEAM

Any occurrence of death, accident, suicide, rape, etc will have adverse effect on school. Please use the following information in the handling of such a situation.

1. Verify the incident with administration
2. Do not call immediate family
3. Administration will:
 - a. Verify source
 - b. Notify district personnel
 - c. Contact Crisis Prevention
 - d. Alert Campus Response Team
 - e. Alert staff on confidential basis about informational meeting
 1. Repeat no information or give any out until instructed to do so
 2. Expect confusion, crying and other forms of disruption on announcement of crisis situation
 3. Act intelligently, compassionately, and effectively
 4. Help students through the crisis
 5. Meet with students and help the distraught
 6. Recognize the students close too the victim will be the most at risk
 7. Listen to children and respond-neither moralize or ignore death
 8. Encourage students to express feelings
 9. Do not use terms suicide, rape, murder-use loss, death, or attack
 - f. Prepare statement to read to all classes
 - g. Direct at-risk students to crises centers with accompaniment
 - h. Release students only to parent
 - i. Press release information to be handles by district office
 - j. Make no press statements-No press or cameras on campus
 - k. Alert close family friends to be aware of children's response to the situation
 - l. Next Day:
 1. Announce small group counseling session locations and times
 2. Announce funeral arrangements

Emergency Mental Health Responses For Staff

In the event of any traumatic incident, including local natural disasters, deaths, accidents or national, international events, schools have the responsibility of responding quickly with a calming and reassuring presence.

The following information will assist staff members with this responsibility. The information presented here are suggested guidelines. Please read and familiarize yourself with the possible situations covered.

RESPONSE PROTOCOL

Following any a critical incident that impacts the school community, including but not limited to school shootings, homicides, suicides, sudden deaths, life threatening injuries, violent acts or natural disasters, the school administration will establish and commence the following procedure:

1. Principal or designee notifies district office of incident
2. Superintendent determines if incident requires district support
3. District requests district or county mental health support
4. Transport of district and county mental health personnel to site

Administrative Responsibilities

1. Direct intervention efforts
2. Be visible and available for support and empowerment of staff
3. Provide direction to teachers and support staff for time allotted in class
4. Communicate with district and other affected schools
5. Contact families as necessary
6. Inform staff concerning memorials, funerals etc
7. Provide guidance for any memorials to be associated with campus

Counselors, Psychologists, Social Worker Responsibilities

1. Follow direction of principal
2. Be available
3. Cancel other activities
4. Check other resources for assistance
5. Provide individual and group counseling
6. Support of staff
7. Provide follow up services to friends and others in need

Teacher's Responsibilities

1. Provide accurate and updated information provided by administration
2. Lead classroom discussions that focus on helping students with loss
3. Dispel rumors
4. Answer questions but do not provide unnecessary details
5. Recognize various religious beliefs
6. Model appropriate response
7. Expect a large range of emotions
8. Refer students needing counseling to counseling center
9. Provide activities that reduce stress such as art, writing, or music
10. Set aside established curriculum for time needed
11. Discuss funeral times and other memorial schedules

What to Expect from Students after Trauma

1. Worries, fears and anxiety about safety of self and others
2. Worries about re-occurrence or repercussions
3. Changes in behavior
 - a) Withdrawal
 - b) Irritability with friends, teachers and parents
 - c) Anger outbursts
 - d) Aggressive behavior
 - e) Changes in academic performance
 - f) Decrease in attention and concentration
 - g) Increase in hyperactivity

h) Absenteeism

4. Discomfort with feelings-revenge and vulnerability
5. Increased risk for substance abuse
6. Discussion of events with review of details
7. Negative impact on issues of trust and perception of others
8. Increased sensitivity to sounds-sirens, planes, thunder, etc
9. Repetitive thoughts and comments concerning death or dying
10. Possible suicidal thoughts

Parents may see:

1. Changes in sleep or appetite
2. Withdrawal
3. Lack of interest in activities
4. Increased negative behaviors
5. Hate or anger statements
6. Denial of impact of feelings

Additional information of these and other concerns are available in Principal's Office in the mental Health Notebook.

**GUIDELINES TO UNDERSTANDING GRIEF
GUIDELINES TO DISCUSSING DEATH**

The period following a major crisis, illness, death, separation or a life change is a complex process. There are many different emotions such as anger, grief, fear, sadness and guilt. These emotions may be felt separately or all at the same time. This feeling can become intolerable at times. One must recognize that these feelings are normal.

Common feelings following a tragedy may be:

- Shock- shutdown of feeling or numbness
- Intense emotions - Crying, anger, mood changes
- Depression – Sadness, loneliness, desire for privacy, appetite loss
- Anxiety – feelings of panic, inability to cope
- Guilt – Feelings of “should or shouldn’t have done more”
- Extreme fatigue – Insomnia, lack of concentration

Recommendations:

1. be familiar with stages of grief
2. be willing to engage your own grief
3. Find support inside and outside own family
4. Tell people what you want and need
5. Realize grief takes time
6. Be understanding of the struggle with new life patterns
7. Allow for plenty of rest, try new experiences
8. Allow yourself to feel lost and uncomfortable and receive help
9. People grieve in different ways – be aware and don't compare progress
10. Trust your own needs

11. Tell and retell experience – remembering is healing
12. Be gentle with yourself.
13. The process is natural and has no specific timetable

COMMON GRIEF REACTIONS

PHYSICAL	EMOTIONAL	MENTAL
Fatigue	Sadness	Disbelief
Lack of energy	Loneliness	Distraction
Sympathy Pains	Anger	Absent-Mindedness
Hollowness in stomach	Guilt	Forgetfulness
Gut sensations	Anxiety	Low Motivation
Tightness in chest	Shock	Dreaming
Shortness of breath	Yearning / Longing	Poor Concentration
Dry Mouth	Relief	Preoccupation
Noise sensitivity	Numbness	Confusion
Pain	Depression	Lack of focus
Sleep Disturbances	“Grief attacks”	Denial
Appetite Disturbances	Fear	Disorientation
Restlessness	Helplessness	Apathy
Social withdrawal	Insecurity	Spiritual Doubt
Less desire for conversation	Crying	

SCHOOL VIOLENCE THREAT ASSESSMENT WARNING SIGNS

Verbal Clues

- Direct and indirect threats
- Verbalizing a violent action
- Recurring suicide threats or statements
- Verbalizing a wish to kill, a wish to be killed or a wish to die
- Threatens or brags about bring any weapon to school
- Threatening / harassing phone call or e-mails
- Hopeless statements
- Bragging of violent behavior or violent fantasies
- Excessive contextually inappropriate profanity
- Challenging or intimidating statements
- Excessive name calling
- Excessive use of abusive language

Bizarre Thoughts

- Persecutory delusions with self as the victim
- Paranoid
- Delusionary statements and thoughts
- Command hallucinations
- Grandiose delusions that involve power, control or destructions
- Significantly deteriorated thought process

Physical Clues

- Physical altercations or assaults on other persons – frequent fighting
- Weapon possession or use
- Drawings or other creative outlets with persistent or intense violent themes
- Violent attire
- Physically intimidates adults, peers or younger children
- Following or stalking targeted individuals
- Frequent loss of emotional control-short fused
- Destruction of property
- Bullying or is a victim of bullying
- Deterioration of physical appearance and self-care\
- Possession of violent literature
- Possession of information pertaining to known or suspected hate groups
- Inappropriate displays of emotion-anger, depression or rage
- Isolating and withdrawing from every day living
- Signs and / or history of substance use and / or abuse
- Signs of depression – severe mood swings
- Rebellion against authority
- Identifiable violent tattoos

Obsessions

- Self as a victim of a particular individual or group
- Grudges and deep resentments
- Particular object of desire
- Perceived injustices, humiliations or disrespect
- Thoughts of death or other incidents of violence
- Narrow focus-sees no way out of situation
- Publicizes acts of violence
- Supports ideas and concepts of historically violent figures
- Recurring use and support of violent music and other media

Procedures

- Teachers
 - Contact school administrator
 - Provide documentation of witnesses, drawings, writings, etc
 - Give personal assessment of student-risk factors warning signs
 - Follow up with written explanation of the situation
- Site Administrators
 - During school hours contact SRO and Office of Student Support Services
 - If unable to contact the above, call S.C.P.D. Dispatch at 911
 - Provide all available data to officials
 - Follow up on Threat Assessment Committee**

Appendix J

Family Handbook

FAMILY HANDBOOK



LEGACIES OF EXCELLENCE CHARTER SCHOOL
8024 RUDSDALE STREET
OAKLAND, CALIFORNIA 9462

LEGACIES MIDDLE SCHOOL

LEGACIES was born out of the desire to provide support, nurturing, structure, and overall role-modeling for youth that are not likely to receive this guidance at home or at any point in their daily lives. Legacies core belief is that the individuals who are best suited to reach the youth of Oakland are those that grew up in the community and have become legends in their own right. Legacies is made up of strong community leaders who care about nothing more than to create the environment that would help guide the next generation of youth in Oakland . School colors are black and white. The school mascot is the panther whose strength and quickness are symbolic of our fine sport teams and school spirit.

OUR MISSION

Legacies of Excellence Charter School (“LEGACIES”) will provide an exemplary education to under-represented students in Grades six through twelve by fostering the development of each child’s analytical ability, social skills and creativity. The school will enhance every education opportunity by incorporating a hands-on approach to learning that will include programs, which bring out a child’s academic, artistic, culinary and musical skills, while offering the therapeutic support they need in order to experience success.

OUR VISION

We at LEGACIES Middle School envision a safe and comfortable learning environment in which all students pursue a common, comprehensive, academically oriented core curriculum, irrespective of their primary language or ethnic background.

We strive to provide a positive learning environment that acknowledges and addresses the developmental needs of young adolescents: intellectual, psychological, emotional, physical, social, and ethical. In addition, we strive to help students develop the ability to arrive at personal decisions, which will enable them to be effective, contributing citizens able to competently participate in a culturally diverse society.

We strive to enable all students to develop learning strategies and study skills that emphasize critical thinking, effective communication, and systematic progress toward the goal of independent learning. We envision a literate and creative student body that confidently solves both academic and interpersonal problems and is able to use a vast array of resources-including technology-to learn, produce, and create.

STUDENT RESPONSIBILITY

School is a full-time job! A good student is prompt and responsible. You are expected to be responsible for your own behavior and to have consideration for other students and for school personnel. Classroom conduct is one of the most important keys to your success in school. Teachers will expect you to use your time wisely, complete all assignments and do your best each day. Bring your back pack which should include: notebook, pencil, pen, books, paper and any items which will help you to succeed.

ACADEMIC INFORMATION

Grades: Grades are assigned in all classes, and grade point averages are figured on a four point grade scale: A=4, B=3, C=2, D=1, F=0. A student must receive a 3.0 average to be eligible for the honor roll.

PARENT PARTICIPATION COMMITMENT

Objective: To support parenting classes that will help parents and families to be able to understand the significance of their role in their children's lives. We will present guidelines for minimum (mandatory) parent participation hours, utilizing as much volunteer support as possible to control costs, and support all aspects of daily and yearly school operations to function efficiently.

Requirement per family, per year, is 40 hours. This is, however, only a minimum requirement; additional volunteer hours are greatly appreciated. You must sign-in and sign-out when completing volunteer hours. (Listed below are areas requiring parent/guardian support. This is not an exhaustive list. If you would like to volunteer in other areas, please visit the office.)

Grandparents; Aunties; and Uncles Club

We want to encourage the participation of family members in the education process and they can organize fund raisers; attend field trips; support families going through similar life circumstances

Recess Workers

We need help in the mornings to assist on-duty teachers and administrators, before school, during lunch and after school to monitor the school grounds. Supervision is a safety precaution and provides order on the school grounds. Parents can volunteer as little as 30 minutes (7:50 — 8:20 a.m.) in the morning to as long as 45 MINUTES during the lunch recess (12:45-1:20). We also need parents to help monitor the grounds from 4:45 — 5:15 p.m., during the close of the After School Program, Monday — Friday (1/2 hour)

Class Participation

Class involvement includes but is not limited to supervising fieldtrips, classroom parent, activity coordinator, classroom boards and classroom assistance (i.e. working with small groups) these projects are coordinated by your child's teacher.

School Participation

The school has a variety of active committees that can always use help. These include:

- Maintenance
 - Technology
 - Fundraisers
 - Holiday Programs
 - Safety
 - Yard Duty
 - Breakfast/Lunch Programs
- After School Programs (tutor, dance, art, quilting, basketball, etc.) In addition to participation hours listed above, each family is required to attend the following events once a month:
- Back to School Night –Parent Teacher conference

Parent Participation Commitment Form

I understand the parent participation requirements of LEGACIES I am committed to fulfilling them.

Parent/Guardian's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Student's Name: _____ Date: _____

Student's Name: _____ Date: _____

Student's Name: _____ Date: _____

Student's Name: _____ Date: _____

Return this page to your child's teacher the day after receiving the handbook. Thank you.

School Policy & Procedures

Hours of Operation

All students are encouraged to be on campus by 7:35 am. Breakfast begins at 7:35 am. School begins promptly at 8:00 a.m. with the morning meeting which includes recitations, affirmations, and music. At this time, students are expected to be in the lunch room ready to recite the schools' guiding principles. Students will be dismissed daily at 2:05 p.m. to begin the Afterschool rotation of elective classes including Agriculture/Culinary Arts or Intervention, except on Wednesdays when students will be dismissed at 2:05 pm to go home. Parents/legal guardians are expected to be waiting for their students at dismissal or arrange for their child(ren) to participate in the after school electives. Students are not allowed to leave campus in the morning after entering the campus or afternoons if they are enrolled in the After School Program.

Note: Yard Supervision begins at 7:35 am and ends at 5:00 pm

Punctuality and Attendance

Every student is expected to be in attendance whenever school is in session. Authorization for parental/legal guardian requests for dismissal, absence, or tardiness will be granted only in the case of sickness, medical treatment, death in family, religious reasons, or court appearances.

When the student returns to school, he/she is required to present a signed note from a parent/legal guardian or the appropriate office.

Always remember to call the school office at (510) _____ if your student is going to be absent or late for school. An adult should accompany students that are late to the front office to sign them in and request a tardy slip.

Saturday School is a part of the discipline program. Students that miss school may attend homework club to make up missed assignments. This will help students catch up and remain on task with their classmates and off set absences.

Arriving to school on time and attendance are imperative to academic success.

Reporting Absences

Teachers will take attendance in the Morning Meetings and all absences should be reported to the office by 8:15 a.m. each morning. Please leave a message that indicates when you expect the student to return to school and whether or not you would like to pick up any homework for an extended absence. We encourage you to schedule appointments for your child after school hours. If you have to schedule appointments during the school day we ask that you schedule them first thing in the morning or for the latter portion of the school day so that a limited amount of instructional time is lost.

Excused Absences:

- Student illness (e.g. head lice — up to 3 days)
- Death in family (up to 3 days)
- Recognized religious holidays
- Court Appearance (must be documented)

It will be up to the discretion of the principal to excuse absences based on the following:

- Unforeseeable emergencies
- Appointments that extend beyond 3 hours
- Any other written requests submitted by parents/legal guardians to the principal vice principal or designated respondent

Students with **Excused Absences** will be given the opportunity to make up missed assignments for full credit. Make up work must be requested no later than one (1) day after the student returns to school. The work should be turned in during a mutually agreed upon timeframe between the teacher and student. Again, there will be times where a student (as determined by his/her teacher) can make up work during Saturday School.

No make up work will be given for unexcused absences.

Tardiness

Teachers begin instruction promptly at 8:40 a.m. If your child is tardy, he/she ends up missing a significant amount of instructional time. Please make every effort to ensure that your child is on time. Any student that is tardy must report to the front office accompanied by an adult to obtain a tardy slip before reporting to a classroom. Excessive tardiness and absences will result in a referral to SART (District Court).

Every moment of the school day counts towards the future success of your child. In order for teachers to maximize your child's academic experience, please refrain from early dismissals and ensure that your child is on time every day.

Closed Campus

LEGACIES is a closed campus. The term "closed campus" means that students are not permitted to leave the school grounds from the time they arrive until they are dismissed at the end of the day. The only exceptions to the "closed campus" policy are students who possess a Permit to Leave Slip from the office.

Sign-Out Procedures

All students leaving school grounds during school hours must be signed out by a parent/legal guardian in the front office. Students will not be released unless the school receives written notification and the person is listed as a contact on his/her emergency form. Please indicate to those you authorize to pick up your child that he/she will be asked to show state or federally issued identification.

Visitors

Visitors are welcome to LEGACIES. However, ALL visitors must abide by the following guidelines to ensure a continuous safe and effective learning environment:

- Only Parents/Legal Guardians are welcome to visit their sons/daughters during school hours. Student visitors are not allowed to visit the classroom or school at anytime.
- Always enter the front entrance doors and stop at the main office when visiting our campus. All other doors will be locked during the school day to ensure the safety of our students.
- All visitors must report to the front office to state his/her business
- All visitors must sign-in and a visitor's pass will be issued in the front office
- All visitors who wish to make classrooms observations must make prior contact with the Principal's Office in order to allow for proper notification to the classroom teacher.
- Any visitor(s) deemed threatening or exhibiting inappropriate behaviors by Administrative Staff will be subject to being permanently banned from school grounds.

Telephone Usage

Parents are encouraged not to telephone or send messages to students except in the case of an emergency. Students will not be permitted to use the phone except in the case of an emergency. We highly suggest you workout your child's daily schedule prior to he/she coming to school. Students will not be allowed to use the phone to figure out who is going to pick him/her up. Students are not allowed to use cell phones during school hours. Cell phone use is prohibited during the school day, beginning at 8:00 a.m. and ending at 3:00 p.m.. Text messaging is also prohibited. First infraction the parent can pick the phone up, all other infractions and the phone becomes school property until the end of the school year.

Teachers should not be interrupted during instructional time. If you need to conference with a teacher please leave a message for him/her at (510 _____) and the teacher will return your call within the next 24 hours.

Emergency Information Cards

Emergency Information cards are needed for each child attending the school. These cards list information that is vital to helping us maintain the safety of your child. It is important that you inform us of any changes in parent/guardians home and work telephone numbers, doctor's names and telephone numbers, and alternate persons to contact when parents can not be reached. When emergencies arise, the school may only give first aid and must be able to contact someone who can make vital decisions about medical attention. When a child is sick or injured, it may be necessary to contact an adult other than his/her parent guardian who can assume responsibility for your child. It is crucial that emergency contacts live within a reasonable distance from the school and are able to pick the child up if ill, or in emergency situations.

Illness at School

If your child should become ill during school, you will be notified and requested to pick him/her up at school as soon as possible. Please notify the teacher, Administrative Staff, and/or secretaries if your child requires special medical attention or consideration due to some temporary or permanent disability or illness. If your child is ill and unable to participate in physical education and/or recess, please send a doctor's note to the teacher and your child will sit out for the specified time or go to the office during P.E.

Physical Examinations and Immunizations

LEGACIES is required by California State Law to keep on file proof of physical examinations and health immunizations. State law requires that all students have the following immunizations in order to enroll in school. Show this list to your health care provider to make sure your child has the immunizations he or she needs. For information on free clinics, call the Alameda County Immunization Project at

Kindergarten–12th grade

• Polio

- 4 doses meet the requirement **or** 3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or 3 doses meet the requirement for ages 7–17 years if 1 was given on or after the 2nd birthday

• Diphtheria, Pertussis, and Tetanus (DPT)

- 5 doses meet the requirement or 4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday or 3 doses meet the requirement for ages 7–17 years if 1 dose was given on or after the 2nd birthday
(7th grade tetanus booster recommended)

• Measles, Mumps, Rubella (MMR)

- 2 doses meet the requirement; both must be given on or after the 1st birthday (1 dose can be measles vaccine only; 1 dose must be MMR)

• Hepatitis B

- 3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

• Varicella (chicken pox)

1 dose required in kindergarten through 7th grade or students under age 13 entering a California school for the first time. **No dose is required if a physician or clinic has documented on the child's immunization card "had disease"**

Medication in the School If your child requires medication during school hours, please complete the appropriate form. The parent **MUST** submit the **Parent/Physician's request form**. Administrative staff will administer the medication during school hours, when necessary.

LOEC MIDDLE SCHOOL

Parent/Physician's Statement

(Complete it your student takes medication at school)

Student's Name: _____ D.O.B: _____

Date: _____

Grade: _____ Teacher: _____

Medication may be dispensed to students at school if the following information is completed and the parent/guardian agrees to the following terms and conditions. This form is valid for one (1) school year.

Name of medication _____ to be administered as directed by the physician designated below.

I understand the following:

1. A school nurse is not available to give medication and a staff member may be assigned to do so.
2. I am required to bring the medication to school personally (Preschool — 8th gr.)
3. The medication will be labeled by a pharmacist and in the pharmaceutical container. The label will state student's name, date, name of medication, dosage, time(s) to be given, special instructions, and the physician's name.
4. Over-the-counter medication must remain in manufacturer's container and be marked with student's name
5. The school is not responsible for the results or side effects of the medication. In return for the school's assistance in administering the medication to my child, I hereby waive on my own behalf, and on the behalf of my child, the right to maintain any legal action for damages against the school for any adverse effect that the medication may have on my child.
6. I, hereby, consent to exchange information regarding this medication between LEGACIES administration and the pharmacist and or physician below.

In accordance with California Education Code #49423.

Parent/Guardian Signature: _____ Date: _____

Address: _____ Telephone (home): _____

(work) _____

TO BE COMPLETED BY PHYSICIAN

Medication: _____

Dosage and route: _____

Time(s) to be dispensed at school: _____

Reason for medication: _____

Duration: _____

Special instructions/precautions: _____

Possible side effects: _____

Physician's Print Name/Signature: _____

Physician's License #: _____ Date: _____

Address: _____ Telephone: _____

Bell Schedule

Period	Regular day	Minimum day
Breakfast	7:45-8:35	7:45-8:35
1	8:40-9:35	8:40-9:20
2	9:40-10:35	9:25-10:05
3	10:40-11:45	10:10-10:50
4	11:50-12:40	10:55-11:35
Lunch	12:45-1:20	11:35-12:10
5	1:25-2:20	12:15-12:55
6	2:25-3:20	1:00-1:40
Dismissal		

PASSES

STUDENTS ARE NOT TO BE IN THE HALLS DURING CLASS TIME WITHOUT A PASS ISSUED BY THE OFFICE OR A TEACHER. Students found out of class will be placed on the "No Pass List."

NO PASS LIST

Students will be placed on this list for abusing a hall pass, too many tardies, too many referrals, or misbehavior. Students placed on the "NO PASS LIST" should not be out of class with or without a pass. Any student on this list caught out of class during class time will be subject to disciplinary action. There will be no passes written during the first ten or last ten minutes of any class.

Transfers:

A student must check out of school through the attendance clerk. This is the only way to be officially transferred or dropped from the roll. The student's parent or guardian must be present when requesting a transfer. Lost or damaged books and equipment must be paid for in the Main Office before the student leaves.

Change of Address:

Notify the attendance clerk promptly with any address or telephone number changes.

Parent Teacher Conferences

Parent-teacher conferences are scheduled to review students' work and set specific goals to help children continue to learn and develop skills. Keep in mind that the purpose of the conference is the same for you and your child's teacher: to help your child learn and be academically successful. Your child is best served when you and the teacher are working as a team. Enter the conversation intent on being in partnership with the teacher to support your child's learning and find solutions to any problems your child may be experiencing. If during the conference you and your child's teacher make some decisions about an action plan to support your child's learning, be sure to agree on follow up steps. Also agree to stay in regular communication with the teacher, and decide when you will make contact again.

If the parent-teacher conference was not effective in establishing an action plan and you feel there continues to be unresolved problems, contact your principal for additional support

Free/Reduced Price Meals

Children from families whose income is at or below levels specified on the California Eligibility Scale are eligible for meals free or at reduced prices. Requirements and an application will be issued at the start of school. Meal applications are important to schools and families because through the application process:

1. Students can qualify for free or reduced nutritious meals.
 2. Students can qualify for reduced price public transportation
 3. Students can qualify for free after-school programs..
- Parents don't need to have a Social Security number to apply and the information provided on the application is kept confidential.

Internet Use

All students and parents must read and sign our Acceptable Internet Use Policy. The form is distributed at registration and must be completed and submitted to the school. The Internet and other online resources provided by the school are revocable privileges intended to support the instructional program and further student learning. Students must not access, post, submit, publish, or display harmful matter or material that is threatening, obscene, disruptive, or sexually explicit or that could be construed as harassment or disparagement of others as prohibited by the school's nondiscrimination policy. Harmful matter includes that which to the average person depicts or describes in a patently offensive way sexual conduct and lacks serious literary, artistic, political, or scientific value for minors. The principal will decide whether a user of the Internet resources has violated any of these conditions. The principal may revoke or suspend a student's access to the Internet at the school site at any time.

To accomplish our mission, students must be ready to learn and not disrupt the school programs. Learning appropriate behavior management skills will enhance the students' ability to access the curriculum and achieve the educational expectations needed to advance in the future.

Discipline guidelines

Intervention Strategies

Two or more intervention strategies will be incorporated in the school day program to address the needs of students experiencing behavior problems. These interventions may include but are not limited to:

1. Counseling with the student on the seriousness of the alleged act. (counselor, teacher, administration, parent, behavior health staff)
2. Student performing public service duties, with parent permission before school or after school or during the lunch period.
3. Student will attend detention at noon, or after school.
4. Student not allowed to participate in extra-curricular activities and after school programs.
5. Student accused of stealing would have to return stolen item to owner with a letter of apology.
6. Parent conference held regarding the incident of stealing and the seriousness of the act.
7. Students accused of damage to public or private property would have to clean, repair or replace property.
8. Students in possession of drug paraphernalia would have counsel with behavior health counselor..
9. Administrators and teacher would make a home visit with the family to discuss concerns and consequences.

Students are prohibited from engaging in behaviors that are not productive to the school environment:

- Running or sliding in the halls
- Shouting or yelling in the halls
- Leaving the class during class time without a written pass
- Loitering and/or littering
- Cutting class and/or being tardy for class
- Throwing food in the cafeteria
- Bringing IPODs, cell phones, electronic games or walkie talkies to school
- Leaving campus without permission
- Wearing hats , hoods or other apparel that display words or symbols that are gang related
- Disrupting the class program
- Showing disrespect to other students or staff.
- Gambling or being in the area where others are gambling.

- Defying authority
- Fighting
- Hazing
- Using habitual profanity
- Minor incidents of vandalism or arson
- Smoking or possession of cigarettes
- Battery on a student or staff
- Assault on staff member or student

Actions to be taken with the student who engages in these behaviors will follow the levels stated below to correct behavior:

Level I

1. Student/Teacher conference
2. Referral to mental health assistant, if appropriate
3. Teacher/Parent/Student conference
3. Teacher/student behavior contract developed, if student breaks contract one time then level two is instituted

Level II

1. Referral to counselor and mental health
2. Mediation
3. Counselor contacts parent for telephone conference
4. Saturday School
5. Conference meeting with student, parent and counselor plan is developed for community service or school site discipline interventions. (loss of noon time activities, detention for 3-5 days after school , student placed on shortened day for 3 days) Should the behavior continue Level III is instituted.

Level III

1. Referral to site administrator
2. Student may be suspended for one period from the teacher's class in which he/she is disruptive.(in house)
3. Student suspended from school 1 day if offense occurs 2nd time

Suspension referrals after the first offense

Depending on the severity of the offense, which are pursuant to Ed code #48900.4

1. Phone call followed with a letter regarding the concerns requesting parent to come in for a meeting within 2 days.
2. If parent does not come, parent is sent a registered letter, requesting a conference within 5 days. Student is placed on in-house suspension.
3. Administrator will make a home visit to discuss issues with parent and student. If parent is not home or cannot be contacted then the only recourse left is
4. Suspension, for 3-5 days with the option that the student shall return to school after the period of suspension preferably with a parent.

A site behavior plan will be developed that will list the target behaviors, possible replacement behavior and consequences, to help the student improve.

If a student receives special education services a review of his/her IEP can be requested, if the behavior continues. Additional services or a behavior plan will be developed to address the behavior.

When all site resources have been exhausted and a student's behavior demonstrates a danger to students, staff and him/herself the student shall be suspended from school and the case referred to the board for possible dismissal.

All documentation and records that support the efforts of the site to modify the student's behavior, parent contacts, contracts, teacher reports, referrals from other district and community agencies shall be included in the referral.

School Suspension/Expulsion/Disenrollment Policy

Suspension

A student may be removed from school activities for up to (5) five days at a time and not more than (20) twenty days per year. This policy is consistent with Oakland Unified School District. Parents are notified by telephone, mail, or in person. Prior to readmitting the student to school a parent must meet with an administrative team at the school to discuss student options. staff, social worker, mental health assistant and other child advocates.

Involuntary Transfer

If suspension and interventions do not curb misconduct, or the student has been habitually truant or irregular in attendance, the school will hold one final meeting to finalize the process and the student will be involuntarily transferred out. EDUCATION CODE SECTION 8432.0

Mandatory Expulsion

The Principal shall recommend a student's expulsion for violation of EDUCATION CODE SECTIONS 48900 (A)-(E). The student and parents are notified of their due process rights. The notification of expulsion procedures will be submitted to the Board of Directors, who will conduct the expulsion proceedings.

In cases where the Principal determines that a student has committed any of the actions in 48900 (A-E) felonies, on school grounds or at a school activity off school grounds, the student must be recommended for expulsion.

Sexual Harassment

Sexual harassment is prohibited by federal and state law and Our school policy. Sexual harassment is unwanted sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature that is made a condition of learning or that seriously interferes with a student's ability to learn or creates an offensive, hostile, or intimidating learning or work environment. Students who feel that they have been sexually harassed by students or school employees should report the incident to their principal or other adult authority. Parents should report incidents to the principal. Students found to have sexually harassed a student or an employee will face disciplinary action.

Positive School Climate and Anti-Bullying Policies

The Positive School Climate Policy promotes a caring community through the development of mutually respectful relationships, high expectations for all students, and opportunities for meaningful participation. A positive school climate helps to build student attachment to school, which research links closely with academic success, reducing risky behaviors, and increasing healthy decision-making. LEGACIES is committed to developing discipline and classroom management strategies that promote youth development, equity, and personal and social responsibility.

.If you believe your child may be the target of harassment or bullying, including cyber bullying, you are encouraged to report your concerns directly to the administrator or staff person at school. Cyber bullying is the use of information and communication technologies by an individual or group to support deliberate, repeated, and hostile behavior intended to harm others.

Homework Expectations

Homework is an extension of classroom learning and an essential part of the educational program since skills are mastered through practice. The specific type, length, and frequency of

assignments will vary according to grade level and subject matter. Parents are encouraged to help their children understand concepts but are not expected to do their homework for them. Teachers provide homework for the following reasons:

1. To help the student practice what has been learned in class
2. To give the student the opportunity to complete class assignments
3. To encourage the student to learn more than is required (academic enrichment)
4. To develop responsibility

Parents create the child's perception about homework, you can help with homework by supporting the teacher's homework policy and encouraging your child to have a positive attitude toward homework and school. Call the teacher if there are any questions about the purpose or procedure of the homework.

SST

Student Study Team to administration to convene a meeting to establish the necessary Interventions to help the student meet grade level standards

Field Trips

Opportunities to extend learning into a broader context may be provided through field trips. All field trips must be directly related to classroom learning units and activities. Students must have written parental/guardian permission to participate in field trips. All students are required to wear name tags with the school's name.

Lost and Found

The lost and found is located in the main office. At the end of each quarter items that have not been claimed will be donated to charity. Please do not bring valuables or large sums of money to school.

Transportation

Transportation to and from LEGACIES is the responsibility of the parents and/or guardians of each student. Please make sure to have your child to school on time 8:40 a.m. every morning and picked up on time every afternoon.

Bus Schedules — AC Transit Bus Schedules and passes can be obtained from AC Transit Headquarters, 508 16th Street, Oakland, Customer Service (510) 891-4700 or Safeway and Lucky's Stores.

Textbooks

Books are loaned to students and students must return books in good condition. Failure to return a textbook will result in report card being held.

Dress Code

LOEC is a school. Students should dress accordingly. Our focus is learning, not fashion.

Boys Uniforms

Slacks

Solid black, belts are required
Students are not allowed to wear chain on pants
Pants cannot sag or hang below the hips
Leg length should not extend beyond the ankles
Solid white or black socks
No logos or designs on pants, or socks

Shirts

Only white shirts will be allowed
Shirts should have collars
Fitted white tee shirts can be worn underneath

Shoes

Boys wear dark shoes

Hats, wave caps, Du-rags,caps

No head apparel will be worn in the school

Hairstyles

a traditional hairstyle is encouraged, the Administration can determine inappropriate Hairstyles. Students are not to wear colored hair or colored strips added to hair.

Jewelry

Small hoops are permitted no mouth gear such as grills permitted.

Girls Uniforms

Slacks, skirt

Solid black,
Skirts can be no more than 2 inches above the Knee

Blouse

Solid white,shirts/blouse should have a collar
White tee shirts can be worn underneath

Hats/caps, scarves

No hats, caps/hats will be worn in school

Hosiery

Solid black or white hosiery
Solid black or white socks that covers ankle

Hairstyle

Traditional hairstyle is encouraged, the administration will determine inappropriate hairs style

Jewelry

Small hoops are permitted no mouth gear such
as grills permitted

LEGACIES OF EXCELLENCE CHARTER SCHOOL
Acceptable Use of Technology Consent Form

.Parents and students are advised that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. The school cannot guarantee that filtering software will in all instances successfully block access to all inappropriate materials.

To gain access to the Internet, any online digital locker or network storage accounts, email, and any other district electronic technologies, all students and parents/guardians must sign and return this form to the school.

Access to school technology is a privilege, not a right. The school 's electronic network is part of the curriculum and is not a public forum for general use. Please carefully read the attached Acceptable Use of Technology policy. Violations may result in disciplinary action. Violations can include:

- **Sending or displaying offensive pictures or graphics.**
- **Using obscene language.**
- **Harassing, insulting, threatening or abusing other network users.**
- **Violating copyright laws.**
- **Using another user's account and password.**
- **Damaging computers, personal or network files.**
- **Trespassing in another user's private files.**
- **Attempting to circumvent network security.**

Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information

By signing this agreement, I/we are signifying that I/we have read LEGACIES Acceptable Use Policy and agree to abide by its terms. I/we understand that the computer network/computers are to be used solely for educational purposes and that there is no expectation of privacy with respect to the use of the same.

Student Consent

I understand that my computer use, the use of other technologies while at school or connected to the school, and any electronic communication and storage systems (including email and student folders, digital lockers, and class/student websites) are not private and that the school has the right to monitor my activity.

I have read the LEGACIES Acceptable Use of Technology policy and regulations and agree to abide by these rules. I understand that violation of the policy or regulations may result in disciplinary action, including loss of technology privileges, suspension or expulsion, or legal action.

Student Signature _____ Date _____

Parental Consent

I have read the school's Acceptable Use of Technology policy and regulations. In consideration for the privilege of my child using the school's electronic communications system, and in consideration for having access to the public networks, **I hereby release the LEGACIES, its operators, employees, or agents and any institutions with which they are affiliated from any and all claims and damages arising from my child's use of, or inability to use, the system, including, without limitation, the types of damage identified in the school's Acceptable Use of Technology policy and administrative regulation.**

Parent/Guardian Signature _____ Date: _____

Name of Student: _____ Date of Birth: ___ / ___ / ___ Grade: _____

Home Street Address: _____

Home Telephone: _____ Work or Cell Phone: _____

LEGACIES OF EXCELLENCE CHARTER SCHOOL

8024 Rudsdale Street
Oakland CA 94621

Please fill out the information called for on this form and return it to the teacher. There should be a separate form filed out for each child. In your family attending. If there are any changes please notify the school immediately.

Student Name: _____ Sex: ____ Grade _____

Address _____

Home Phone: _____

Mother/Guardian: _____ Father/Guardian: _____

Address: _____ Address: _____

City/Zip: _____ City/Zip: _____

Other contact phone #: _____ Other contact phone #: _____

Employer Information:

Company: .

Address: _____

City: _____ Phone: ____ City: _____

School age brothers & sister under age 12:

Name School Name School

All possible measures are being taken to insure the safety and care of your child in case of accident or illness, first aid is given by school personnel and the parent is notified. School authorities, are always acting in accordance with the parents wishes, we need authorization in emergencies when the accident or illness is serious requiring further immediate care and the parent CANNOT BE CONTACTED. EMERGENCY GUARDIANS WHO I AUTHORIZED TO TAKE EITHER TEMPORARY CARE (Illness) OR EXTENDED CARE (In case of natural disaster) OF MY CHILD IF I CANNOT BE REACHED.

Name: _____ Relationship: _____

Home Phone: _____ Other contact phone: _____

Name: _____ Relationship: _____

Home Phone: _____ Other contact phone: _____

Name: _____ Relationship: _____

Home Phone: _____ Other contact phone: _____

In case of accident or serious illness and the school is unable to reach either. I authorize the school to call the physician indicated below and follow his/her instructions.

If it is impossible to reach the physician, the school may make whatever arrangements are necessary:

Physician: _____ Address: _____

Phone: _____

Emergency Hospital: _____ Medical # & Carrier _____

MEDICAL ALERT INFORMATION (Allergies, physical limitations, etc...) _____

I authorize the release of my home telephone number to my child's school "Parent Teacher/Student, Association".

I do not authorize the release of my home telephone number to my child's school Parent /Teacher Association.

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

LEGACIES

MEDIA OPT-OUT FORM

Please sign and return the attached form only if you DO NOT want your child to be interviewed, photographed, or filmed by the media outlets or other organizations for use in print, television, film or Internet publications.

Dear Parent or Guardian,

There are times when our school may be featured in various media. News reporters, photographers and/or film crews from TV, radio stations, newspapers or magazines may wish to interview, photograph and/or film your child in relation to a story about our school or students. Your child's name, grade may be included in the report. Classrooms might also participate in video-conferencing on the Internet.

Our school may be visited by community organizations or partners who are providing services to students. These organizations or partners may wish to photograph your child and may want to use the photograph and/or your child's name and the name of this school in their publications and informational materials.

We will make every effort to honor your request, however, please be aware that there may be circumstances when your child may be interviewed, photographed or filmed beyond our control. Please discuss your wishes with your child so that s/he knows if you do not want your child to be interviewed, photographed or filmed.

PLEASE SIGN AND RETURN TO THE SCHOOL only if you do not want your child to be interviewed, photographed, or filmed.

I DO NOT want my child to be interviewed, photographed, or filmed by members of the media, organizations or agencies at school, for use in print or Internet publications, documentaries, films or video, to the extent that the school can prevent such contact.

Child's Name _____
Print Name of Parent/Guardian _____
Date _____
Telephone Number of Parent/Guardian _____

LOEC MIDDLE SCHOOL

Teacher Discipline

- A. All teachers are responsible for the conduct of students in their classes. It is generally recognized that many unpleasant situations may be avoided through patience, a friendly attitude, and sympathetic understanding of the individual. In the event that the reasonable efforts of the teacher do not appropriately correct deficiencies in student conduct, the matter should be discussed with the student's counselor or the assistant principal. Many situations of poor conduct can be anticipate by an alert teacher and preventative measures taken.
- B. Each teacher is requested to **POST A SET OF CLASSROOM RULES WITH CONSEQUENCES** in their classrooms and **SHARE A COPY WITH EACH STUDENT**. A clearly outlined and communicated plan to deal with disruptive behavior is a preventative measure in and of itself.
- C. Teachers should not condone insolence, disobedience, abusive language or disrespect at any time. Such behavior should be dealt with directly and consistently. Teachers notify parents of such student behavior immediately.
- D. Physical force or hands-on approach to student discipline is not appropriate or tolerated. Such methods create more problems than they resolve.
- E. Teachers are expected to remain with each class until the closing time of each class. In an emergency, the principal, or other certificated staff will relieve you if you will send a note to the school secretary. Students should be retained in their seats until you dismiss them. **DO NOT ALLOW STUDENTS TO LOITER BY CLASSROOM DOORS PRIOR TO THE END OF CLASS, OR TO LEAVE BEFORE THE BELL RINGS.**
- F. Each teacher is responsible for the discipline of his/her classroom. If it is necessary to send a student from the classroom fill out a "Referral Slip" and send it with the student to the principal. **DO NOT LEAVE A STUDENT UNSUPERVISED OUTSIDE OF YOUR CLASSROOM IMMEDIATE AREA.** Except in emergencies, all teachers are expected to address class discipline problems before referring a student to the office. Methods to be employed include, but are not limited to the following:

1. Private conference with pupil and behavior health aide
 - Denial of class privileges
 - Seating change
 - Written behavioral contract
 - Teacher-held detention
2. Telephone or written contact with parents and/or conference with parents at school.
3. Note home to student's parents requesting note be signed And returned.
4. Referral to the Behavior healthcounselor for assistance, if felt appropriate.

If the above steps do not diminish or alleviate the problem behavior, issue a referral to the principal with a written account of the misbehavior and efforts taken to modify the student's behavior.

LOECS

Classroom Walk-Through Observation Indicators (Short observations)

Teacher

Class

Observer

Date:

Time:

<input type="checkbox"/> Attendance
<input type="checkbox"/> Students engaged in learning
<input type="checkbox"/> Discipline
<input type="checkbox"/> Rules/Policies/Procedures/Jobs Displayed
<input type="checkbox"/> Schedule/Agenda Displayed
<input type="checkbox"/> Positive /Specific Reinforcement
<input type="checkbox"/> Smooth Transitions Between Activities
<input type="checkbox"/> Circulating to Provide Feedback
<input type="checkbox"/> Check for Comprehension
<input type="checkbox"/> Relating Lesson to Students' Prior Knowledge

Comments

LOEC MIDDLE SCHOOL

8024 Rudesdale Street
Oakland, CA 94621

Guest Teacher information Handout

School Year

Welcome to LOEC Middle School.

Thank you for accepting this assignment. This handout has been prepared to assist you in having a successful experience at our school.

Assignment:

Upon your arrival, please sign the substitute binder, which can be located on the counter in the main office. One of the office assistant, will assist you with getting the keys to the room, attendance sheets, and any special instructions for the day.

Please read over this handout. See an administrator if you have questions.

Hall Passes

Unless it is an emergency, students should remain in their classes. If you find it necessary to permit a student to leave your classroom, the student must be issued a hall pass. Students will not be seen by any office personnel without a pass that includes, date, time, nature of business, your signature and room number.

Attendance Sheets

Attendance sheets are placed in teachers mailboxes each day. There should be a sheet for each period taught. Completed attendance sheets are picked up by I.W.E.s within the first 15-20 minutes of a class period. It is very important to take attendance at the beginning of each period so that the sheets are ready for pickup.

Windows

Please only open the upper row of windows in the classrooms. This will avoid problems with students who throw paper and other objects onto the grounds. A pole should be available in each classroom. You may check with the custodian if you cannot find one.

Assemblies / Minimum Days

A bell schedule is included in this handout. Please refer to it for special schedules. Variations may occur which you will be apprised of upon your arrival.

Discipline Policy

LOEC students are encouraged to be respectful and courteous at all times. We value our guest teachers and insist that students follow the classroom / school rules that have been set, especially when regular teachers are away from their classrooms.

In the unlikely event that you have a disruptive student in one of your classes, the following procedure may be followed:

1. Notify a neighboring teacher that you are having a problem (See staff roster). This can be done by sending a reliable student with a note *or* phoning the teacher from your classroom. (See Ms. Meeks or another administrator for phone codes.)
2. Send for a campus supervisor. Phone the main office using the phone code and ask for a campus supervisor to come to your classroom. The campus supervisor will either counsel with the student(s) and/or remove them from the classroom setting, if necessary.
3. Send the student to an administrator with a pass or referral. If the student is not able to go to the administrative assistant's office on his or her own, have another reliable student bring the pass or referral to the main office) and the student will be picked up.
4. Send for an administrator. Phone the main office using the phone code and ask for an administrator to come to your classroom. The administrator will either counsel with the student(s) and/or remove the student(s) from your classroom.

It is our goal to provide excellent instruction for all students and to make sure that students remain in their classroom settings as much as possible. However, students who disrupt the learning environment and prevent others from getting their education will be dealt with according to the district's discipline policy (Admin. Bulletin 6010) and the California Education Code.

3/4

If you would be interested in taking future assignments at LOEC, please provide us with the information below:

Name

Home Phone #

Preferred grade level and or content area:

Additional Information:

Enrollment Process

1. One pick up package
2. Turn in Emergency data
3. Turn in enrollment form
4. Get class assignment
5. Turn in home language survey and Education level survey
6. Turn in Media opt and technology acceptance forms
7. Parent participation and Parent./student profile
8. Check in sheet

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

Special thanks to **Heal the Bay**, sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

Office of Education and the Environment

1001 I Street • Sacramento, California 95812 • (916) 341-6769
<http://www.calepa.ca.gov/Education/EEI/>

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Spiral Gardens

The mission of Spiral Gardens is to create healthy sustainable communities by promoting a strong local food system and encouraging productive use of urban soil. Our core programs are based at our Urban Garden Center, located at the corner of Sacramento and Oregon Streets in Southwest Berkeley, on two blocks of public land at the end of a long-vacant former railroad right of way. These programs include our Nursery, Produce Stand, Community Farm, Community Education, and Community Harvest Project. In addition to the community farm, we have one other community garden located on 59th Street in North Oakland. We also conduct outreach, education, and plant sales throughout the local community and at local and regional events, including a consistent presence at the Saturday Berkeley Farmers' Market from March through October.

AGRICULTURAL EDUCATION

UC Davis Ecological Garden and Student Farm, Davis

This program began more than 20 years ago as a small student-initiated project and since then has evolved into a flourishing environmental education resource popular with teachers and students. We serve elementary students and older youth through experiential field trips to our site, and we work with teachers, parent volunteers, and the general public through hands-on workshops and resource development.

MIXED BAG

Bay Localize, Oakland, CA

We inspire and support Bay Area residents in building equitable, resilient communities. We confront the challenges of climate instability, rising energy costs, and recession by boosting our region's capacity to provide for everyone's needs, sustainably and equitably. We achieve this by equipping local leaders with tools, models, and policies that strengthen their communities.

Planting Justice, Oakland, CA

Planting Justice is a non-profit organization based in Oakland, CA dedicated to food justice, economic justice, and sustainable local food systems. We are the first organization of our kind to combine ecological training and urban food production with a grassroots door-to-door organizing model that will vastly increase our educational community outreach, help us to recruit volunteers, decentralize our fundraising sources, and provide local jobs that also train young community organizers.


OUTDOOR RECREATION

East Bay Region Parks


The East Bay Regional Park District spans Alameda and Contra Costa counties east of San Francisco with 112,000+ acres in 65 parks including over 1,200 miles of trails for hiking, biking, horseback riding and nature study. The Park District offers lakes, shorelines, campgrounds, visitor centers, interpretive and recreation programs, and picnic areas.

Feather River Camp


IC has a mission to promote and celebrate connections between nature, family and community at Oakland Feather River Camp in the Plumas National Forest. We create unique opportunities to advance environmental awareness, cultural diversity, and youth empowerment. We are committed to benefiting the residents of Oakland and the surrounding Bay Area through programs, partnerships, and providing opportunities for growth and development.




The African American's Struggles and Achievements in Agriculture
 University of Arkansas MLK Celebration
 January 19, 2007
 Presented by Dr. Handy Williamson



2007 1



Introduction



The Mayflower, Timbuktu, Nile and the Ice Age

2007 2

Historical Trends

- American Slavery Industry
 - Primarily for agricultural slave labor
 - Secondarily for domestic servants
 - Limited use in industry
- Post Slavery 1890 Census
 - 60% of African Americans in US were farms workers
 - 65 % of African Americans in the south were farmers
 but also were
 - Scientists
 - Inventors
 - Educators

2007 3

Beginnings of World Agriculture
Earliest known origin of Cereal Cultivation

Studies by Wendorf, B., Schild, R., and Close, E/1984, show African slaves brought a wealth of agricultural knowledge to America

- Remnants of barley radiocarbon dated 17,00– 8,300 years ago in the flood plains of the Nile, Africa (pre Egyptian).
- Agricultural tools dated 14,500 (+/- 490) also found nearby.
- Findings: while Europe was in the Ice Age, African people were raising crops of:


Wheat	Capers
Chickpeas	Lentils
Barley	Dates

2007 4


Before the Mayflower: A History of the Negro in America by Lerone Bennett, Jr.

"When the human drama opened, Africans were on the scene and acting. For a long time, in fact, the only people on the scene were Africans. For some 600,000 years Africa and Africans led the world. Were these people who gave the world fire and tools and cultivated grain—were they Negroes? The ancient bones are silent. It is possible, indeed, probable that they were dark skinned."

2007 5



Agricultural Crops



Africa & Africans Contributed Many Crops to the US

2007 6

Crops of African Origin

Cotton	Guerre or Cluster bean	Millet
Peanut	Galia potatoes	Lupine
Soybean	Cowpea or Black eyes pea	Broad bean
Sorghum	Watermelon	Lettuce
Coffee	Eggplant	Cardoon
Wheat	Lima beans	Radishes
Artichoke	Red beet	Leek
Asparagus	Tomato	Griolle
Mushroom	Apple	Cantaloupe
Cherry	Apricot	Date

2007


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Crops of African Origin

- Presently grown and consumed world wide
- Trans-Atlantic vs. Trans-Pacific dispersal of crops
 - Proponents on Trans-Atlantic dispersal include
 - Edgar Anderson
 - Murdock
 - Albert F Hill
- Black indentured servants may have brought African crops and agricultural practices to America

2007

8



American Agriculture's Black Mechanical Inventions and Inventors

Over 400 inventions credited to Blacks in early years

2007

9

Overview

- African slaves brought knowledge of agricultural and practices with them to America
- Patents could not be issued in a slave's name
- Credit for many inventions claimed by owners
 - Section in the Confederacy constitution addressing the owners right to control his slave's inventions.
- Jo Anderson's owner Cyrus McCormick is credited with inventing the grain harvester. There are suspicions that Anderson made substantial contributions and records do not reflect the degree of his involvement.

2007

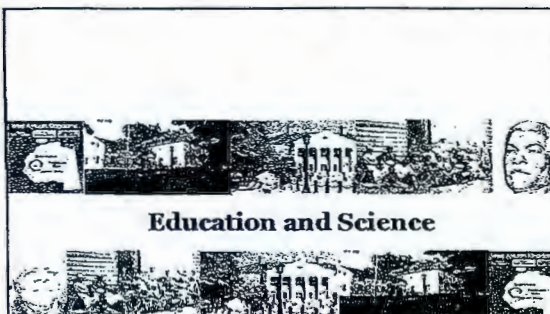
10

Range of inventions

Horse shoes	Dough kneader
Rotary engines	Refrigerated boxcar
Mechanical lubrication devices	Bottle caps and sealers
Biscuit cutter	Cultivator
Cotton planter	Potato digger
Corn husker	Automatic gear shift
Riding saddles	Cotton gin
Lawn sprinkler system	Lemon squeezers

2007

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Education and Science

The pathway to freedom and equality

2007

12



Benjamin Banneker 1731 – 1805

Farmer, inventor, mathematician almanac maker

Born in Ellicott, Maryland of free mother and slave father

Considered free

Attended private integrated school through 8th grade

- Predicted the solar eclipse of 1789
- Published the first scientific book by an African American – an almanac
 - Tide tables
 - Data on future eclipses
 - Useful medicinal products and formulas
 - Helped lay out the blueprint for Washington DC

2007

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Henry Blair 1804 – 1860

Inventor

Resident of Maryland

Evidently a free man

Was granted first patent to a black man (he was identified as a "colored" man in patent registry)

- Granted a patent for the corn planter in 1834
- Granted a patent for the cotton planter in 1836
-

2007

14



Frederick McKinley Jones 1731 – 1805

Technician

Born in Cincinnati, Ohio in 1892

Orphaned at age 9

Quit school after 6th grade to go to work

- Invented first application of mechanical refrigeration to rail cars and trucks
- 61 Patents.
- Other inventions include:
 - Air conditioning for military field units
 - Refrigeration for military kitchens
 - A prototype x-ray machine

2007

15



Norbert Rillieux 1806 – 1894

Inventor

Born in Louisiana to French father and African American mother

Educated in Catholic schools in Louisiana

Studied applied mechanics and taught at L'École Centrale in Paris

- Invented vacuum evaporating pan which reduced labor and improved products in the sugar refining industry in 1845

2007

16



Granville T. Woods 1856 – 1910

Inventor

Born Columbus Ohio

Former education ended at age 10

Self taught in mechanics, blacksmith and electronics

- Person credited with modernizing the electric railway car
- Developed Induction telegraph system (Railroad telegraph)
- Many inventions for conducting electricity
- 50 Patents

2007

17

Circumstances in Africa prior to 1861

- Brilliant cultural and educational heritage in West Africa
- Timbuktu and Gao were prominent cultural center of the Moslem world
- Emperor Askia Mohammed Toure of Songhay established a school system from 1493 to 1512
- University of Sankore at Timbuktu considered a major institution of higher learning

2007

18

Circumstances in the United States prior to 1861

- Education for African Americans was generally prohibited
- Benevolent owners and churches promoted education to increase labor efficiency and enhance the spread of Christianity
- Quakers advocated education of African Americans in religion and occupational training
- Whites feared slaves would read abolitionist materials.
- Attempts of integration of some private schools was met with mob resistance

2007 19

The Emergence of Black Education

- Initial emphasis was placed on practical skills, farm related training and separation of the cases
- Vocation schools and normal agricultural (A&M) colleges served as training ground for prominent African American educators, scientists and leaders.
- Contributions of the earlier African American educators, scientists and leaders focused on the US agriculture sector.
- W.E.B. Dubois advocated for higher order education and refinement for the "talented tenth."

2007 20



Agricultural College / Historically Black Land Grant University

- 16 colleges were founded in the 19th century as land grant colleges or later given this status as legislated by the federal government. Today there are 17 such institutions.
- These institutions have been the primary training grounds for African Americans who have pursued careers in agricultural industry, the professions and government.
- Institutions focus on


Teaching	Extension
Agricultural research	International development
- Trend setters in providing assistance to low income farmers and disadvantaged in rural society

2007 21

Educators and Leaders

2007 22




Booker T. Washington (1856 – 1915)
 Educator, Leader

Born a slave in Hales Ford, Virginia
 Worked in the coal mines as a young man
 Attended Hampton Institute, an industrial agricultural school for African Americans. from 1872-1875

- Founding president of Tuskegee University
- Presidential advisor on racial problems to Theodore Roosevelt and William H Taft and influenced federal appointments
- Author of Up from Slavery, a book on his emergence from poverty to national prominence

2007 23



Thomas Monroe Campbell (1883 – 1956)
 Educator, Leader

Born on a farm near Bowman, Georgia
 Graduate of Tuskegee Institute in 1906

- Operated Tuskegee's "School on Wheels" a demonstration wagon carrying improved farming implements to Negro farmers who were unable to attend school. This operation became known as the "Movable School".
- Appointed the first Negro Farm Demonstration Agent in the US in 1906.
- First Negro Field Agent of the US Department of Agriculture with a territory of the seven lower southern states.
- Author of, The Movable School Goes to the Negro Farm.

2007 24



Richard David Morrison

(1910 – 2003) Educator,

Born on a farm and reared in Mississippi

Graduate of Tuskegee Institute

- Operated Tuskegee's "School on Wheels" a demonstration wagon carrying improved farming implements to Negro farmers who were unable to attend school.
- Was a teacher of Vocational Agriculture during early career.
- Appointed as a Negro Farm Demonstration Agent.
- Was President of Alabama A & M University and a leader of the Facilities funding initiative.
- Is highly respected for his leadership within the Land-Grant System.

2007

25



Clifton R Wharton, Jr.

Leader & son of a Diplomat

BS in history from Harvard University

MA in international affairs Johns Hopkins University

MS and PhD in Economics from the University of Chicago

- Chairman and Executive Officer of Teachers Insurance and Annuity Association and College Retirement Equities Fund, the national's largest pension fund.
- Outstanding career as President of Michigan State U & the SUNY System and as Deputy U.S. Secretary of State (under Warren Christopher).
- A recognized authority on economic development in Southeast Asia and Latin America
- First Chairman of the Board for International Food and Agricultural Development (AID), US Department of State.

2007

26



Allie C. Felder, Jr.

Leader, Educator

BS in agriculture from Hampton University

MSC in agricultural economics and rural sociology from the University of Illinois

PhD in agricultural economics and rural sociology from Ohio State University

- Sr Vice Pres Emeritus of the National Cooperative Business Association
- Contributed to the human and economic development of people in India and the US
- Director of the Overseas Private Investment Corp. (OPIC)
- Served as a member of the US delegation to the Foreign Agricultural Organization Conf, Rome, Italy 1977

2007

27

Thomas T Williams

Educator, Leader, Economist

BS in agricultural economics from No. Carolina A&T State

MSA in economics from the University of Illinois

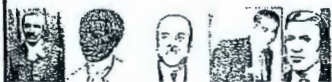
PhD in agricultural economics from the Ohio State Univ

Post Graduate work at Case Institute of Technology

- Southeast Regional Director of the US Department of Health and Human Services
 - Credited with establishing the Department of Ag Econ at Southern University of Louisiana where he served for 25 years
- Also adjunct professor at Cornell and Louisiana State University
- Served as Chairman of the Professional Agricultural Workers Conference, Tuskegee University
- Editor of Unique Resources of the 1890 Land-Grant Institutions.

2007

28



Scientists



2007


29

Pyramid Building and the Ancient Egyptian Civilization

- Development of pyramids and other great monuments is traced from the mud brick beginning of the great pyramids and temples in Africa.
- Beatrice Lumpkin in her writings document the plans, level of mathematics and technology required for pyramid building. Possible methods of construction are considered.
- In keeping with the tradition of African scientists, a number of African American scientists have made valuable contributions to US agriculture.

2007


30



George Washington Carver
1864 – 1943 Scientist/Chemist
 Born a slave in Diamond Grove, Missouri
 He and his mother abducted by slave raiders. Mother was sold but he was ransomed by his master in exchange for a race horse
 Self supporting while obtaining a high school education
 Received Bachelor and Masters from Iowa State University

- First African American on faculty at Iowa State University
- Joined Book T Washington on faculty at Tuskegee University
- Developed peanut butter and 82 other products
- Research on the peanut and the soybean revolutionized the economy of the South by eliminating the dependence on cotton.
- Developed a crop rotation system that revolutionized southern farming
- Did not patent his discoveries. "God gave them to me, how can I sell them to someone else."


2007 1



Benjamin Banneker 1731 – 1805
 Farmer, inventor, mathematician almanac maker
 Born in Ellicott, Maryland of free mother and slave father
 Considered free
 Attended private integrated school through 8th grade

- Predicted the solar eclipse of 1789
- Published the first scientific book by an African American – an almanac
 - Tide tables
 - Data on future eclipses
 - Useful medicinal products and formulas
 - Helped lay out the blueprint for Washington DC


2007 32



Frederick McKinley Jones 1731 – 1805
 Technician
 Born in Cincinnati, Ohio in 1892
 Orphaned at age 9
 Quit school after 6th grade to go to work

- Invented first application of mechanical refrigeration to rail cars and trucks
- 61 Patents.
- Other inventions include:
 - Air conditioning for military field units
 - Refrigeration for military kitchens
 - A prototype x-ray machine


2007 33



Percy Julian
1899 - 1975 Scientist, Chemist
 Born in Birmingham, Alabama
 Bachelors degree from DePauw University
 Masters degree from Harvard University
 PhD in Vienna Austria

- Director of research and manager of fine chemicals at Glidden Company
- Extracted cortisone a sterol derivative from soybeans to more economically treat arthritis
- Discovered a way to mass produce the drug physostigmine, used to treat glaucoma
- Perfected the mass production of sex hormones which led the way to birth control pills

2007 34



Program Concepts and Thrusts

2007 35

Program Concepts and Thrusts

- The beginning of Negro Farm and Home Demonstrations
- Farmers' Institutes
- Community and County Fairs
- Black fairs merging with White fairs
- International Extension Program
- Consulting in Togo, West Africa
- Today: Teaching, Research, Extension and Econ Devel.

2007 36

Dr. Handy Williamson, Jr., Ph.D.

Vice Provost


International Programs and Strategic Initiatives

Professor of Agricultural Economics

University of Missouri-Columbia

E-mail: williamsonha@missouri.edu

Website: <http://beegal.missouri.edu/~woc33/drwilliamson/index.html>



Introduction to California Agriculture

By Congetta D. Maita

California Agriculture is "Top Notch" (2002)

America's Top 5 Agricultural States

- #1 California \$24.7 Billion
- #2 Texas \$ 14.1 Billion
- #3 Iowa \$ 12.3 Billion
- #4 Nebraska \$ 9.7 Billion
- #5 Minnesota \$ 8.5 Billion


What Role Does California Agriculture Play in the United States?.....

- For 50 consecutive years California has been the #1 agricultural state in the nation
- California is the #1 dairy state and produces 55% of the nations fruits, nuts and vegetables
- Nearly 1/3 of California's 100 million acres are devoted to agricultural production

The Economic Role of California Agriculture.....

- California's cash farm receipts and income for 2002 totaled a record of \$24.7 billion
- Agriculture provides for nearly 1 in 10 California jobs and more than \$100 billion in related economic activities
- California farmers help to feed the world by leading the U.S. in the export of nearly \$12 billion annually

California's Farmers and Ranchers Produce Over 350 Different Crops and Livestock Products



A Review: What Are California's Top 5 Agricultural Commodities.....?



Can You Guess Which California Counties Are The Top Agriculture Producers?



Here's A Hint: They Are #'s 10, 54, 15, 27, and 24 On This Map

#1 Agricultural County in California is.....

Fresno County

Grapes, Almonds, and Milk

\$4.6 Billion

#2 Agricultural County in California is.....

Tulare County

Milk, Oranges, and Cattle and Calves

4.3 Billion

#3 Agricultural County in California is.....

Kern County

Almonds, Grapes, and Milk

\$3.5 Billion

#4 Agricultural County in California is.....

Monterey County

Lettuce, Strawberries, and Wine Grapes

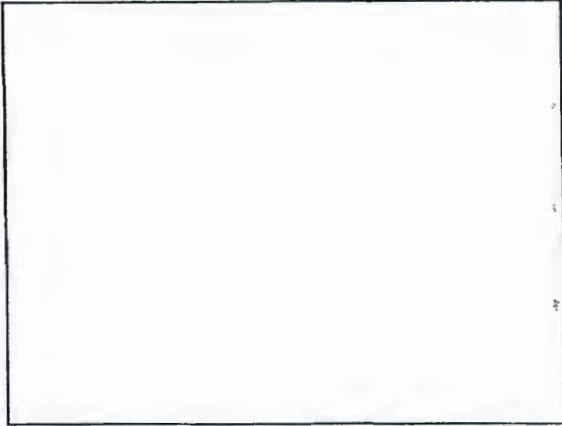
\$3.2 Billion

#5 Agricultural County in California is.....

Merced County

Milk Chicken and Almonds

\$2.4 Billion



✪✪✪ ✪✪ ✪✪✪✪✪

This week go to the grocery store and find out where things are produced. Select 15 different agriculture commodities and determine where they were grown. Write a one page reflection on your findings and how they relate to the information in this presentation. Turn in Friday!

Lesson 1: The Hamburger Story

Activity Focus:

Students will identify ingredients of a hamburger and trace their pathway from the farm to the restaurant to gain an awareness of the significance of agriculture and the agri-food industry.

Objectives:

- Brainstorm individually/group to determine where the food we eat comes from
- Identify the components and interrelationships of the agri-food industry
- Develop skills in organizing ideas into a poster presentation

Materials Needed:

- poster paper,
- construction paper,
- magazines to cut up ,
- crayons/markers,
- scissors,
- glue
- "Grow BC" A Teacher's Handbook

Teaching Strategies:

1. Have students brainstorm and make a list of all hamburger (meat or vegetarian) ingredients.
**Hamburger bun, lettuce, tomato, onion, cheese, ketchup, relish, meat patty...
2. In groups have students brainstorm about the people (careers) and equipment involved in getting each ingredient from the farm to the restaurant.
**dairy farmers raise cows to produce milk that is collected, inspected and transported to a cheese factory where it is mixed with other ingredients, packaged and delivered to a restaurant chef to be prepared into a meal for a customer.
3. Give each group an ingredient to trace from the farm to the consumer. Each group is responsible for organizing their ideas into a poster. (two groups per ingredient)
4. Have groups present their posters to the class.
5. Display all posters together in one big flow chart to represent the agri-food industry.

Additional Teaching Strategies:

1. Have students write the Agriculture IQ Test *Farm Facts Quiz* found on page 174 in the "Grow BC" A Teacher's Handbook.
2. Have students investigate a career in the agri-food industry. Have students research and write the job description and the educational requirements for a career of their choice.

Assessment Suggestions:

- evaluate presentations for completeness, comprehension and creativity.
- ask students to identify the four components of the agri-food industry using examples from the path way that pizza ingredients follow from the farm to the restaurant.

Daily Lesson Plan

Lesson Title:

Standard

Long-Term Target

Daily Target

Activate Prior Knowledge

Check for Understanding

Engagement Strategy

Guided Practice

Check for Understanding

Engagement Strategy

Independent Practice

Check for Understanding

Engagement Strategy

Assessment

UNIT CALENDAR

WEEK 4	Target: I can...	Target: I can...	Target: I can...	Target: I can...	Target: I can...
	Agenda: ✓	Agenda: ✓	Agenda: ✓	Agenda: ✓	Agenda: ✓
WEEK 5	Target: I can...	Target: I can...	Target: I can...	Target: I can...	Target: I can...
	Agenda: ✓	Agenda: ✓	Agenda: ✓	Agenda: ✓	Agenda: ✓
WEEK 6	Target: I can...	Target: I can...	Target: I can...	Target: I can...	Target: I can...
	Agenda: ✓	Agenda: ✓	Agenda: ✓	Agenda: ✓	Agenda: ✓

UNIT CALENDAR

WEEK 1	Target: I can...	Target: I can...	Target: I can...	Target: I can...	Target: I can...
WEEK 2	Target: I can...	Target: I can...	Target: I can...	Target: I can...	Target: I can...
WEEK 3	Target: I can...	Target: I can...	Target: I can...	Target: I can...	Target: I can...

UNIT OVERVIEW

GRADE LEVEL

LEARNING
PERIODS

LEARNING
PERIODS

UNIT TITLE

UNIT OBJECTIVES

Standards 5a and 5b:

Have groups of students do research and create a diagram showing the flow of energy from the Sun through specific photosynthetic microscopic organisms, to larger organisms, and finally to top predators or humans. Include some symbols to show that most of the chemical energy at each level is lost as heat.

Standard 5d

Groups of students prepare a poster comparing and contrasting two similar biomes in different hemispheres.

Standard 5e

Pairs of students create a collage showing the "Goldilocks" effect in ecosystems: where sunlight and water are found in combinations of large amounts, moderate amounts, and scarce amounts. Students explain how plant growth is affected and how the plant growth affects animal populations.

Making the Connection

Pairs of students research a local environmental problem and the steps which have been taken to address the problem. Issues may include auto emissions, sewage treatment, landfills, farming technology, water resource use, etc.

• Lab, "Human Impact on the Env."

• Lab, "A survey of your own environment"

• Lab, "A salty situation"

• **Discovery:** "Water, water everywhere?"

<http://school.discovery.com/lesson>

[plans/activities/watereverywhere/](http://school.discovery.com/lesson/plans/activities/watereverywhere/)

Standard 5c:

Given a random list of 4 or 5 plants and 8 to 10 consumers (primary, secondary, and tertiary), pairs of students organize the organisms according to food web order and ecological function.

Construct an energy pyramid. Outside the pyramid, include 1 or 2 decomposers, and 1 or 2 scavengers. Draw arrows

between members of the pyramid to show the predation sequence.

• Mini Lab, "How many organisms live here?"

• Demo., "Niches",

• Mini Lab, "What do they eat?"

• **Discovery:** "Unique Plants of the Biomes" (activity),

<http://school.discovery.com/lesson>

plans/programs/plantsofthebiomes/

• **Ariz. St. Univ:** "Biomes: Webquest",

<http://coe.west.asu.edu/students/dmatousek/webquest.htm>

Standard 5e

• • Lab, "Counting Species"

• Lab, "Changes in Predator and Prey ...",

• **PBS:** "The Wolf and the Moose"

<http://www.pbs.org/edens/denali/mooswolf.htm>

• **ThinkQuest:** "Biomes—Living Worlds"

http://library.thinkquest.org/C0113340/text/biomes/biomes.tundra.plants.growing_period.html

Making the Connection:

• Science & Society, "Recovering Threatened Species"

ecosystem

• Cycle Map: food chain showing recycling of organic matter in nature and on an organic farm

Making the Connection:

• Tree Map: human agricultural activities and their ecologically beneficial and harmful effects

- Activity: Soil Observation

• **Enchanted Learning: "Food Chains and Food Webs"**

<http://www.enchantedlearning.com/subjects/foodchain/>

Standards 5a and 5b:

- Analyze owl pellets
- Launch Lab, "Can you eat energy?"
- Demo "How plants obtain CO₂"
 - Demo., "Food Energy"
 - "Is your soil rich in nitrogen?"
- "Visualizing the Carbon Cycle"
- Lab, "Is it primary, secondary, or tertiary?"
- Lab, "Exploring Life in Pond Water"
- **Iowa St. Univ.: "Food Chains and Food Webs"**

<http://www.cyfernet.org/integrate/>

[iowa/schain.html](http://www.cyfernet.org/integrate/iowa/schain.html)

Standard 5d

- Activity (Biomes)

GRAPHIC ORGANIZERS

Standard 5c:

- Venn Diagram: consumers vs. producers
- Flow Map: food webs / food chains
- Tree Map: Consumers as predators, scavengers, or decomposers

Standards 5a and 5b:

- Parallel Flow Maps: macroscopic and microscopic food chains
- Labeled carbon/oxygen and nitrogen cycles showing the flow of energy as well as matter

Standard 5d

- Tree Map: Biomes
- Venn Diagram: organisms and their ecological roles in two similar biomes

Standard 5e

- Flow Map: interaction of biotic and abiotic factors supporting an

they support.

- Show how the number of edible plants in an ecosystem influences the number of plant eating animals.
- Analyze the relationship between the number of predators in a system to the number of prey.

Making the Connection: Social Responsibility (4 days):

- Recognize that human population is an integral part of an ecosystem.
 - Identify imbalances within a variety of ecosystems.
- Identify both positive and negative ways in which human populations and natural events can affect ecosystems.
 - List ways in which human populations may be affected by imbalances in their environment.
- Indicate how the actions of individuals may help to solve environmental problems.

LABS and DEMOS

Standard 5c:

- Given a random list of 4 or 5 plants and 8 to 10 consumers (primary, secondary, and tertiary), organize the organisms according to food web order and ecological function. Construct an energy pyramid. Outside the pyramid, include 1 or 2 decomposers, and 1 or 2 scavengers. Draw arrows between members of the pyramid to show the predation sequence.
- Launch Lab, "How tangled is the life web?"
 - Activity: Abiotic/Biotic,

**KEY
VOCABULARY**

producers, decomposers, consumers
omnivores, tertiary, opportunistic,
herbivore, food chain, carnivore, food
web, predator, prey, food pyramid,
abiotic, biotic, photosynthetic
microorganisms , hierarchy, protist,
water cycle, eukaryotic, carbon cycle
protozoan, physical environment,
nitrogen cycle, food chain, secondary
consumer, tertiary consumer, biome,
role, niche, solar radiation,
photosynthesis, humus, imbalance

Standards 5a and 5b (7 days):

- Describe producers as plants and photosynthetic microorganisms that do not need to consume other organisms, but store chemical energy from basic molecules and light energy.
- Diagram food chains and food webs, starting with solar energy: Diagram a food chain where plants are consumed by primary consumers (herbivores), which are consumed by secondary consumers (carnivores), which are consumed by tertiary consumers (top level predators)
- Explain how energy and matter are passed from one level to the next in a food chain: Diagram and explain the carbon cycle; Diagram and explain the nitrogen cycle.
 - Describe ways that matter and energy are exchanged with the physical environment.
- Depict the hierarchy of consumers and the transfer and loss of energy from herbivores through secondary consumers to the top carnivores in a food web or energy pyramid.

Standard 5d (9 days):

- Describe the various biomes and locate them on a map or globe.
 - Research biomes around the world, which have similar climate and availability of water.
 - Define the specific niche of various organisms.
- Compare organisms in widely separated geographic locations, but similar biomes, that fulfill the same ecological roles.

Standard 5e (6 days):

- Explain how the richness of plant growth (the base of the energy pyramid) controls the diversity of life in an ecosystem.
 - Describe how abiotic factors control plant growth.
- Compare and contrast temperate and tropical environments to deserts and polar tundra for the number of organisms

EARTH SCIENCE UNIT OVERVIEW

Ecology – Chapter 15

GRADE LEVEL

6

Organisms, Ecosystems and the Environment

35 days (50 minutes per day)

INSTRUCTIONAL PERIOD

Quarter 1

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept, students know ...

a. energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis,

and then from organism to organism in food webs.

b. over time, matter is transferred from one organism to others in the food web, and between organisms and the physical environment.

c. populations of organisms can be categorized by the functions they serve in an ecosystem.

d. different kinds of organisms may play similar ecological roles in similar biomes.

e. the number and types of organisms an ecosystem can support depends on the resources available

Standard 5c (5 days):

- Identify and define an ecosystem as all the living and nonliving things that interact in a given area.
 - Classify organisms as producers or consumers of chemical energy.
 - Classify consumers as either predators, scavengers, or decomposers.
- Identify consumers that fall under more than one category: Omnivores consume both plants and animals; Opportunistic consumers act as both predators and scavengers

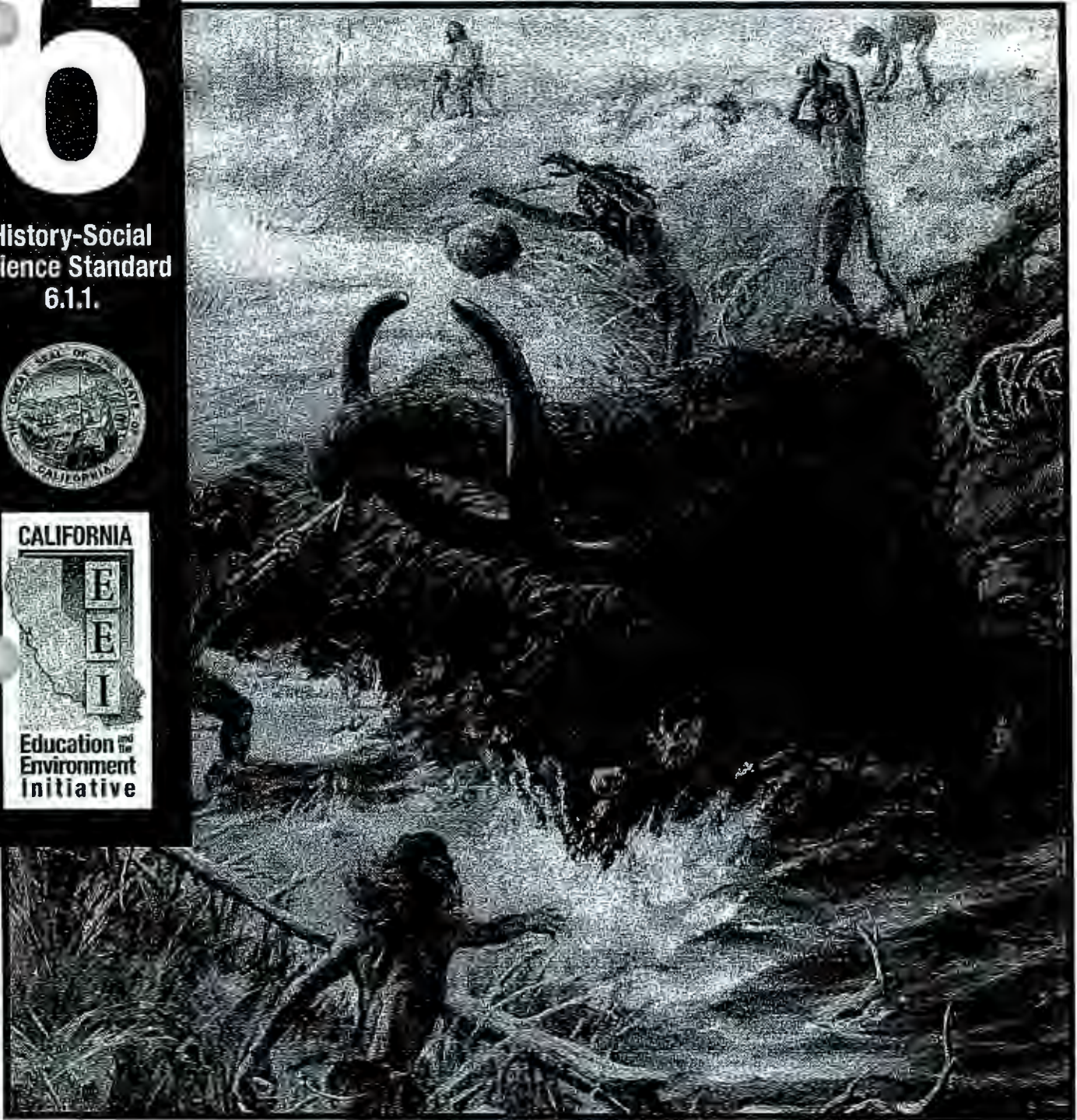
Summative Assessment: Questions to Mirror the CST's

- How does energy flow within an organism, a food chain, and a food web?
- How do disturbances in the food web impact natural and agricultural ecological systems and economic systems?
 - What nutrients are essential for our growth and well-being and how do we use them?
 - What are the relationships between industries and California's waterways?
- How can agriculture be part of the solution to improve animal habitat and restore the natural food chain?
 - How can we safeguard our environment?

Focus on Earth Science: California Grade 6; McGraw Hill

6

History-Social
Science Standard
6.1.1.



Paleolithic People: Tools, Tasks, and Fire



Lesson 1 **Hunting and Gathering**

None required for this lesson.

Lesson 2 **Life in Paleolithic Times**

- 1 Comparing and Contrasting Cultures. 2

Lesson 3 **Investigating Implements**

None required for this lesson.

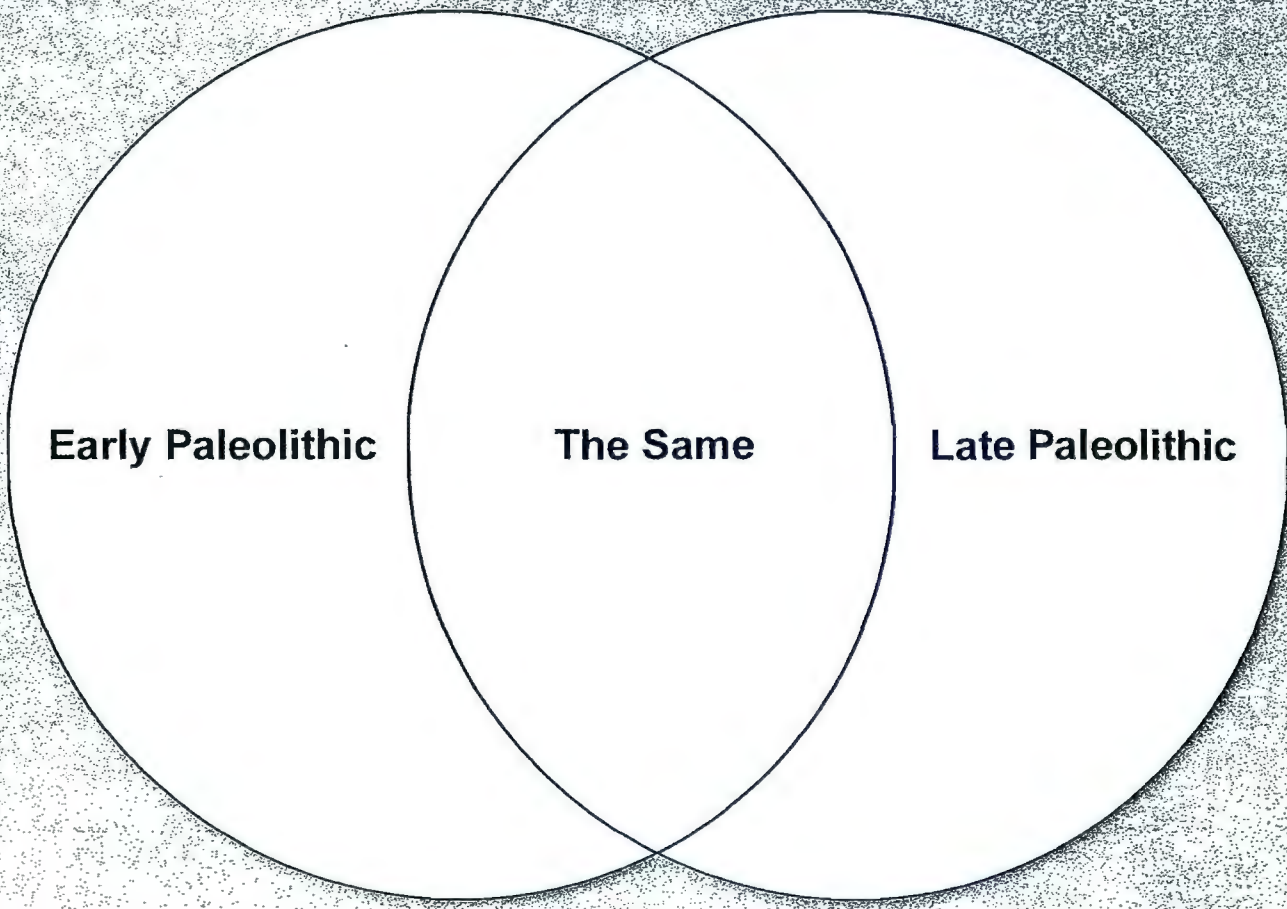
Lesson 4 **Fabulous Fire**

- 2 Paleolithic Uses of Fire. 3
3 Fuels. 4

Lesson 5 **Mastodons and Modern Times**

- 4 *Genyornis*. 5
5 Mastodon. 6

VA #1 Comparing and Contrasting Cultures





The U.S. Dairy Industry

A Vital Contributor To Economic Development

America's dairy industry is more than milk. It's jobs and economic activity for the people of our country. The U.S. is home to a mixture of large and small dairy farms — both of which contribute to the local economy by supporting local businesses and the community tax base.

America's dairy industry is an important contributor to our nation's overall economy. Each dollar a dairy producer receives in milk sales generates more money for the local economy.

- More than 60,000 U.S. dairy farms provide milk, cheese and yogurt to the U.S. and other countries. About 99 percent of all dairy farms are family-owned.
- On dairy farms, the average herd size is 115 cows.
 - Seventy-seven percent of dairy farms have fewer than 100 cows. Farms with more than 100 cows produce 78 percent of the milk.
- The average U.S. cow will produce 6.2 gallons per day over the course of a typical year. That's more than 2,275 gallons a year.
- U.S. dairy farms produce almost 177 billion pounds of milk annually.
- There are dairy farms spread across all 50 states and Puerto Rico. Most milk only travels about 100 miles to get from the dairy to your local grocery store.
- California produces the most milk — 21 percent of U.S. production.
- Dairy is the number one agricultural business in California, Wisconsin, New York, Pennsylvania, Idaho, Michigan, New Mexico, Vermont, and Maine. In California alone, dairy is a \$31 billion industry employing 400,000-plus people.
- Dairies create a ripple effect on both the agricultural economy and the economic well-being of rural America. When a dairy farmer spends money locally, it creates a multiplier effect of more than two and a half times the original dollar spent.

Milk doesn't stay on the farm - where milk goes, jobs follow.

- Dairy farmers purchase machinery, trucks, fuel, and more from local companies, which generates jobs and income.
- Our dairies create jobs for people who grow and ship feed for our cows, as well as for veterinarians, insurance agents, accountants, bankers, and others.
- After milk leaves our farms, it travels by truck to a processor, where people make cheese, ice cream, butter, yogurt, and other dairy products.
- Truckers, packaging manufacturers and food marketers complete the cycle by transporting and marketing the dairy products everyone loves. This means jobs in the transportation, distribution and retailer grocer industries.

Name: _____

Fractions – Nursery Crops

The following word problems are real problems addressed in the nursery crop industry. Please show all of your work on a separate page. No credit will be given where there is an answer with no work shown.

1. Gabriella is working on tightening up bolts in the greenhouse and has the following wrenches: $\frac{3}{4}$, $\frac{9}{16}$, $\frac{1}{2}$, $\frac{3}{8}$, $\frac{21}{32}$. Arrange the wrenches by size in order from smallest to largest.
2. Mr. Swanson purchased 215 $\frac{1}{2}$ acres in 2004 and an additional 65 $\frac{1}{2}$ acres in 2006 to expand his horticulture business. Business is slower now and he has decided to sell $\frac{1}{4}$ of his total acreage. How many acres does he sell?
3. You need 13 $\frac{1}{3}$ *tons of potting soil to fill nursery pots. Your truck can carry 3 $\frac{1}{3}$ tons. How many trips are needed?
4. A *hydraulic jack contains $\frac{6}{8}$ a gallon of hydraulic fluid. A damaged seal caused it to leak $\frac{1}{5}$ a gallon while the machine was in use. How much fluid is left in the machine?
5. Khalia worked 32 $\frac{1}{2}$ hours over five days. If she worked the same number of hours daily, how many hours did she work each day?
6. A pickup truck has a gas tank that can hold 26 $\frac{1}{3}$ gallons. If the tank is half full, how many gallons are needed to fill the tank?
7. Mr. Rodriguez hired three individuals to help plant tulip bulbs at the nursery. If Jaron planted $\frac{1}{4}$, Will planted $\frac{3}{8}$, and Lee planted $\frac{1}{5}$, what fraction of the bulbs still need to be planted?
8. Mr. Smith uses a dormant oil spray to keep insects off his plants. To do this, he uses a 500 gallon sprayer. He used 1 $\frac{3}{8}$ tanks to spray his plants. How many total gallons were used?

- One ton is equal to 2000 pounds
- A **hydraulic jack** is a jack that uses fluid to lift objects

Name: _____

Decimals – Dairy Cattle

The following word problems are real problems addressed in the beef cattle industry. Please show all of your work on a separate page. No credit will be given where there is an answer with no work shown.

1. The price of diesel is \$4.299 per gallon. A farmer needs to purchase 21.5 gallons to fill his work truck. How much will this cost him? Round to the nearest cent.

Food Item	Serving Size	Compare To	Protein per Serving
Yogurt	8 ounces	Tennis ball	10.52 grams
Cottage Cheese	8 ounces	Tennis ball	28.23 grams
Cheddar Cheese	1.5-2 ounces	3 dice	14.12 grams
Ice Cream	4 ounces	½ a baseball	3.97 grams
Lowfat Milk	8 ounces	Tennis ball	14.27 grams

2. Dairy products are a good source of protein for your body. List the foods in the table above in the order of most protein to least protein.
3. Using the numbers from the table above, round the protein for each food the nearest whole number.
4. The Holsteins, black and white cows, lead in milk production with 95.2% of the 167 billion pounds of milk produced annually. How many pounds of milk do Holsteins produce each year?
5. Holstein cows produce 95.2% of the milk produced each year, Jerseys produce 3.8% of the milk. What percentage of the milk do all other breeds of dairy cattle produce?
6. A cow was at the end of production and weighed 1150 pounds when it was processed. 40% of the animal will be eaten as meat. How many pounds of meat can be eaten from this animal?

Dairy Careers	Herd Manager	Veterinarian	Nutritionist	Food Scientist	Agricultural Sales
Hourly pay	\$21.52	\$48.59	\$41.38	\$30.15	38.94

7. Using the table above, find the weekly pay for a veterinarian working 45 hours per week.
 8. What is the difference in weekly pay between a herd manager and agricultural sales representative? Assume they are working 40 hours per week.
 9. What is the difference in annual pay between a dairy food scientist and an animal nutritionist? Assume that both people work 40 hours per week, 52 weeks per year.
-

Careers in the Dairy Industry

The Dairy Producer's role is to manage the dairy farm business to produce quality milk, while taking good care of both the animals and land and managing a successful business.

A Herd Manager is responsible for making decisions and caring for the animals in order to produce the highest quality & quantity of milk.

The Pharmaceutical Representative's role is to improve health and wellness of animals by educating vets and producers about products and programs using a problem solving approach.

An A.I. representative serves as an artificial technician, customer service representative and sales person for the A.I. company. They are responsible for impregnating cows.

A Nutritionist provides nutritional expertise and products to dairy farmers, enabling them to maintain and improve the production and health of their cows in a sustainable and resourceful way, thus ensuring the farm remains a vital operation.

Veterinarians benefit the dairy industry by focusing on maintaining the health and well-being of individual animals, maximizing the health and productivity of their clients' dairy herds and combining their experiences in health and business management to maintain and maximize the health of their clients' businesses.

As a Food Scientist, Emily manages the on-site creamery, allowing the farm to promote sustainable farming practices while creating a greater profit for her family by paying a higher premium for the milk.

A dairy marketer adds value to the dairy farmer's milk through market access to processing. The marketer's role is to oversee the sales and marketing of raw milk to dairy processors.

A sales manager oversees sales representatives who make farm visits to sell a product.



Name _____ Date _____
(Page 1 - 717165)

California Regions and Commodities

Find each of the following words. Pick ten of the words, and on the back of this paper, use each word to write one fact that you have learned about California agriculture. You should have ten words that were used to write ten facts when you are finished.

AGRICULTURE ALMONDS CALIFORNIA CENTRAL COAST	CHRISTMAS TREES COMMODITY EGGS EGGHT	FLORICULTURE GRAPES HAY NURSERY	REGION RICE STONE FRUIT TOMATOES
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T C J G O C S C O N O A T I T E A C S R F S E S A F
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 U I M M T A I R A O S F R A A E O T T O M E I C I F
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 S M I E O S I U H A I O T R C M R C S D N O M L A I
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Answer Key: Key # 1 - 717165

California Regions and Commodities

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COMMODITY
 SEERTSAMTSIRHC
 NURSEY
 CALIFORNIA
 REGION
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 ERUTLUCIRGA
 EGGS
 ECIR
 TSAOCLARTNEC
 TOMATOES
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Name _____ Date _____
(Page 2 - 717165)

California Regions and Commodities

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U U L O U U S N O E N T C R C G S A N U M T E I U T
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 H I T U T C O N A E A T O T A R L T H O U M E I G H
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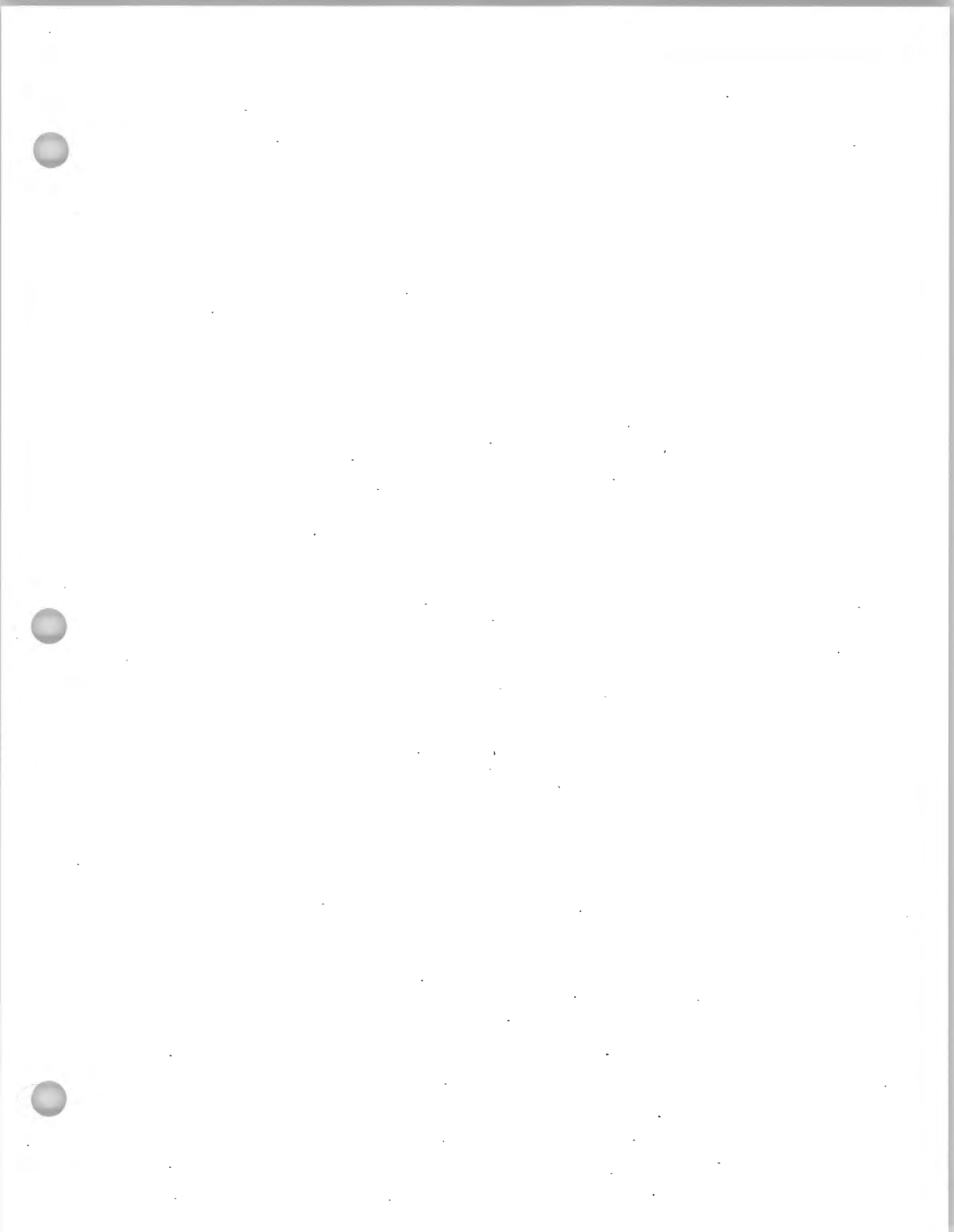
Answer Key: Key # 2 - 717165

California Regions and Commodities

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NURSERY
 REGION
 SEPARGT
 AGRI
 CULTURE
 CALIFORNIA
 SDNOMLA
 HAY
 ERUTLUCIRGA
 EGGS
 SEOTAMOT
 CENTRAL COAST
 COMMODITY
 RICE



English Language Arts Activity Overview

The English Language Arts courses will support the agricultural and environmental focus of the school by: providing the students with culturally relevant fictional literature that features agriculture; teaching expository works that focus on sustainable urban agriculture; exposing students to persuasive works that highlight current issues in agriculture and food science; and by requiring students to conduct research for their literature review for their agriscience project. It is imperative that the required fictional literature ties in multiethnic understandings and contributions to agriculture in the United States.

LITERATURE/POETRY

Middle School Reading List – Relevant Cultural and Agricultural Themes

Recommended Literature

Nightjohn: Imagine being beaten for learning to read, shackled and whipped for learning a few letters of the alphabet. Now, imagine a man brave enough to risk torture in order to teach others how to read; his name is Nightjohn, and he sneaks into the slave camps at night to teach other slaves how to read and write. Gary Paulsen writes a searing meditation on why the ability to read and write is radical, empowering, and so necessary to our freedom. These skills threaten our oppressors because they allow us to communicate—to learn the real status of our slavery and to seek liberation. In this tightly written, painful, joyous little novel is a key that may unlock the power of reading for even the most reluctant teens.

Agricultural Theme: African American contributions to agriculture

Cotton and Slavery Lesson Plan: Global Consequences
http://www.slaveryinamerica.org/history/hs_lp_cotton.htm

Tobacco and Slavery Lesson Plan: Voices from the Past
http://www.slaveryinamerica.org/history/hs_lp_tobacco.htm

Slavery through the Eyes of Artists-Sugar and Cotton: The paintings of Steele Burden collection
http://www.slaveryinamerica.org/history/hs_lessonplans.htm

Seedfolks: A vacant lot, rat-infested and filled with garbage, looked like no place for a garden. Especially to a neighborhood of strangers where no one seems to care. Until one day, a young girl clears a small space and digs into the hard-packed soil to plant her precious bean seeds. Suddenly, the soil holds promise: To Curtis, who believes he can win back Lateesha's heart with a harvest of tomatoes; to Virgil's dad, who sees a fortune to be made from growing lettuce; and even to Maricela, sixteen and pregnant, wishing she were dead. Thirteen very different voices – old, young, Haitian, Hispanic, tough, haunted, and hopeful – tell one amazing story about a garden that transforms a neighborhood.

Agricultural Theme: urban agriculture, community gardens

Zeely: "We'll spend the whole summer on the farm with Uncle Ross. I ought to make up something special just because we've never ever gone alone like this!" And the first thing Elizabeth does is give herself and her younger brother, John, new names -- Geeder and Toeboy. The farm is special too, with its pump house, pond, and especially the prize razorback hogs that belong to Nat Tayber and his daughter, Zeely. Zeely Tayber is tall and dignified, unlike anyone else in the small town. Geeder is fascinated. And when she finds a picture of a Watutsi queen who looks like she could be Zeely's twin, she is in the presence of royalty.
Agricultural Theme: farming

Extended Literature

Esperanza Rising: Esperanza thought she'd always live with her family on their ranch in Mexico--she'd always have fancy dresses, a beautiful home, and servants. But a sudden tragedy forces Esperanza and Mama to flee to California during the Great Depression, and to settle in a camp for Mexican farm workers. Esperanza isn't ready for the hard labor, financial struggles, or lack of acceptance she faces. When their new life is threatened, Esperanza must find a way to rise above her difficult circumstances--Mama's life, and her own, depend on it.

Agricultural Theme: Hispanic contributions to agriculture

Song of the Trees: With the depression bearing down on her family and food in short supply, Cassie Logan isn't sure where her next meal will come from. But there is one thing that she knows will always be there--the whispering trees outside her window. Cassie's trees are a steady source of comfort to her, but they also happen to be worth a lot of money. When Mr. Andersen tries to force Big Ma to sell their valuable trees, Cassie can't just sit by and let it happen. She knows that her family needs the money, but something tells her that they need the trees just as much.

Agricultural Theme: forestry, environment

Weedflower: Twelve-year-old Sumiko feels her life has been made up of two parts: before Pearl Harbor and after it. The good part and the bad part. Raised on a flower farm in California, Sumiko is used to being the only Japanese girl in her class. Even when the other kids tease her, she always has had her flowers and family to go home to. That all changes after the horrific events of Pearl Harbor. Sumiko and her family find themselves being shipped to an internment camp in one of the hottest deserts in the United States. The vivid color of her previous life is gone forever, and now dust storms regularly choke the sky and seep into every crack of the military barrack that is her new "home." Sumiko soon discovers that the camp is on an Indian reservation and that the Japanese are as unwanted there as they'd been at home. But then she meets a young Mohave boy who might just become her first real friend...if he can ever stop being angry about the fact that the internment camp is on his tribe's land Weedflower is the story of the rewards and challenges of a friendship across the racial divide, as well as the based-on-real-life story of how the meeting of Japanese Americans and Native Americans changed the future of both.

Agricultural Theme: California agriculture, flower farming

NARRATIVE

Students are to write a personal narrative on their personal and community experience as it related to food and agriculture. Students will also be exposed to narratives from African American and Hispanic individuals involved in agriculture and food production.

Resources:

Land and Power: Sustainable agriculture and African Americans; 216 pages

Homecoming: Teachers Guide. Homecoming is the story of African-American land loss and a chronicle of black farmers from the civil war to the present.

<http://www.pbs.org/itvs/homecoming>

EXPOSITORY

Agricultural and food science topics will be presented to students and will cover a variety of topics including poverty, hunger, global agriculture, African American and Hispanic contributions to agriculture, and different agricultural commodities.

PERSUASIVE

Students will learn about a series of controversial agricultural topics that may include water and water rights, genetically modified foods, conventional vs. organic farming, urban agriculture, as well as food and social justice.

Resources:

The Black Farmers and Agriculturists Association

<http://www.bfaa-us.org>

RESEARCH

Students will participate in research to write a literature review for their agriscience project. Additional research on agricultural topics will be at the instructor's discretion

Resources:

Encyclopedia Britannica's Guide To Black History

<http://www.britannica.com/blackhistory>

UNIT OVERVIEW

UNIT TITLE	Reading "The Outsiders" – Creating identity and culture in a conflicted society	GRADE LEVEL	7 th
SUBJECT/TOPIC	English – Characterization, Plot, Identity, Reading comprehension, Writing autobiographical narrative		
UNIT LENGTH	5-6 weeks (4-5 weeks to read the book and 1-2 weeks for projects and writing)	MARKING PERIOD	1 st and 2 nd marking period
STANDARDS INTRODUCED	<p><u>Reading 1.3:</u> Clarify word meanings through the use of definition, examples, restatement or contrast.</p> <p><u>Writing Strategies 1.1</u> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><u>Writing Strategies 1.2</u> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p><u>Writing Strategies 1.5</u> Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations</p> <p><u>Writing Strategies 1.7</u> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><u>Writing Applications (Genres) 2.2</u> Write responses to literature: 2.2.a Develop interpretations exhibiting careful reading, understanding, and insight... 2.2.c Justify interpretations through sustained use of examples and textual evidence.</p> <p><u>Literary Response and Analysis 3.4</u> – Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)</p> <p><u>Literary Response and Analysis 3.5</u> - Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p><u>Written and Oral English Language Conventions 1.2:</u> Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><u>Written and Oral English Language Conventions 1.3:</u> Identify all parts of speech and types and structure of sentences.</p>		

UNIT OVERVIEW

STANDARDS TAUGHT TO MASTERY	<p><u>Literary Response and Analysis 3.2</u> – Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p><u>Literary Response and Analysis 3.3</u> – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p> <p><u>Writing Applications (Genres) 2.1 Write fictional or autobiographical narratives:</u> 2.1.a Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. 2.1.b Develop complex major and minor characters and a definite setting. 2.1.c Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>	
ASSIGNMENTS AND PROJECTS	<ul style="list-style-type: none"> • Characterization journal: important quotes about different characters • Regular grammar and conventions instruction • Autobiographical narrative • Predictions: using the book to make predictions and look at foreshadowing • Character studies • Character comparison poster • 	MAJOR WRITING COMPONENTS
ASSESSMENTS	<p>Reading quizzes (reading comprehension) Exit Slips (LRC 3.3, reading comprehension) Autobiographical narrative (WA 2.1, WS 1.7) Character studies (LRC 3.3) Test on “The Outsiders” – multiple choice on characterization (LRC 3.3) Test on “The Outsiders” – essay on character (LRC 3.3)</p>	

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

UNIT OVERVIEW

<p>ESSENTIAL QUESTIONS</p>	<p>What makes us who we are? What makes up who you are? What does it mean to be an insider or outsider? How does an author use characters' actions, feelings, and thoughts (etc) to portray a character?</p> <p>How do we choose an identity in a conflicted society? How does class status affect one's identity? How do people construct an identity in opposition to the "norm"? What is the role of rebellion? How do we use grammar and conventions to construct English for academic purposes? How do we mix English for Academic Purposes and English for Social Purposes within a text? How do authors create characters? How can I use what I know about characters to help craft my own characters in a narrative? What are the parts of a narrative story? How do we use predictions and inferences to help us understand a book? Why are people social?</p>
<p>PRIMARY TEACHING MATERIALS</p>	<p>"The Outsiders" plus a teacher's edition "The Outsiders" movie Holt handbook for grammar instruction</p>
<p>OTHER RESOURCES</p>	

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

WEEK 1	<p>Lesson 1 -- Identity and Rebellion Introduction Day: Who are you? How do you identify?</p> <p>Quick write: Have you ever felt like an "outsider" – someone who didn't belong? Explain.</p> <p>Setting up book journal worksheet Insider/outsider, gangs, conflicts – video clips</p> <p>(Flexible) book reading schedule</p>	<p>Lesson 2 - Characters and Conflicts Chapter 1: pp. 1-6</p> <p>Making predictions</p> <p>Introduction to conflict: external / internal (nature, himself/herself, character)</p> <p>Conflict worksheet Book Journal: Conflict chart (fight)</p> <p>HW: Book Journal 1 – Aim A</p>	<p>Lesson 3 – How characters are created</p> <p>READ: Chapter 1 - pp. 7-13</p> <p>Making predictions</p> <p>Characterization worksheet Book Journal: Character charts</p> <p>HW: Book Journal 2 – Aim F</p>	<p>Lesson 4 - Inferences and Characterization</p> <p>READ Chapter 1: pp. 14-18</p> <p>Book Journal: Character Inference chart worksheet (book journal) – concentrating on Ponyboy</p> <p>Making inferences</p> <p>HW: Book Journal 3 – Aim E (Ponyboy)</p>	<p>Lesson 5 - Inferences and Characterization</p> <p>READ Chapter 2: 19-27</p> <p>Predictions</p> <p>Character Map worksheet Making inferences</p> <p>Introduce Character study paragraph: Ponyboy</p> <p>HW: Book Journal 4 – Aim F</p>
WEEK 2	<p>Lesson 5 – Character study</p> <p>Chapter 2: 28-36 Character Study for Ponyboy worksheet Using quotes for evidence Rough draft work time for Character study: Ponyboy</p>	<p>Lesson 5 – Character Study</p> <p>Chapter 3: 37-44 Making inferences Draft due of Character Study: Writer's workshop</p> <p>HW: Final draft of character study</p>	<p>Lesson 6 – Indirect and Direct Characterization</p> <p>Chapter 3: 45-52 Character study due Indirect and Direct characterization worksheet</p> <p>HW: Book Journal 5</p>	<p>Lesson 6 – Indirect and Direct Characterization</p> <p>Chapter 4: 53-59 Making inferences Group Character study worksheet</p> <p>HW: Book Journal 6 Aim C</p>	<p>Lesson 6 – Indirect and Direct Characterization</p> <p>Chapter 4: 60-67 Group character study rough draft worksheet</p>

Standards Alignment Planning Template
 OUSD Instructional Services: English/Language Arts

	HW: Rough draft of character study - Ponyboy		Aim B		
WEEK 3	Lesson 6 – Indirect and Direct Characterization Chapter 5: 68-76 Character study rough draft writing time	Lesson 6 – Indirect and Direct Characterization Chapter 5: 77-84 Character study due	Lesson 7 – Character poster Chapter 6: 85-92 Character contrast poster worksheet	Lesson 7 – Character poster Chapter 6: 93-99 Character contrast poster work time	Lesson 7 – Character poster Chapter 7: 100-110 Character contrast poster Due
WEEK 4	Lesson 8 – Conventions Chapter 7: 111-118	Lesson 8 – Conventions Chapter 8: 119- 130 Using quotes for evidence	Lesson 8 – Conventions Chapter 9: 131-140	Lesson 9 – Story arc Chapter 9: 141-149 Introducing the Story arc worksheet	Lesson 9 – Story arc Chapter 10: 150-160 Review of the story arc worksheet
WEEK 5	Lesson 10 – Autobiographical narrative Chapter 11: 161-166 Autobiographical narrative book project worksheet	Lesson 10 – Autobiographical narrative Chapter 12: 167-173 Autobiographical narrative: Sample paper	Lesson 10 – Autobiographical narrative Chapter 12: 174-180 Autobiographical narrative: Complications in a story arc worksheet	(cont) Lesson 9 – Story arc Book Review: summary comic book Complications in a story arc worksheet for “The Outsiders”	Lesson 10 – Autobiographical narrative Autobiographical narrative: Characterization Chart worksheet

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

WEEK 6	Lesson 10 – Autobiographical narrative Autobiographical narrative Writer's workshop / Rough draft due	Test Review / Book review	Multiple Choice Test: Characterization and "The Outsiders" and short answer/essay: comparing two characters	Watching "The Outsiders"	Watching "The Outsiders" Final draft of narrative due
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Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

<p>DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?</p>	<ul style="list-style-type: none"> -The elements of a plot - That foreshadowing moves a plot forward - Characterization consists of thoughts, feelings, actions, etc. - The difference between English for Academic Purposes and Social use Stories have a story arc and it consists of a conflict, rising action, climax, falling action, and resolution - Essays require structure - Textual evidence is required for strong arguments 	<p>PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?</p>	<ul style="list-style-type: none"> - Explain how foreshadowing moves a plot forward - Analyze character - Revise writing - Use precise vocabulary - Identify English for academic purposes - Develop a storyline - Organize an essay - Justify interpretations with evidence 	<p>DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?</p>	<ul style="list-style-type: none"> - How to use graphic organizers for essays - Be familiar and be able to imitate a story arc format - How to make predictions and inferences to be a good reader - How to distinguish between English for different situations - How to use evidence in constructing arguments
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Standards Alignment Planning Template
OUSD Instructional Services: English/Language Arts

LESSON PLAN: Introduction to "The Outsiders" – Identity and Rebellion DAY 1 (50 minutes)						
Defining Success	STANDARDS: State or District Tested Standards	Literary Response and Analysis 3.4 – Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)		STANDARDS: Non-Tested District Essential		
	DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?	The difference between "outsider" and "insider"; cliques, gangs, etc have many similarities and are group-oriented;	PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?	Write/talk about their own "outsider" status, explain what kind of "outsider" the book is about; identify outsider status;	DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?	Quickwrite – being able to write continuously about a topic
	ASSESSMENT: How will you know concretely that all of your students have mastered the objective?	Video talk: did students pick up on the group dynamics? Group brainstorms: did students understand that an insider needs to have an outsider? Quickwrites: did students understand what an "outsider" was? Exit slip: Do students have a better definition of an outsider?				
	KEY POINTS: What main ideas or steps will you emphasize in your lesson?	<ul style="list-style-type: none"> • An outsider is someone who doesn't feel "in": someone who feels "out". When there is an "insider", there are always "outsiders". • Developing empathy for someone who feels like an outsider. • The big theme of the novel will be someone who doesn't feel like he belongs. 				
Lesson	MATERIALS:					
	OPENING: How will you focus, prepare and engage students for the lesson's objective?	Quickwrite in new journal, on First page: Have you ever felt like you didn't belong? Being an "outsider" means you are not on the "inside", instead you are on the outside of things, watching everything take place. Maybe you were hanging out with an older brother and realized that you were not part of his friend group because they thought they were too cool. Maybe an old friend stopped hanging out with you because she wanted to hang out with her new, older boyfriend. Or maybe you went to another state and realized that you were very unlike everyone else there. These are all examples of being an outsider, of feeling like you don't belong. Write about a time you were an outsider and write what that means to you.				

Standards Alignment Planning Template
OUSD Instructional Services: English/Language Arts

<p>INTRODUCTION OF NEW MATERIAL: How will you convey the knowledge and/or skills of the lesson? What will your students be doing to process this information?</p>	<p>Video: Watch clips from various movies (Romeo and Juliet fight of Montagues and Capulets, "The Outsiders" movie, "Grease", "Indiana Jones 4", "Quadrophenia", "Mean girls", a gang movie), while students take notes on what theme is across all of the movies. They should be able to tell that there are several main themes: "greasers" and being on the outside, gangs and violence, groups fighting each other. Discuss how the groups differed: appearance, race, age, fight over turf, etc.</p>
<p>GUIDED PRACTICE: In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performance?</p>	<p>In groups or pairs, students should make short posters explaining what the following groups are like: gangs, cliques, hoodlums, family, friends, etc. They will have about 5-10 minutes to fill in their poster explaining the group. Share out with the class – what were the differences between those groups?</p>
<p>INDEPENDENT PRACTICE: In what ways will your different learners attempt the objective on their own? How will you gauge mastery?</p>	<p>Quiet read of quick-writes, then respond to the following question: What does it feel like to be an outsider?</p>
<p>CLOSING: How will you have students summarize what they've learned? How will you reinforce the objective's importance and its link to past and future learning?</p>	<p>Exit slip: If you were an outsider, what kind of novel would you write about it?</p>

DIFFERENTIATION		
<p>How would you categorize the needs of your students?</p>	<p>Which specific students fall into each category?</p>	<p>What will you do to meet the needs of these students in this lesson?</p>

Standards Alignment Planning Template
OUSD Instructional Services: English/Language Arts

Highly verbal, low writer	Cortez	Group discussion and poster, video clip discussion
Highly-skilled writer, shy	Steffi	Quick-write, exit slip
ELL, lower functioning	Maria S.	Reading of others' quick-writes to get example
Oral processing issue	Melody	Prompt written on board, visual input of video, posters with mixed groups

LESSON PLAN: Beginning "The Outsiders" - Characters and Conflicts DAY 2 (50 minutes)

Defining Success	<p>STANDARDS: State or District Tested Standards</p>	<p>Literary Response and Analysis 3.2 – Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p>	<p>STANDARDS: Non-Tested District Essential</p>		
	<p>DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?</p>	<p>Characters are involved in conflicts or problems – internal and external and include: Character vs. character Character vs. himself/herself Character vs. nature</p>	<p>PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?</p>	<p>State the difference between internal and external conflicts Define conflict Explain the difference between different character conflicts</p>	<p>DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?</p>

EARTH SCIENCE UNIT OVERVIEW

UNIT CALENDAR - Ecology

Week 1	Lesson 1 -	Lesson 2 -	Lesson 3 -	Lesson 4 -	ASSESSMENT: Ecology; 5c
Week 2	Lesson 5	Lesson 6 -	Lesson 7 -	Lesson 8 -	Lesson 9 -
Week 3	Lesson 10	ASSESSMENT: Ecology; 5a and 5b	Lesson 11	Lesson 12	Lesson 13
Week 4	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Week 5	ASSESSMENT: Ecology; 5d	Lesson 19	Lesson 20	Lesson 21	Lesson 22
Week 6	Lesson 23	Lesson 24	ASSESSMENT: Ecology; 5e	Lesson 25	Lesson 26
Week 7	Lesson 27	ASSESSMENT: Ecology; M the C	Review Ecology	Review Ecology	Formal Written Assessment

UNIT TITLE	Resources	GRADE LEVEL	6
SUBJECT/TOPIC	The Availability of Energy and Materials		
UNIT LENGTH	10 days (50 minutes per day)	MARKING PERIOD	Quarter 2
STANDARDS Students will know	<p>6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept, students know ...</p> <p>a. the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.</p> <p>b. different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and classify them as renewable or nonrenewable.</p> <p>c. natural origin of the materials used to make common objects.</p>		
TASK ANALYSIS Students will be able to:	<p><u>Standard 6a (3 days):</u></p> <ul style="list-style-type: none"> • Identify the energy sources which current technologies enable us to use: oil, natural gas, non-fossil fuels (e.g., hydrogen and ethanol), solar, nuclear, wind, and wave. • List the uses for energy in society (i.e., heat, light, and transportation). • Explain why there are different monetary costs involved in harnessing different forms of energy. • Compare the expense and efficiency of various sources of energy for particular uses. • Describe the non-monetary, environmental costs of various energy sources. • Evaluate the usefulness of energy sources by how easily they can be converted to useful forms of energy, their depletion rate, and their monetary and non-monetary costs. <p><u>Standards 6b (3 days):</u></p> <ul style="list-style-type: none"> • List material and energy resources. • Categorize resources as renewable or nonrenewable based on the time and process needed to create the resource. • Compare and contrast present and expected future uses of renewable and nonrenewable resources. <p><u>Standard 6c (4 days):</u></p> <ul style="list-style-type: none"> • Make a list of common objects in the classroom or at home. • Analyze these items and determine the materials used to manufacture it. For example, a pencil contains wood, paints, metal, a rubber or plastic eraser, and a "lead" made from a mixture of clay and graphite. • Research the natural origins of each material, for instance, plastics and synthetic materials that are derived from oil. • Classify the materials as renewable or nonrenewable. 		

<p>ASSIGNMENTS AND PROJECTS</p>	<p>LABS and DEMOS</p> <p>Standard 6a:</p> <ul style="list-style-type: none"> • Demo, "Oil & Natural Gas Deposits" • Nat'l Geog., "Visualizing Solar Energy" • Mini-Lab, "... make the sun work for you?" • Demo, "Hybrid Gas Mileage" • 4-in-1 Inquiry Activity, "Lemon Power" • Focus on ES: 4-in-1 Inquiry Activity "The Effects of Acid Precipitation" <p>Standard 6b:</p> <ul style="list-style-type: none"> • Data Lab, "How old is that tree?" • Demo, "Wasting Water" <p>Standard 6c:</p> <p>"Is it made from plants or plastic?",</p> <ul style="list-style-type: none"> • Mineral Information Institute: Common Minerals and their Uses www.mii.org/commonminerals.html#A/ • Geol. Soc. of America: What Earth Materials are in My Subaru? www.geosociety.org/educate/LessonPlans/Earth_Materials_in_Subaru.pdf • Geol. Soc. of America: Toothpaste with a Twist www.geosociety.org/educate 	<p>KEY VOCABULARY</p> <p>energy source, monetary, nuclear, non-monetary, fission, environmental, conversion, consequence, cost-effective, renewable, hydroelectric nonrenewable, geothermal, finite, biomass, extraction (mining), fusion processing (smelting), geologic cycle, natural goods, synthetic</p> <p>GRAPHIC ORGANIZERS</p>	<p>Standard 6a:</p> <ul style="list-style-type: none"> • Word Web: energy sources • Tree Map: energy sources – pros and cons <p>Standard 6b:</p> <ul style="list-style-type: none"> • T Chart: renewable and nonrenewable resources <p>Standard 6c</p> <ul style="list-style-type: none"> • Tree Map: Samples of common items broken into their material components and the sources or those materials.
<p>ASSESSMENTS</p>	<p>Standard 6a:</p> <p>Groups of students prepare a visual of their choosing to show the monetary and environmental costs of an energy resource, and the benefits people receive from the energy source. (optional)</p> <p>Standard 6b:</p>		

	<p>Students identify pictures of energy resources as either renewable or nonrenewable.</p> <p>In groups, students present ideas about how some nonrenewable resources can be conserved or made partially renewable through recycling efforts.</p> <p>Standard 6c: In pairs, students analyze various food and material items. They then create a visual of their choice to show the final item and its original material sources.</p> <p>Summative Assessment: Questions to Mirror the CST's</p>		
ESSENTIAL AGRICULTURAL QUESTIONS	How can economic incentives offered by the government influence the use of alternative energy sources?		
PRIMARY TEACHING MATERIALS	Focus on Earth Science: California Grade 6; McGraw Hill		
OTHER RESOURCES			

Standards Aligned Planning Template LOE:

UNIT CALENDAR - Resources					
EARTH SCIENCE UNIT OVERVIEW					
UNIT TITLE	6a and 6b (renewable energy)	Lesson 6 - Energy from warmer to cooler objects	Lesson 7 - Energy from cooler to warmer objects	GRADE LEVEL	Assessment 6c/Summative Assessment

UNIT LENGTH	9 days (50 minutes per day)	MARKING PERIOD	Quarter 2
STANDARDS Students will know:	<p>3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept, students know ...</p> <p>a. energy can be carried from one place to another by heat flow, or by waves including water waves, light and sound, or by moving objects.</p> <p>b. when fuel is consumed, most of the energy released becomes heat energy.</p> <p>c. heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and also by convection (which involves flow of matter).</p> <p>d. heat energy is also transferred between objects by radiation; radiation can travel through space.</p>		
TASK ANALYSIS Students will be able to:	<p><u>Standard 3a (2 days):</u></p> <ul style="list-style-type: none"> • Read thermometers. • Distinguish between heat and temperature. • Explain that transfer of energy from object to object is the result of difference in temperature. • Demonstrate heat flow. • Demonstrate how waves are able to carry energy from place to place without net movement of matter: waves of water, sound waves – vibrating, objects cause other objects to vibrate, such as eardrums, light waves (electromagnetic waves), for instance, from the sun to the Earth • Show that moving objects also carry energy <p><u>Standards 3b (1 day):</u></p> <ul style="list-style-type: none"> • Demonstrate how fuel provides energy. • Explain that fuel is a form of stored energy that is released to provide heat, light, electricity, or motion. • Show by experiment that the energy released when fuel burns comes from the chemical bonds. • Describe how burning fuel is used to do work and how much of that work tends to be transformed into heat. <p><u>Standard 3c (2 days):</u></p> <ul style="list-style-type: none"> • Demonstrate conduction and convection as methods of transferring heat. • Explain the difference between conduction and convection. <p><u>Standard 3d (1 day):</u></p> <ul style="list-style-type: none"> • Demonstrate radiation as a method of transferring heat. • Explain how energy is transferred from the Sun to the Earth by radiation. 		

EARTH SCIENCE UNIT OVERVIEW

UNIT TITLE	Ecology – Chapter 15	GRADE LEVEL	6
SUBJECT/TOPIC	Organisms, Ecosystems and the Environment		
UNIT LENGTH	35 days (50 minutes per day)	MARKING PERIOD	Quarter 1
STANDARDS Students will know:	<p>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept, students know ...</p> <ul style="list-style-type: none"> a. energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis, and then from organism to organism in food webs. b. over time, matter is transferred from one organism to others in the food web, and between organisms and the physical environment. c. populations of organisms can be categorized by the functions they serve in an ecosystem. d. different kinds of organisms may play similar ecological roles in similar biomes. e. the number and types of organisms an ecosystem can support depends on the resources available 		
TASK ANALYSIS Students will be able to:	<p><u>Standard 5c (5 days):</u></p> <ul style="list-style-type: none"> • Identify and define an ecosystem as all the living and nonliving things that interact in a given area. • Classify organisms as producers or consumers of chemical energy. • Classify consumers as either predators, scavengers, or decomposers. • Identify consumers that fall under more than one category: Omnivores consume both plants and animals; Opportunistic consumers act as both predators and scavengers <p><u>Standards 5a and 5b (7 days):</u></p> <ul style="list-style-type: none"> • Describe producers as plants and photosynthetic microorganisms that do not need to consume other organisms, but store chemical energy from basic molecules and light energy. • Diagram food chains and food webs, starting with solar energy: Diagram a food chain where plants are consumed by primary consumers (herbivores), which are consumed by secondary consumers (carnivores), which are consumed by tertiary consumers (top level predators) • Explain how energy and matter are passed from one level to the next in a food chain: Diagram and explain the carbon cycle; Diagram and explain the nitrogen cycle. 		

- Describe ways that matter and energy are exchanged with the physical environment.
- Depict the hierarchy of consumers and the transfer and loss of energy from herbivores through secondary consumers to the top carnivores in a food web or energy pyramid.

Standard 5d (9 days):

- Describe the various biomes and locate them on a map or globe.
- Research biomes around the world, which have similar climate and availability of water.
- Define the specific niche of various organisms.
- Compare organisms in widely separated geographic locations, but similar biomes, that fulfill the same ecological roles.

Standard 5e (6 days):

- Explain how the richness of plant growth (the base of the energy pyramid) controls the diversity of life in an ecosystem.
- Describe how abiotic factors control plant growth.
- Compare and contrast temperate and tropical environments to deserts and polar tundra for the number of organisms they support.
- Show how the number of edible plants in an ecosystem influences the number of plant eating animals.
- Analyze the relationship between the number of predators in a system to the number of prey.

Making the Connection: Social Responsibility (4 days):

- Recognize that human population is an integral part of an ecosystem.
- Identify imbalances within a variety of ecosystems.
- Identify both positive and negative ways in which human populations and natural events can affect ecosystems.
- List ways in which human populations may be affected by imbalances in their environment.
- Indicate how the actions of individuals may help to solve environmental problems.

ASSIGNMENTS AND PROJECTS

LABS and DEMOS

Standard 5c:

- Given a random list of 4 or 5 plants and 8 to 10 consumers (primary, secondary, and tertiary), organize the organisms according to food web order and ecological function. Construct an energy pyramid. Outside the pyramid, include 1 or 2 decomposers, and 1 or 2 scavengers. Draw arrows between members of the pyramid to show the predation sequence.

- Launch Lab, "How tangled is the life web?"
- Activity: Abiotic/Biotic,
- Activity: Soil Observation
- **Enchanted Learning:** "Food Chains and Food Webs"
<http://www.enchantedlearning.com/subjects/foodchain/>

Standards 5a and 5b:

- Analyze owl pellets
- Launch Lab, "Can you eat energy?"
- Demo "How plants obtain CO₂"
- Demo., "Food Energy"
- "Is your soil rich in nitrogen?"
- "Visualizing the Carbon Cycle"
- Lab, "Is it primary, secondary, or tertiary?"
- Lab, "Exploring Life in Pond Water"
- **Iowa St. Univ.:** "Food Chains and Food Webs"
<http://www.cyfernet.org/integrate/iowa/schain.html>

Standard 5d

- Activity (Biomes)
- Mini Lab, "How many organisms live here?"
- Demo., "Niches",
- Mini Lab, "What do they eat?"
- **Discovery:** "Unique Plants of the Biomes" (activity),

KEY VOCABULARY

producers, decomposers, consumers omnivores, tertiary, opportunistic, herbivore, food chain, carnivore, food web, predator, prey, food pyramid, abiotic, biotic, photosynthetic microorganisms, hierarchy, protist, water cycle, eukaryotic, carbon cycle protozoan, physical environment, nitrogen cycle, food chain, secondary consumer, tertiary consumer, biome, role, niche, solar radiation, photosynthesis, humus, imbalance

GRAPHIC ORGANIZERS

Standard 5c:

- Venn Diagram: consumers vs. producers
- Flow Map: food webs / food chains
- Tree Map: Consumers as predators, scavengers, or decomposers

Standards 5a and 5b:

- Parallel Flow Maps: macroscopic and microscopic food chains
- Labeled carbon/oxygen and nitrogen cycles showing the flow of energy as well as matter

Standard 5d

- Tree Map: Biomes
- Venn Diagram: organisms and their ecological roles in two similar biomes

Standard 5e

	<p>http://school.discovery.com/lessonplans/programs/plantsofthebiomes/</p> <ul style="list-style-type: none"> • Ariz. St. Univ: "Biomes: Webquest", http://coe.west.asu.edu/students/dmatousek/webquest.htm <p>Standard 5e</p> <ul style="list-style-type: none"> • Lab, "Counting Species" • Lab, "Changes in Predator and Prey ...", • PBS: "The Wolf and the Moose" http://www.pbs.org/edens/denali/mooswolf.htm • ThinkQuest: "Biomes—Living Worlds" http://library.thinkquest.org/C0113340/text/biomes/biomes.tundra.plants.growing_period.html <p>Making the Connection:</p> <ul style="list-style-type: none"> • Science & Society, "Recovering Threatened Species" • Lab, "Human Impact on the Env." • Lab, "A survey of your own environment" • Lab, "A salty situation" • Discovery: "Water, water everywhere?" http://school.discovery.com/lessonplans/activities/watereverywhere/ 		<ul style="list-style-type: none"> • Flow Map: interaction of biotic and abiotic factors supporting an ecosystem • Cycle Map: food chain showing recycling of organic matter in nature and on an organic farm <p>Making the Connection:</p> <ul style="list-style-type: none"> • Tree Map: human agricultural activities and their ecologically beneficial and harmful effects
<p>ASSESSMENTS</p>	<p>Standard 5c: Given a random list of 4 or 5 plants and 8 to 10 consumers (primary, secondary, and tertiary), pairs of students organize the organisms according to food web order and ecological function.</p> <p>Construct an energy pyramid. Outside the pyramid, include 1 or 2 decomposers, and 1 or 2 scavengers. Draw arrows between members of the pyramid to show the predation sequence.</p> <p>Standards 5a and 5b: Have groups of students do research and create a diagram showing the flow of energy from the Sun through specific</p>		

	<p>photosynthetic microscopic organisms, to larger organisms, and finally to top predators or humans. Include some symbols to show that most of the chemical energy at each level is lost as heat.</p> <p>Standard 5d Groups of students prepare a poster comparing and contrasting two similar biomes in different hemispheres.</p> <p>Standard 5e Pairs of students create a collage showing the “Goldilocks” effect in ecosystems: where sunlight and water are found in combinations of large amounts, moderate amounts, and scarce amounts. Students explain how plant growth is affected and how the plant growth affects animal populations.</p> <p>Making the Connection Pairs of students research a local environmental problem and the steps which have been taken to address the problem. Issues may include auto emissions, sewage treatment, landfills, farming technology, water resource use, etc.</p> <p>Summative Assessment: Questions to Mirror the CST’s</p>		
<p>ESSENTIAL AGRICULTURAL QUESTIONS</p>	<ul style="list-style-type: none"> • How does energy flow within an organism, a food chain, and a food web? • How do disturbances in the food web impact natural and agricultural ecological systems and economic systems? • What nutrients are essential for our growth and well-being and how do we use them? • What are the relationships between industries and California’s waterways? • How can agriculture be part of the solution to improve animal habitat and restore the natural food chain? • How can we safeguard our environment? 		
<p>PRIMARY TEACHING MATERIALS</p>	<p>Focus on Earth Science: California Grade 6; McGraw Hill</p>		
<p>OTHER RESOURCES</p>			

Request for Applications

Public Charter Schools Grant Program Planning and Implementation Grant

Projected Funding Profile: No due date information is available.

The federal Public Charter Schools Grant Program (PCSGP) is administered by the Charter Schools Division. Grants are reviewed by peer evaluators and awarded on a quarterly basis to nonprofit entities and local education agencies that are likely to develop and open high-quality charter schools. The primary focus of the PCSGP is to create charter schools that will provide public school choice to students whose assigned traditional public school is chronically low performing.

Program Questions: Benjamin Walker, e-mail: bwalker@cde.ca.gov, tel. 916-319-0222

Downloading Questions: Bobby Roy, Charter Schools Division, e-mail: broy@cde.ca.gov, tel. 916-319-0217

Document	Description
Request for Applications (DOC)	Complete description of the new PCSGP including eligibility requirements for Planning and Implementation grants. Precharter grants and dissemination grants are not being offered at this time.
Application Checklist (DOC; Updated 27-Sep-2012)	PCSGP Application Checklist
Application Cover Sheet (DOC; Updated 27-Sep-2012)	PCSGP Form 1 Application Cover Sheet (Required) (Must be signed in blue ink by the primary applicant)
Narrative Response Part 1 (DOC; Updated 27-Sep-2012)	PCSGP Form 2 Narrative Response-Part 1 (Required) Limit 15 Pages
Narrative Response Part 2 (DOC; Updated 27-Sep-2012)	PCSGP Form 3 Narrative Response-Part 2 (if applicable) Limit 4 Pages
Budget Instructions DOC	PCSGP Form 4 Budget Instructions
Proposed Budget Summary (DOC; Updated 27-Sep-2012)	PCSGP Form 5 Proposed Budget Summary (Required)
Proposed Budget Narrative (DOC; Updated 27-Sep-2012)	PCSGP Form 6 Budget Narrative (Required)
Charter School Work Plan/Activities (DOC; Updated 27-Sep-2012)	PCSGP Form 7 Charter School Work Plan/Activities (Required) Limit 15 Pages
Object of Expenditure Codes DOC	PCSGP Form 8 List of Expenditure Codes
General Assurances and Certifications DOC	PCSGP Form 9 General Assurances and Certifications. Applicants do not need to sign and return them with the application; they must be downloaded and kept on file for compliance reviews, investigations, or audits.

Certifications and Assurances

Document	Description
<p><u>General Assurances and Certifications</u></p>	<p>Required as a condition of receiving funds. Applicants do not need to sign and return them with the application; they must be downloaded and kept on file for compliance reviews, complaint investigations, or audits.</p>
<p><u>General Education Provisions Act</u> OMB Control No. 1894-0005 (Exp. 31-Mar-2014)</p>	<p>Notice to applicants for federal funds to include in the application a description of the steps the applicant proposes to take to ensure equitable access to its federally assisted program for participants with special needs.</p>
<p><u>Payee Data Record (DOC)</u></p>	<p>Required when receiving payment from the State of California in lieu of IRS W-9. Prompt return of this form (Sections One through Five) will prevent delays when processing payments. Information provided in this form will be used by State agencies to prepare Information Returns (1099). NOTE: Governmental, federal, State, and local (including school districts) entities are not required to submit this form. Only non-profit organizations developing schools that have not opened their doors to serve students need to complete this form. If the application is approved, verification of non-profit status will need to be submitted.</p>

[More about Public Charter Schools Grant Program Planning and Implementation Grant](#)

Last Reviewed: Friday, September 28, 2012

(5) Intellectual Challenges - daily (pg. 123)

Culturally Relevant Pedagogy:

A Working Definition

Reflection: CRP an asset or starting from scratch?

/ped/ having a foot /ogogy/ the science and art of teaching and learning.

Dreamkeepers Reflection Questions:

(1) what is the aim of CRP? (pgs.17,18)

(2) ...tutors, general contractors, custodians, referral agents, coaches (pgs. 21-23)

(3) "I don't really see color" - (pg. 31)

(4) Culturally Relevant Assimilation (pgs.34,38)

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(5) Intellectual challenges - daily (pg. 123)

AED Professional Development: Culture Intervention Specialist, Nabeedah Shakir

Friday, October 8, 2010

8:30 AM – 3:15 PM

Agenda

12:15 – 1:15	Lunch	-----	----
1:15 – 2:20	R.I.D.A.A.A. and Ripple Effect	Respect, Intellectualism, Discipline, Attitude, Appreciation are the attributes of the affective domain that academia must infuse in to course content in order to produce happy, content, and productive citizens for our community. Teachers will learn to use the curriculum of these two programs to increase instruction time.	Teacher Nabeedah
2:20 – 3:10	Culturally Relevant Self-Evaluation and Peer Observation Instruments	These CIS instruments will be utilized to facilitate the process of cognitive coaching and self-evaluation, to measure the frequency of cultural responsiveness in teaching and learning; school policy and procedures.	Teacher Nabeedah
3:10 – 3:15	Complete AED Evaluations		Teacher Alexis

AED Professional Development: Culture Intervention Specialist, Nabeedah Shakir

Friday, October 8, 2010

8:30 AM – 3:15 PM

Agenda

Community Agreements		Procedural Agreements	
<ul style="list-style-type: none"> • Solution driven • Be honest, have integrity • Monitor airtime, give others an opportunity to speak before speaking again • Focus on outcomes, moving forward, goal focused • Speak your truth • Keep it lively • Stay on topic-self monitor • Respect others opinions • Think holistically about effects of our comments - conscious of larger community. 		<ul style="list-style-type: none"> • Start and end on time • Clear agenda and outcomes published in advance • Cell phones on Vibrate • Summarize as we move from topic to topic • Check for understanding • Create opportunities for participation beyond speaking • Take ownership of process, speak up and offer solutions when something isn't working 	
Time	Activity	Outcome	Facilitator
8:00--9:00	Registration, Coffee, Tea, and Greet Welcome, Affirmations, Meet your colleagues, Social Profiles	Complete Registration and Social Profile	Teacher Nabeedah

AED Professional Development: Culture Intervention Specialist, Nabeegah Shakir

Friday, October 8, 2010

8:30 AM – 3:15 PM

Agenda

9.00 10.30	Culture: Nine Recurring Cultural Themes Participants will understand the recurring cultural themes of our students and how to regard them as assets as opposed to liabilities.	Participants will review the literature on culturally relevant pedagogy and begin to learn about the students and what the teachers believe about culture and education. We define culturally relevant pedagogy and begin to understand how to merge philosophy with current best practices while exploring beliefs, myths, stereotypes, misconceptions, and research.	Teacher Nabeegah
10.30 – 10.42	Break	-----	
10.45 – 12.15	Culture, Language, and Grammar of Mathematics	Not infrequently has it been stated that mathematics is the gate keep of academic achievement and for too long have educators avoided the discussions about the cultural implications in the teaching of math, science, and technology. This seminar will unlock the gate that will allow our students "equal access" to academia.	Teachers Nabeegah and Maria Carroll

AED Professional Development: Culture Intervention Specialist, Nabeedah Shakir

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Appendix I

Staff Handbook

List of Policies to Be Developed
(upon approval)

Appendix K

School Safety Plan

**Legacies of Excellence Charter Middle School
School Site Safety Plan**

Principal

Vision

Create a safe and secure learning site. All students will feel safe and secure on campus and in the classrooms.

A. School 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. Enrollment 80 students

Component I

Personal characteristics of students and staff

Goal - All students will acquire knowledge and understanding of themselves and their world and develop an appreciation and understanding of each other.

Areas of Pride/To be incorporated

Respect for self and others emphasized through 6th grade administration classes.
Respect for self and others emphasized through 7th and 8th grade classes.
Elimination of graffiti from school site buildings, lockers, doors, restroom walls, desks, etc.
Campus cleanup by students on selected Saturdays
Areas of campus assigned to grades for competition - cleanliness
GPA competition by grade levels
Internet/E-mail pen pals for students

Understanding of Other Cultures and Ethnic Groups as Demographics Change
Buddy system for all new students
International Potluck Dinner
International carnival Day for students
Full time behavior health managers in all three grades
Staff training in conflict resolution techniques

Enhanced/advanced classroom management techniques for staff
Staff training for management of combative behavior, crisis response and suicide prevention
Staff training for disaster/emergency response
Staff/student training in CPR and other first aid techniques
Staff training in exciting/dynamic, interesting lesson plans, Development of plans
That reflects the needs of students and the society around them.

Objectives

Reduce the number of or eliminate referrals for causing or threatening to cause physical injury to another person. Referrals will be reduced by 90% annually.

To have all staff adequately trained in management of combative behavior by December 2012.

Increase the number of student referrals to conflict management by 100%

To incorporate and operate a functioning student court by September 2012

To incorporate student monitors in halls and passageways by October 2012

To incorporate student monitors in the cafeteria at breakfast and lunch by October 2012.

Related Activities

Provide ongoing multicultural awareness through community visitors, speakers, classroom and monthly assembly presentations and depiction of diverse people through enlarged photographs of LOEC Middle School students posted around the school.

Continue orientation of new students by peer/student helpers/study buddy/conflict managers

Expand use of homework center for multicultural study

Provide live drama presentations by groups, which focus on various cultural groups

Identify, train and supervise student peer helpers/conflict managers in their work to resolve problems and issues in a peaceful manner

Provide staff training in management aggressive behavior, crisis response and suicide prevention.

Get students/adults to sign the "Anti-Gun Pledge."

Provide training in Assertive Discipline for teachers, campus supervisors, and administrators.

Provide opportunities for students to participate in the following:

Student Government (council/student body/class officers)

Conflict Resolution

Clubs/Sports/Music

Student Monitors

Resources Needed

Guest Speakers (mayor, bankers, engineers, attorneys, businesspersons, etc.)

Volunteer community members

School staff

Rotary Club/Lions Club/100 Black Men

Funding for:

Training materials

Transportation for students

Student peer helpers/conflict managers

Coordination with Alameda County Office of Education/Employment Development Department in developing summer jobs for LOEC Middle School students and parents.

Persons Responsible

Administrators, School Staff, Behavior Health Aide, and Instructional Assistants

Timeline

Multicultural Activities - ongoing

Orientation of new students - ongoing

Student peer helpers/student conflict manager training - by December 2012

Staff training as scheduled by Administrator

COMPONENT II

School's Physical Environment

Location: Legacies of Excellence Middle School, 8024 Rudsdale Street Oakland, CA 94603

LOEC Middle School is located next to Accorn Elementary School

Areas of Pride

The school is supported by a number of successful individuals and organizations including 100 Black Men

Areas of Concern

There is a great need for student activities of all types to get students involved in something other than conflicts with each other. Field trips, excursions, assemblies that deal with student incentive programs are but part of the need to make the school environment more comfortable.

Areas of Desired Change

Reduction of attacks on students by non students

General reduction of building vandalism through school/community relations

Reduction of theft on campus

More recognition and obedience of school policies

Buy-in by students on school pride issues

Campus/classroom beautification

Reduction of litter in the cafeteria at breakfast and lunch

Reduction of litter in and around the campus

Increased communications for safety of staff and students by prompt assistance during emergencies

Inservice of staff in implementation of crisis response plan

Goal: To make Legacies of Excellence Middle School a much safer place through beautification and enhanced communications

Objective I

To eliminate the incidences of assault on students

Related Activities

Conflict Resolution training by behavior health aides for students, staff, parents, and community volunteers by December 2010

Development of a 20 member PTA by October 2012

Stress school pride through, sale of LOECS T-shirts/sweaters/notebooks, etc.

Stress all students dressing for physical education in regulation clothing

Reduce the incidences of non-students on campus by 100% by Oct 2012

Stress school pride through caught being good program

Resources Needed

Funding earmarked for student activities

A functioning 20 member PTA

Volunteer donations

Grant funds

Objective II

The staff has the capability to respond to emergencies immediately.

All fire alarms systems, including horns, bells, smoke and heat detectors, doors, hoses and dispensers, are functioning at 100 capacity.

Areas of concern

False alarms and vandalism.

Related Activities

First aid packets will be issued to all staff

Issuance of crisis packets and inservice staff in their use

Inservice staff on CPR/first aid

A modern intercom system is installed that allows communications between classrooms, offices; this system includes an announcing system that can address the outside areas of the campus

Areas of Desired Change

Proactive approach to maintain a safe campus

Eliminate physical confrontations

Reduce the number of verbal confrontations

Addition of Student Government

Student council

Student court

Student body officers

Seasonal sports competition between grade levels schools

Incentive program for students

Marking period honor roll assemblies by grade level

Staff sponsored student clubs

Science

English/Language Arts

Math

Computer

Sports Reading

Camera/Video

Resources Needed

School Funds

Grant Funds

Volunteers

Persons Responsible

Administrators, Teachers, Parents, Counselor(s), community volunteers, law enforcement personnel

Timeline for Implementation

* Mental health counselor involvement - ongoing

* Crisis packets and inservice -- December 2012

* CPR/First Aid training -- December 2012

* Communications system(s) --In operation

Component III

Legacies of Excellence Middle School - Social Environment

Goal - To improve the school's social environment through additional parent and community involvement

Areas of Pride - Desired

- * School wide emphasis on respect, responsibilities, and conflict resolutions
- * Development of full time conflict resolution program
- * Development of collegiality and collaboration among the staff

Area of Desired Change

- * Increase involvement of Behavior health counselors
- * Development of student activities
- * Development of student activity calendar
- * Development of 20 member PTA
- * Increase parent participation in school related events
- * More involvement with community health services for awareness of health issues
- * Staff training in regulation and requirements for reporting child abuse

Objective

- * The number of parents, community members, and health professionals involved in school activities (when developed) will increase by 25% annually

Related Activities

- * Make contact and dialog with public health personnel for coordinating health education and service
- * Provide training to all staff about health and child abuse issues
- * Provide CPR/First Aid Training

Resources Needed

- * Administrators, Mental Health Counselor, School Nurse, Conflict Resolution Managers, Volunteers and Newspaper Editor
- * State Funds
- * Grants from city/state/federal budgets

Persons Responsible

- * Administrators, staff, student peer helpers, conflict managers, volunteers. Newspaper editor

Timeline for Implementation

- * Additional Behavior health counselors
- * Newsletter and Newspaper Articles – May, 2013
- * Health Education presentation - September, 2012 - June, 2013

COMPONENT IV The School's Culture.

Goal

- * To ensure that the school program is designed to meet the diverse learning needs of all students
- * Staff as role models

Areas of Desired Change

- * Data driven decisions on curriculum
- * Positive reinforcement of students by staff (recognition, rewards, award assemblies, pictures of honorees) which brings about a spirit of unity
- * Daily evaluation of teaching staff
- * Increased services for RSP students
- * Employment services for unemployed parents.
- * Increased opportunities/class offering - especially electives for LOEC Middle School students
- * Formation of a yearbook committee
- * Procurement of sponsorships/advertising for said yearbook
- * Formation of a journalism/yearbook/school newspaper class/classes
- Increased services for the increasing numbers of English learners

Objectives

To make decisions based on available data on the student population

To create and implement evaluation instruments indigenous to the Legacies student population

From these decisions, determine which areas of the curriculum are in greatest need, be it lesson plans, teaching, pedagogy, materials or personnel. Computer Labs with Web Access September 2012

Related Activities

- * Provide reading/vocabulary instruction to all students who are in need of such services
- * Provide writing instruction to all students who are in need of such services
- * Provide instruction in computer technology, repair and design of computers
- * Increase involvement of parents of LEP students
- * Increase involvement of parents of LEP students in the schools Bilingual Education committee and the school activities through outreach by bilingual personnel

Resources Needed

- * State Funds
- * Grants from the private sector
- * All staff

Persons Responsible

- * Administration, Staff

Timeline for Implementation

- * Staff training for certificated - ongoing
- * Testing instrument design/implement - ongoing
- * Data based decisions - ongoing
- * Tutoring - September, 2010 and ongoing
- * Parent Involvement - ongoing

LOEC MIDDLE SCHOOL

GATE Referral Form

RECOMMENDATION AND REFERRAL FOR GATE PROGRAM

Student ID # _____

School Name _____ Birthdate: _____

Student _____ Grade _____ Teacher _____

REASONS FOR REFERRAL

- Superior Abilities/Specific Academic Functioning
- Superior Intellectual Functioning
- Superior Leadership
- Superior Ability for creative and productive thinking
- Performance

ETHNIC CODE:

- 500 Hispanic/Latino
- 600 Black/African American
- 700 White, Not of Hispanic
- 300 Asian
- 399 Other Pacific Islander
- 201 Chinese
- 202 Japanese
- 400 Filipino
- 100 American Indian

Indicate student's proficiency level by checking the appropriate box. However, if you are recommending a student who is not automatically qualified, please enter scaled scores.

	Proficient	Advanced	CST -	Proficient	Advanced
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		

Comments: _____

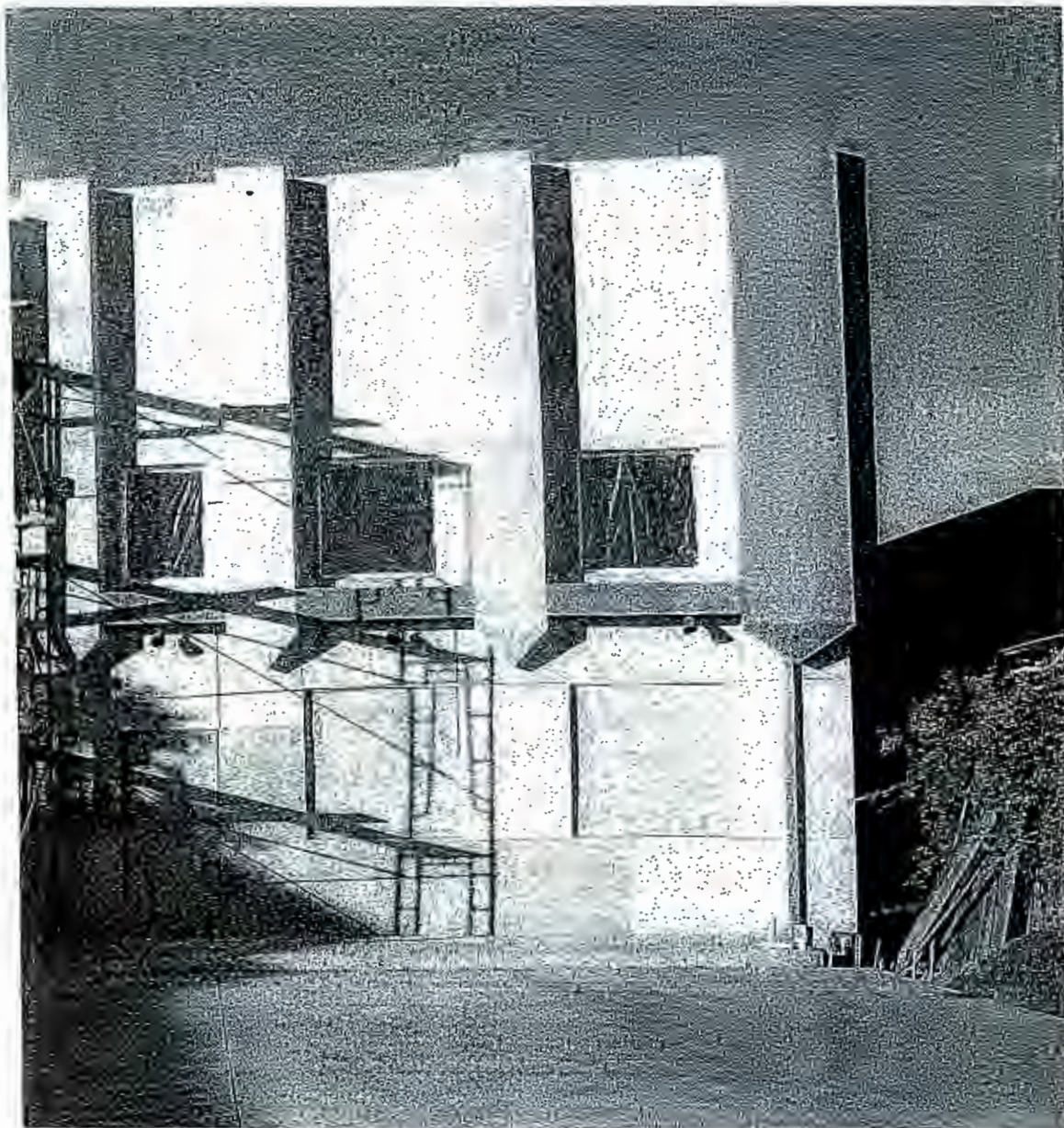
We recommend this student for participation in the District's Gifted and Talented Education Program

Teacher Name _____ Principal / Asst. Principal / Counselor _____

GATE Office Use Only

Psychologist Results _____ Raven Score _____ Tested Date _____

LOECS DISASTER PLAN



PREFACE

Legacies Middle School consistently strives to maintain high safety standards. Since disaster situations are a potential threat to the safety of those in the school, it is essential that thorough and up-to-date disaster procedures and plans be developed and understood by all staff members.

The school and community have traditionally shared their physical and human resources to meet the needs of their students. It is appropriate that this bond continue in addressing disaster preparedness and response in the school and the school community. School administrators will inform parents of various disaster procedures, so that they clearly understand the response the school will take and the responsibility that their students must assume under disaster situation. Legacies Middle School recognizes its responsibility as a focal point of community concern and has a strong commitment to the general welfare of the students, staff and community as a whole.

We hope that we never have the need to implement these disaster responses under actual disaster conditions. However, we must realize that a thorough understanding of these procedures offers the greatest guarantee for providing maximum safety during any disaster situation.

In so far as possible, this Disaster Plan should be "tested" at regular intervals and yearly to ensure an awareness/knowledge of procedures and readiness to respond to emergency situations.

Haywood Douresseau
Principal

PURPOSE

The purpose of the Disaster Procedures handbook is to consolidate all school disaster procedures into a single publication which provides school personnel and staff with a convenient set of instructions for handling disasters, emergencies, or other unusual occurrences.

This plan is a result of expressed need by parents and teachers to insure, insofar as possible, the safety of students at Legacies Middle School in case of a severe earthquake or other forms of disaster. It includes courses of action to be taken in the event of a variety of disasters. All Employees (staff) are to become thoroughly familiar with it, and with their own responsibilities and team responsibility.

OBJECTIVES

1. To provide for effective action to minimize injuries and loss of life among students and school employees in the event of a disaster during school hours.
2. To provide for maximum coordination and utilization of school personnel and/or facilities to care for disaster victims.
3. To provide maximum security for students and employees.
4. To protect and preserve school property.

ASSUMPTIONS/PROCESS

The procedures have been developed based on the following assumptions:

1. It shall be the practice of Legacies Middle School to retain all students on campus until released to parents or authorized persons during a disaster situation.
2. In the event of a disaster, the school campus will be secured so that all remaining students may be accounted for, and released to parents or other authorized persons in the prescribed manner.
3. If evacuation of buildings is necessary, all students will assemble in one predetermined Emergency Assembly and determined by the class period the student is in.
 - a. Before school – go to period One classroom number
 - b. Between classes – go to PREVIOUS period classroom number.
 - c. At lunch – go to period FOUR classroom number.
4. All Legacies Middle School personnel are expected to remain and fulfill their disaster responsibilities until such time as they can be relieved.

DISASTER RESPONSE DURING THE INCIDENT

I. EARTHQUAKE:

DEFINITION/DESCRIPTION:

An earthquake will be signaled by actual earthquake or constant ringing of the fire alarm bell for a period of **ten seconds**. During an earthquake, the teacher or other staff member should shout the command "DROP". The students and teacher/staff members are to **"duck, cover and hold."**

1. If **INSIDE** the school building students and school employees shall:
 - A. Get under equipment (desks, tables, etc...) where available and away from windows.
 - B. Drop to knees with back to windows and knees together. Clasp both hands behind neck, close eyes, cover ears with forearms, protect face with arms. Make body as small an object as possible.
2. If **OUTSIDE** the school building (noon time, between classes, etc.)
 - A. Duck and cover.
 - B. Stay away from walls, power poles or other structures that might fall.
 - C. Walk quickly (do not run) by the safest route to your home room/advisory (period 1) number on the yard.
 - D. Await further instructions from those in charge.
3. Teacher checks self for injuries, then:
 - A. Ask "Is anyone hurt or can you see anyone near you who is hurt?" Note any missing or injured students.
 - B. Check with your buddy teacher to determine if someone needs to stay with an injured student or staff member.
 - C. Quickly survey the classroom for damage and record this information on a piece of paper if possible.
 - D. Insofar as possible, close windows and doors (do not lock); unplug appliances or turn off; and turn off lights.
 - E. Leave room and escort students (by the safest route) to the Emergency Assembly Area . If a person/student is injured, notify The administrator immediately with information on name, location and type or extent of injuries.
 - F. Bring your class roster for all students to the emergency assemble and have students line up in single file.
 - G. Take roll when you arrive in the emergency assemble area and report any missing or injured students immediately.
4. Inform the principal of any damage that you observed in the classroom.

II. FALLEN AIRCRAFT:

DEFINITION/DESCRIPTION: Warning of fallen aircraft is usually by light, sound or fire. If an aircraft falls near school the following actions will be taken:

- A. The principal (Incident Coordinator) will determine when emergency action would be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the principal or designee is unable to direct emergency action.
- B. Students and staff are to be kept a safe distance from the aircraft, as it may explode.
- C. The Incident Coordinator will notify the fire department, police department and the district superintendent.

III. HAZARDOUS MATERIALS/CHEMICAL ACCIDENT:

DEFINITION/DESCRIPTION:

Warning is usually received from the fire or police department or from civil defense officials. An overturned tanker, broken fuel line, or an accident in a commercial establishment that uses chemicals is potential hazards. If such accidents occur near the school and if the wind should carry fumes from such accidents to the school:

- A. A determination will be made by the principal whether or not the site should be evacuated.
- B. Move cross wind, never directly with or against the wind, the wind may be carrying fumes.
- C. Render first aid as necessary.
- D. The Incident Coordinator should notify the fire department, police department, and the district superintendent.
- E. The Incident Coordinator will direct further action as required.
- F. Students and staff may not return to the school until the fire department has declared the area to be safe.

IV. FIRE:

DEFINITION/DESCRIPTION:

Fire is indicated by a constant sound from the fire alarm.

EVACUATION ROUTE:

- A. Follow the normal "Fire Drill" procedures then proceed to the Emergency Assembly Area (EAA) by the safest route possible.
- B. Stay calm. Close windows and doors (but do not lock) if possible; unplug or turn off appliances.
- C. Escort students (by the safest most direct route) to the EAA. Use the emergency exit route for your classroom.
- D. Bring your class roster and classroom disaster kit. Have students line up in single file. Take roll and report any missing students to the Incident Coordinator through Auxiliary Support, using the Classroom Accountability Report.
- E. Await further instructions.

V. INTRUDER ON CAMPUS / HOSTAGE SITUATION

DEFINITION/DESCRIPTION: This will usually occur when an unauthorized or suspicious person enters campus and notification is given to the office by a staff member or student. The purpose is to limit access to the intruder to potential hostages.

A. IMMEDIATE ACTION:

1. Upon notification in the office, the Principal or secretary will make a PA announcement announcing "**Ms Leagacies come to the principals office.**" In addition, the phones, intercom or other means will be used to alert P.E., music, shop, and if necessary, the police.
2. Dial 911 to alert the Oakland Police Department. Insure that you notify the OPD dispatcher of your exact location. (i.e. Room 708, North-East corner of school next to Rudsdale)
3. Those persons/students/adults who can identify the intruder(s) and any witnesses must contact the incident coordinator or principal through their respective classroom teacher.
4. Any injured parties must be identified and reported to the Principal .

B. IN CLASS:

1. All staff will ensure all classroom doors and windows both external and internal are locked and/or secured in order to impede entry. Staff will check hallways and corridors to insure no students are left outside classrooms. Turn off lights to reduce visibility and maintain strict silence.
2. Students will remain in their respective classrooms and seek cover under desks, tables and behind furniture and away from windows and doors. Barricade doors if necessary.
3. Teachers will notify the office via PA when their room and students have completed LOCKDOWN (**It is only necessary to push the signal bell on the PA as a light on the panel in the office will indicate compliance with the procedures.**) Office staff will not respond.

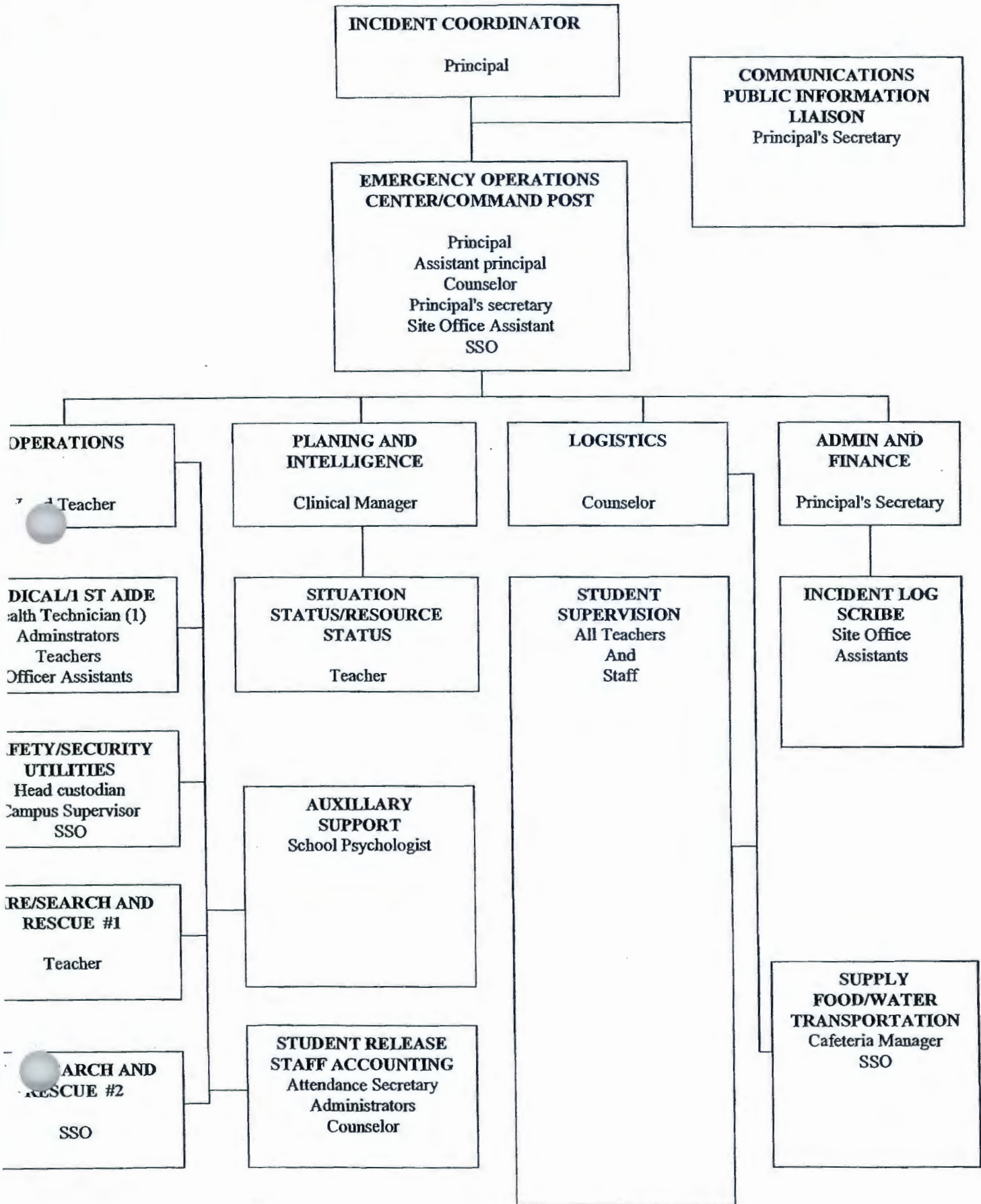
C. OUTSIDE:

1. Students who are outside (i.e. on hall pass, studying, etc.) will seek shelter in the closest classroom or office.
2. P.E. students who are outside will immediately move to the far field wall and as the situation dictates, exit the campus quickly by the safest route to the **Gym** which is designated as a "Rallying Point". The P.E. staff will notify the office by walki talkie when LOCKDOWN has been completed. P.E. students who are inside (i.e. multi use room) will return to their respective locker rooms.
3. If the INTRUDER ALERT is signaled during passing time, before school or at lunch time, students are to follow the same procedures as used for any emergency. Roll will be taken to determine if any students are missing and the office notified by PA. that LOCKDOWN is complete.

D. AFTER SCHOOL:

- If INTRUDER ALERT is signaled after school and during activities, students are to immediately report to the nearest available classroom that is occupied by a staff member. The staff will notify the office that they are LOCKED DOWN.
- E. All staff and students will remain in their rooms in LOCKDOWN until the announcement "**ALL CLEAR-SECURE FROM LOCKDOWN**" is made from the office over the PA system.
- F. Upon arrival of OPD officer, since a crime has been committed **OPD is in charge**. Principal and staff will maintain their chain of command but take their "ORDERS" from APD personnel.

**CHAIN OF COMMAND
STAFF ASSIGNMENTS TO DISASTER TEAMS**



**EMERGENCY OPERATIONS CENTER TEAM
(6 PERSON TEAM):
(SEE ALSO APPENDIX A)**

DUTIES:

1. Contact fire, police or medical responders immediately.
2. Coordinate all personnel, operations, plans, logistics and finance.
3. Assign all disaster personnel or re-assign as injuries or absence dictate.
4. Liaison with all off-campus organizations, including press on scene, Red Cross personnel on scene, police and fire personnel on scene.
5. communicate situation status to the District on a regular basis by phone, two-way radio, written status reports - as appropriate.
6. Maintain log of actions/decisions during disaster.

ASSIGNMENT:

This team shall consist of the principal, and three other staff as assigned which will include Chief of Operations; Logistics; Planning and Intelligence; Admin and Finance; and the Principal's secretary; and the school resource office (SSO) if available.

TRAINING:

1. Familiarization with school site plan and location of rooms.
2. Familiarization with Disaster Plan and Procedures.

EQUIPMENT/SUPPLIES:

1. Current list of staff assignments to disaster teams (Appendix A-1).
2. Current list of teacher classroom assignments (Appendix A-2).
3. Current list of students (Appendix I-3).
4. Staff Resources Survey (i.e. Ham, CB, cell phone). (Appendix K-1)
5. Staff phone directory and recall list (Appendix A-3)
6. Two-way radio with independent power supply.
7. Bullhorn.
8. Portable am/fm radio.
9. Disaster Procedures Preparedness and Emergency Management Plan for LMS.
10. Logs for recording messages, pencils, paper, clipboard.
11. Status board/chart paper for recording information/status.
12. Blueprints of the school site.
13. Handie-Talkie fm transceiver for communications with Disaster teams.

PROCEDURES:

1. Establish location of and activate Emergency Operations Center (EOC). [Primary-Main Office]
2. Document all actions taken with time line.
3. Assess type and scope of disaster.
4. Determine threat to personnel and structures.
5. Determine need for evacuation and take appropriate action.

6. Determine which disaster teams need to be activated (i.e. security, medical, search and rescue team, etc.): and (a) Number of students injured and extent of injuries; (c) Type and extent of damage to buildings and grounds (i.e. utilities, roofs, ceiling, etc.)
7. List actions being taken by disaster teams and outside agencies on campus.
8. Assistance requested from District.
9. Establish time of next update to District.
10. Make periodic reports of confirmed information to students and staff.
11. Refer requests for assistance to appropriate disaster team, including list and last known location of missing personnel to search team.
12. Authorized Student Release Team to begin releasing students.
13. Operations Chief will normally be in the field supporting, reporting information and status to EOC.
14. Logistics Chief will normally be with the Student Supervision Team at the EAA and coordinating/supporting the: Supply /Food/Water/Transportation Team.

**COMMUNICATIONS /PUBLIC INFORMATION/LIAISON TEAM
(4 PERSON TEAM)
(SEE ALSO APPENDIX B)**

DUTIES:

1. Work in tandem with Emergency Operations Center Team.
2. At direction of principal at EOC, contact police and or fire department.
3. Monitor and log all relevant am/fm radio communications.
4. Log all incoming/outgoing phone calls (if and when phones are operational).
5. Direct district equipment and tools to teams as specified in Site Plan for particular disaster situation.

ASSIGNMENT:

1. Principal's secretary.
2. Office staff and/or other personnel as designated. (Spanish Teacher, IA and other bi-lingual staff)

TRAINING:

1. Familiarity with Emergency Broadcast System (EBS) stations.
2. Familiarity with Site Plan for all disaster situations.
3. Familiarity with use of radio telephone equipment and procedures.
4. Completion of CFSTES P.I.O. course.

EQUIPMENT/SUPPLIES:

1. Keys.
2. Battery-powered am/fm radio and extra batteries.
3. Logs for recording messages, pencils and paper.
4. Radio telephone.
5. Communication sample script (Appendix B-1).
6. School status report (Appendix B-2).
7. Walkie-Talkie fm transceiver for communications with EOC and other disaster teams.
8. Radio Telephone/Message Log (Appendix B-3)

PROCEDURES:

1. Set up radio/telephone communications center at appropriate location in the office area (which would probably be in close proximity to EOC.) (If the phones are working and it is safe to reenter the building, the school office might be considered.)
2. Monitor EBS stations on am/fm battery powered radio and log all relevant messages for EOC Team.
3. The following AM stations are authorized to broadcast:

KCBS 740
KNBR 680
KGO 810

4. If telephones are working, log all incoming and outgoing calls.
5. Keep E.O.C. updated on all communications and updated on all problems encountered in performing assignment.

COMMUNICATIONS:

Knowing what has happened, what is happening and what will happen and being able to communicate this information to staff, students, parents, relatives, reporters and the general public is a major factor in effectively dealing with any disaster situation.

Under normal circumstances, all information should be released through the Superintendent or the Public Information Officer at the EOC. It is important that information only be released by personnel authorized to do so. School should direct all news media persons to the District Public Information Officer. Unusual situations may occur when it is impossible or impractical to direct the inquiries to the Superintendent or District Public Information Office. In these cases, the Incident Coordinator should clear all information with the Superintendent or Public Information Officer prior to its release. If this is not possible, the IC may release information of a general nature that will control panic and offer reassurance that all necessary actions are being taken.

In giving out information, a prepared script should be used and comments other than those in the script should not be made. Keep a copy of the script with a permanent record of the disaster incident.

The release of names of those persons who are injured or dead will be provided in a printed release by the District only after all parents, relatives or spouses have been notified by police. **Do not release these names.**

OPERATIONS

MEDICAL/FIRST AID TEAM (4 PERSON TEAM): (SEE ALSO APPENDIX C)

DUTIES:

1. Triage (evaluate and sort victims suffering injuries) using Simple Triage and Rapid Treatment Plan (S.T.A.R.T.)
2. Establish first aid treatment area and casualty collection point (CCP).
3. Provide emergency first aid.
4. Document all first aid treatment administered.

ASSIGNMENT:

1. School Nurse/Health Technician, if available.
2. Three trained school personnel (could include aides), including one person for record keeping.

TRAINING:

1. Red Cross Standard First Aid.
2. Red Cross Cardio-Pulmonary Resuscitation (CPR).
3. Training in triage procedures. (Appendix C-2)
4. Department of Transportation (DOT) First Responder Training (if available).

EQUIPMENT/SUPPLIES:

1. First aid kit (include major trauma supplies in designated kit (if available)).
2. Litters/body boards.
3. Blankets.
4. Body bags and identification tags.
5. Flashlight and extra batteries.
6. Triage tags (if available).
7. First Aid Treatment memo, student health cards, clipboard, pencils, Disaster Team Report. (See Appendix E-1).
8. Current list of student "health" concerns (Appendix C-3).
9. Yellow hard hat and green vest.
10. Handie-Talkie fm transceiver for communications with EOC, OPS and other disaster teams.

PROCEDURES:

1. After taking roll, report missing students with Classroom Accountability Report (Appendix F-2) and last known location through Logistics Chief to The Incident Coordinator (I.C.) in the EOC and report and activate the medical team. Pick walkie-Talkie in the communications center.
2. Establish first aid treatment area and notify EOC. The area needs to be protected and shaded, close to the EOC, away from the view of others for psychological reasons, close to ambulance access. The police and fire departments need to be informed as to proposed location (and actual location during incident).

3. Transfer all student health cards to first aid treatment area.
4. In conjunction with EOC, determine availability of emergency medical services (responders to the scene or hospital capability). "Is someone coming here?" "Do we take them there?" "How do we take them?"
5. The IC should be kept informed of injury status.
6. Record keeper fills out First Aid Treatment Memo as to major injuries. If transported and where, etc. These are updated throughout the disaster. One copy is sent with paramedics and other copy is kept on file at school. (Very simple first aid can be noted on the students health card.)
7. Treat immediate category patients and prepare for transport. S.T.A.R.T. TRIAGE (see Appendix C-2).
8. When outside disaster responders arrive, they must be fully briefed as to injury status.
9. Establish a morgue area if needed:
 - A. A Major concerns are identification and preservation of the body and documentation as to the cause of death (if that can be determined).
 - B. If disaster is short-term, bodies should be covered and undisturbed.
 - C. If disaster is long-term, bodies should be covered and located in cool area away from surviving victims.

OPERATIONS

SAFETY/SECURITY/UTILITY TEAM (2 PERSON TEAM):

DUTIES:

1. Shut off all utilities to prevent fires, explosion, injury or damage.
2. Secure campus to prevent unauthorized entry into or exit from school.

ASSIGNMENT

1. Custodian and teaching personnel trained in duties listed above.
2. Campus supervisor and/or Resource Officer.
3. Two Student Emergency Response Team (SERT) members.

TRAINING

1. Knowledge of the campus layout and location of rooms and utilities
2. Know when, how and where to shut off utilities.
3. Must know all access points to campus and how to secure them.
4. Familiarity with Communications Protocol, procedures and use of walki-talki. (App. B-4).
5. Familiarization with Brewer MS Disaster Plan.

EQUIPMENT/SUPPLIES:

1. Complete set of campus keys.
2. Tools required to shut off utilities.
3. Signs indicating location of student release point.
4. Supplies to mount signs.
5. Supplies/equipment to secure open areas (i.e., ropes, barricades, etc.)
6. Disaster Team Report Form Maps of HVAC, electrical panels, water, gas shutoff, fire extinguishers. (See Appendix D-2 through D-7).
7. Yellow hard hat and Emergency/Disaster Team vest.
8. Handie-Talkie fm transceiver for communications with EOC, OPS and other disaster teams.

PROCEDURES:

1. If assigned to class, after taking roll, proceed to EOC to report missing personnel and last known location, then form Security/ Utility Teams. Pick up Handie-Talkie in communication center.
2. If required/needed in priority order:
 - A. Shut off gas main.
 - B. Shut off electricity.
 - C. Shut off water .

3. If needed, double check location of student request/release point with EOC Team.
4. Lock all outside accesses, gates or doors (see Appendix D-1).
5. Station personnel as needed to refer people to the student request/release points.
6. Mount signs at campus access points to direct parents to student request/release point.
7. Report problems or status to EOC on appropriate form.
8. Report to EOC after items 1-6 are completed for re-assignment.
 - A. Head custodian is reassigned to Supply Team and/or SAR Team.
 - B. Campus supervisor will continue to monitor security.
 - D. SSO is assigned to EOC and serves as liaison for OPD/OFD and government agencies.

OPERATIONS

SEARCH AND RESCUE/FIRE TEAM (TWO 2 PERSON TEAMS):

(SEE ALSO APPENDIX E)

DUTIES:

1. Search all facilities for injured or trapped personnel/students to ensure complete evacuation.
2. Perform fire suppressions and perform life-saving first aid when needed.

ASSIGNMENT:

1. Custodian and/or teaching personnel trained and physically able to perform light rescue and other duties listed above.
2. Shop teacher.
3. Two Student Emergency Response Team (SERT) members.

TRAINING:

1. Knowledge of campus layout and location of rooms and utilities.
2. Knowledge of search and rescue procedures.
3. Training in First Aide and CPR.
4. Familiarization with communication protocol, procedures and use of walki-talki. (Appen. B-4)
5. Familiarization with LMS Disaster plan.

EQUIPMENT/SUPPLIES:

1. Fire extinguishers
2. First aid kit
3. Litter or body board
4. Flashlight and extra batteries
5. Axe or crowbar
6. Communications (two-way radio, Handie-Talkie fm transceiver for comms with EOC)
7. Leather gloves
8. Hard hats and Emergency/Disaster vests
9. Sturdy shoes
10. Blanket
11. Disaster Team Report Form, Damage Survey Report, paper and pencils/pens (see Appen E-1 and E-2)
12. Stickers for doors and/or chalk for marking "X"
13. Current roster of staff and students
14. Paper and pencils/pens

PROCEDURES:

1. After taking attendance in the EAA, report missing students on Classroom Accountability Report (Appendix F2) and last known location through Logistics Chief to Incident Commander in the EOC.

2. After turning over class roster of students to Buddy Teacher/ Student Supervision Team, report into EOC to form and activate Search and Rescue/Fire teams. Pick up Walkie-Talkie in communications center.
3. Working in pairs, inspect all classrooms/offices/work areas in methodical and predetermined pattern. Team #1 - search areas Main building, 30 Wing, Upper Field and Portables. Team #2 - search 50 Wing, 40 Wing, Gym, Boys' and Girls' Locker Room, and Lower Field. (If it is necessary to activate additional SAR teams, then inspection of spaces will be reassigned accordingly).
4. Carefully explore each room visually, vocally and physically: that is, look, call out for replies and actively search through any rubble.
5. Upon discovery of an injured person, one member of the team should remain with the person and another member should summon aid.
6. Write an "X" on the door in chalk when inspection/search is completed (One / upon entering; Cross the X when search is completed.)
7. Perform light rescue, fire suppression and life-saving first aid techniques as needed. Summon First Aid Team and additional help as needed.
8. Note general damage to structures. Upon completion of search, report to Damage Assessment Team areas where structural damage is observed.
9. Report to EOC on Disaster Team Report form or by 2-way radio or messenger.
10. Search and Rescue Teams should not be delayed by any particular victim or problem, but should have other personnel take charge as soon as possible so that they can continue their inspection of entire grounds.

OPERATIONS

AUXILIARY SUPPORT TEAM (4 PERSON TEAM):

STUDENT EMERGENCY RESPONSE TEAM (SERT) (5-8 PERSON TEAM)

(SEE ALSO APPENDIX H)

DUTIES:

1. Assist as messengers with attendance procedures at EAA; assist Student Release Teams; assist First Aid Team at First Aid Station; assist IC at EOC and EAA; and SAR teams or assist in any location or responsibility where services are appropriate.
2. Provide psychological support to students and staff as needed.(Appendix H-1 and H-2)

ASSIGNMENT:

1. Media Center Aide (Team Leader).
2. Student Leadership members and parent volunteers.
3. Student and community resources in areas such as communications (Ham radio, survival skills, etc.).
4. Youth Group Members (Boy Scouts/Girl Scouts) who have proficiency in first aid techniques and procedures.
5. American Red Cross Youth Emergency Services (YES) Team.
6. School psychologist.
7. Normally two S.E.R.T. members each will be preassigned to:
 - (a) Medical/First Aide
 - (b) EOC
 - (c) SAR/FIRE
 - (d) Student Release
 - (e) Supply
 - (f) Auxiliary Support (4 students)

TRAINING:

1. Familiarity with Loecs Disaster Plan.
2. Drill or exercise experience, if possible.
3. Familiarity with communications, first aid, CPR, Emergency Services Experience.
4. Familiarization with communications protocol, procedures and use of walkie-talkie (Appendix B-4).

EQUIPMENT/SUPPLIES:

1. Walkie-Talkie fm transceiver for communications with EOC, OPS, log and other disaster teams.
2. Disaster/Emergency vests.
3. Pencils and note pads for taking notes

PROCEDURES:

1. SERT members will report to their team leader in a predesignated area for duties and assist in attendance reporting.
2. After attendance is taken and students are accounted for at the EAA, designated members of SERT will go to preassigned teams (i.e. EOC, Medical/first aide, Fire/SAR, etc.) to assist.
3. Accurate records need to be kept by the principal as to volunteers, if utilized. As needed, students from Leadership class, students, parent or community volunteers will be selected and will be moved to a designated area.
4. Team will be subsequently assigned to assist in various duties as needed.

OPERATIONS

STUDENT RELEASE TEAM/STAFF ACCOUNTING (4 PERSON TEAM):

(SEE ALSO APPENDIX I)

DUTIES:

Document the release of students to responsible guardians or designated adults.

ASSIGNMENT:

1. Team shall consist of four members: attendance secretary, a teacher and two other staff/volunteers.
2. Two Student Emergency Response Team (SERT) members.

TRAINING:

1. Should be familiar with student release procedures.
2. Familiarization with communications protocol, procedures and use of walki-talki (Appendix B-4).

EQUIPMENT/SUPPLIES:

1. Student Emergency Cards, Request for Student Release (Appendix I-1), and Alphabetical Class Lists (Appendix I-2).
2. Student schedules to determine location of students at any given period.
3. Table, pens, pencils, paper.
4. Emergency vests.

PROCEDURES:

1. Establish parent communication/request point and student release point and notify EOC Team. Normally the request point and release point will be located in the Attendance Office and the Main Office. Four release points will be set up depending on circumstances and situations:

Normally

- 1 A-H
 - 2 I-M
 - 3 N-S
 - 4 T-Z
2. Interview people requesting release of students and verify authorization with personal identification and the student emergency card.
 3. Assist with the filling out two of the Request for Student Release forms.
 4. Give one copy of signed Student Request form to authorized parent/adult and direct them to student release point to wait for student.
 5. Direct SERT members or other Student Release Team Members to locate and bring the student requested. (Student aides may be used to transfer information - signed Student Release Request forms.)

6. Compare both copies of Student Release Request Form for signature match.
7. If student is uninjured and willing to go with the adult, the student may be released. If the student cannot be released to the person making the request, note it on the Student Request Form and convey the information to the Team members at the Request Point for notation on the student's Emergency Card.
8. Keep separate file of Request for Student Release Forms.

RELEASE OF STUDENTS:

Following a disaster, students will be kept at school until they can be released to their parents or other authorized person(s) on the student release card (if the student remains at school). In order to maintain control and account for all students within the school as well as provide for their safe and expedient release, the following will be put into effect at the school:

1. Securing the campus - closing off and or locking all outside gates and entrances.
2. Directing parents to the areas set up for release of students. (Request Point and Release Point should be separated and not visible to students to prevent students running and thus causing a possible stampede by other students.)
3. At the Request Point, the parent will request, on Request for Student Release Form, the release of a student and sign the request. Parent keeps copy and original of form is taken to be announced at the school's EAA.
4. Was student schedule to located exact location of students in EAA.
5. The student, with the original student request form, is brought to the Release Point, and the signatures on the student's copy and the parent's copy are compared.
6. If all checks out the student is reunited with the parent(s) at this point in the process.

It is the intent of Brewer Middle School to reunite students and parents as quickly as possible. For the protection and welfare of all students and staff members this procedure for the release of students will be put into effect immediately following any disaster incident whose severity necessitates this type of action.

LOGISTICS

STUDENT SUPERVISION TEAM (12 - 30 PERSON TEAM):

(SEE ALSO APPENDEX F)

DUTIES:

1. MUST REMAIN CALM AND KEEP STUDENTS CALM, QUIET AND TOGETHER DURING DISASTER.
2. Account for all students and locate students for Student Release Team.
3. Provide students work, entertainment, games, activities to keep busy until released to their parents.

ASSIGNMENT:

1. All teaching personnel not assigned other specific disaster duties or when other duties are completed.
2. One teacher is assigned as "Student Supervision Team Leader".

TRAINING:

1. Knowledge of attendance procedures and use of reports/forms.
2. Knowledge of Emergency procedures and evacuation routes.
3. Familiarization with communications protocol, procedures and use of walki-talki (Appendix B-4).

EQUIPMENT/SUPPLIES:

1. Classroom Disaster kit and check-off list of supplies
2. Emergency Exit Routes (Appendix F-1).
3. Attendance folder(s).
4. Classroom Accountability Report form(s) (Appendix F-2).
5. Pencil/pen.
6. Games and activities (cards, chess, checker, Frisbee, softball, etc.).
7. Emergency Procedures (Appendix F-3).

PROCEDURES:

1. If assigned to a class, after taking attendance, complete Classroom Accountability Report and through Logistics Chief report to EOC missing students/personnel and last known location (See Appendix F-1). Inform IC of any structural change/damage to classrooms or structures. (See Appendix E-2)
2. Take over supervision of students in classes whose teachers have other Emergency Response Team assignments.
3. Locate and help student get to the student release point.
4. Update roll as students leave Emergency Assembly Area (EAA).
5. Keep students in class groups in EAA DURING THE ENTIRE DISASTER SITUATION, REASSURE THE STUDENTSTHAT EVERYTHING WILL BE OKAY. REMAIN AS CALM AS POSSIBLE.(See Appendix H-1)
6. Student Supervision Team leader assists in coordination and supervision of all team members and reports to the Logistics Chief.
7. If the teacher is on a "prep" period in the event of emergency, then the teacher will report o the Auxiliary Support Team leader for assignment.

LOGISTICS

SUPPLY/FOOD/WATER/TRANSPORTATION TEAM (6 PERSON TEAM):

(SEE ALSO APPENDIX G)

DUTIES

Provide communications, supplies, food, sanitation and transportation services during the disaster.

ASSIGNMENTS:

1. Two Teachers and two paraprofessionals.
2. Cafeteria manager.
3. Day Custodian/Night Custodian
4. Two Student Emergency Response Team (SERT) members.

TRAINING:

1. Familiarity with location of all disaster supplies, tools and equipment
2. Knowledge of which supplies are available through the District.
3. Knowledge of proper procedures for obtaining supplies.
4. Familiarization with communications protocol, procedures and use of walki-talki (Appendix B-4).

EQUIPMENT/SUPPLIES:

1. Inventory list of non-medical Emergency Supplies and equipment, (i.e., blankets, fire extinguishers, combs, wheelchairs, etc.) (Appendix G-1)
2. Inventory of Emergency Medical Supplies (Appendix G-2)
3. Inventory of Disaster Preparedness Kits (Appendix G-3)
4. Clipboard.
5. Carts for transporting supplies.
6. Requisition forms or special disaster requisition forms. (Appendix G-4)
7. Disaster Team Report Form. (Appendix E-1)
8. Sanitation supplies (shovels, lime, plastic bags with ties, toilet-paper, signs, etc) Shovels, rakes, picks, etc. are located in the Out-door Development shed behind the Science complex and in the "Barn" in the Nature Area.

PROCEDURES:

1. Take roll and report missing students/personnel and last known location to EOC using the Classroom Accountability Report and report to Supply Team.
2. Establish and maintains communications with EOC.
3. In critical situations that cannot wait for District EOC coordination, the Communications person contacts fire, police, medical responders by most expedient means (two-way radio).
4. Supply Coordinator should check disaster supply storage to evaluate Emergency Supplies and work in concert with Medical Team concerning medical supplies status.
5. Move supplies to safe area, if necessary or possible.

6. Issue disaster supplies to Emergency Response Teams as needed.
7. Coordinate ordering supplies:
 - A. **Sanitation Coordinator** should establish field latrines (male and female) as needed. If it is safe to re-enter the buildings, it may be possible to use existing toilet facilities by lining the stools with plastic bags. (The set up and procedures should be established prior to disaster situations, so that they can be explained to staff and students.) Support personnel should be stationed at latrines to instruct students on usage. Upon request of EOC, food coordinator should establish schedule and method of food preparation.
 - B. **Food Coordinator** sets up field kitchen if needed for extended emergencies.
 - C. **Transportation Coordinator** - coordinates transportation to and from school for staff and students.
 - D. Report regularly to EOC on status or problems encountered in assignment(s), using Disaster Team Report Form or other appropriate means.

PLANNING AND INTELLIGENCE

DAMAGE ASSESSMENT TEAM (2 PERSON TEAM):

(SEE ALSO APPENDIX J)

Team Functions will normally be assumed by SAR/Fire Teams; However, when necessary this team will be activated by designated staff personnel.

DUTIES:

1. Document the nature and extent of damage to facilities.
2. Determine if buildings can be re-inhabited.

ASSIGNMENT:

1. Teaching personnel, other staff as assigned (could include aides and custodians).
2. School custodian.

TRAINING:

1. Red Cross Damage Assessment Course (if available).
2. Familiarization with communications protocol, procedures and use of walkie-talkie (Appendix B-4).

EQUIPMENT:

2. Note pad and pencil/pen and Damage Assessment Survey (see Appendix E-2).
3. School map with key points indicated.
4. Flashlight and extra batteries.
5. Hard hat.
6. Sturdy shoes.
7. Polaroid camera and film.

PROCEDURES:

1. If assigned a class, after taking roll, report to EOC missing students/personnel and last known location and inform Damage assessment Team of any structural damage to classrooms.
2. Set up central reporting point to debrief Search and Rescue Teams (probably with the E.O.C.).
3. Debrief Search and Rescue Teams.
4. Go first to areas most susceptible to damage.
5. Record all damage to buildings, including ability to reoccupy (if this can be determined), utility status, damage to contents, etc.
6. Document with photographs, if possible.
7. Report regularly to Operations Center Team, using Damage Assessment Survey and other appropriate means.

PLANNING AND INTELLIGENCE

SITSTAT/RESTAT (Situation Status/Resource Status) (1-2 PERSON TEAM)

(SEE ALSO APPENDIX K)

DUTIES:

1. Document and maintain records of the status of the incident and resource available.
2. Display information on status board and charts in EOC.
3. Assist in setting up EDC.

ASSIGNMENT: School Secretary

TRAINING:

1. Familiarization with Brewer MS Disaster Plan and resources available.
2. Familiarization with communications protocol, procedures and use of walkie-talkie (Appendix B-4).

EQUIPMENT/SUPPLIES:

1. Status board, pens, pencils.
2. Blueprint of the school.
3. Staff Resource Survey (Appendix K-1).
4. Community Resource Survey (Appendix K-2).

PROCEDURES:

1. When SITSTAT/RESTAT Team is activated report to Incident Commander in the EOC.
2. Initiate and maintain status of situation and resources available to the EOC.

ADMIN AND FINANCE

INCIDENT LOG SCRIBE DOCUMENTATION TEAM (1-2 PERSON TEAM)

(SEE ALSO APPENDIX L)

DUTIES:

Document the "HISTORY" of the incident.

ASSIGNMENT: School Secretary.

TRAINING:

Familiarization with the Disaster Plan.

EQUIPMENT/SUPPLIES:

1. Note pad, pencil and paper

DUTIES:

1. Interview the various Disaster Team members to obtain first hand information on the incident.
2. Collect logs, charts, status boards, messages, etc. on the incident that will assist in obtaining a detailed account.
3. Write a summary of the incident based upon the information collected.

ADMIN AND FINANCE

FINANCE TEAM (1 TO 2 PER TEAM):

(SEE ALSO APPENDIX M)

DUTIES:

During or after disaster.

ASSIGNMENT:

1. Principal's secretary.
2. School SITE Office Assistant.

TRAINING:

Knowledge of requisition procedures and finance used within AUSD.

EQUIPMENT/SUPPLIES:

1. Requisition forms.
2. Computer.

PROCEDURES:

1. When team is activated by the Principal, report to the EOC for assignment.
2. Use OUSD requisition procedures and/or emergency procedures to obtain supplies/materials to support the operations over and extended period of time.

Appendix L

Master Schedule
Implementation Plan
Recruitment Plan

LEGACIES IMPLEMENTATION TIMELINE & BUDGET ASSUMPTIONS

Item #	Task	Description	Due Date	Who is responsible
1	Hire Principal	<ol style="list-style-type: none"> 1. The board will develop process to hire principal 2. Complete Interviews 3. Select principal 	October 1 Oct.15 Oct 27	Executive Director & Board
3	Complete ASAM Application	Comply with May 31, 2012	Oct 2012	Executive Director
4	Provide Board Training	Schedule Time and Identify a Training Materials – insure Board understands compliance and fiduciary responsibilities	Nov 2012	Executive Director & Board President
5	Schedule First Board Meeting	Begin meeting according to Brown Act	Jan 2013	Board President
6	Insure that the building is ready with Occupancy Permit	Work out a plan with Tenant of building – stay updated	Dec 2012	Executive Director & Board
7	Insure that the 501 (c) (3) status is current	Complete necessary forms to reinstate the inactive Non-Profit	Oct 2012	Executive Director
9	Develop Recruitment Plan for Staff & Students	Work with the Principal to develop a Recruitment Plan for staff and students	Dec 2012	Executive Director & Board
10	Fund Raising	Identify funding sources including grants & Develop fund raising events	January 2013	Executive Director & Board
11	Recruit & Enroll New Students	Principal will develop and implement recruitment plan which includes seeking students from social service agencies (see letter of support); Begin enrollment of 80 students	Mar 2013 – Until	Executive Director & Principal
12	Hire Principal Principal Professional Development	Principal to participate in training that prepares him/her for LEGACIES population and pedagogy	Mar 2013	Principal
13	Interview & Hire Staff	Interview all staff and determine start date for work depending on job. The goal is to insure that individuals will be ready for work as needed	Mar 2013	Executive Director; Principal & Board
14	Professional Development Plan & Implement	Staff required to participate in Summer PD; PD Every Friday; and Collaborative Planning Daily 3:10 – 4:15	Jan 2013- June 2014	Executive Director & Principal
15	Building – Lease Agreement - Occupancy	Open the School Offices for business	Jan 2013	

PROFESSIONAL SERVICE & CONSULTANTS

Consultant	Description of Duties	Assumptions	
Executive Director	Represent LEGACIES as needed and when required Identify Funding Sources Meet with Boards (LEGACIES & OUSD) Coach Principal Professional Development Plan Provide Timely Reports to the Board Develop instruments to evaluate fiduciary implementation of the charter petition Develop instruments that measure the effectiveness of school strategies on student Achievement	Assumes Contract at \$10000 - \$50000	
Finances & Operations	Develop Maintain School Budget Maintain Standard Accounting Procedure Records Procedure Records Back Office Services (Payroll, H.R., Data Collection)	Assumes Contract at \$2500 - \$40000	
Backed End Services	Human Resources Accounts Payable & Receivables & Payroll	Assumes Contract at \$2500 - \$10000	
Special Education		Assumes Contract at \$45600	\$600 x 76
Janitorial Services	Maintain and clean, healthy, and safe environment of the building	Assumes Contract at \$10000- \$22000	
Legal		Assumes Contract at \$5000 - \$25000	
Testing, Accountability, Assessment	Develop Maintain Data Base	Assumes Contract at \$2500 - \$7500	
Technology		Assumes Contract at \$2500 - \$20000	

PCSGP Form 7 – Charter School Work Plan/Activities (Required in Application)
Legacies of Excellence Charter School

Element	Timeline		Position/Person Responsible	Evidence
	Start	End		
Educational Program (EP)				
Actions/Activities:				
Ep1. Order/purchase Books/Instructional Materials/Supplies/Tech Licenses	2/13	6/13	Exec. Director	Budget/Purchase Orders
Ep.2 First Monthly Staff Meetings	8/13	8/13	Principal	Agenda/Sign-in Sheets
Ep.3 Orientation PD	8/13	6/13	Exec. Director	Syllabus/Sign-in Sheets
Ep.4 PD Seminar 1 (See Appendix A)	6/13	6/13	Exec. Director	Syllabus/Sign-in Sheets
Ep.5 First Collaboration & Planning Meeting	8/13	8/13	Principal	Syllabus/Sign-in Sheets
Ep.6 Prof. Dev. (PD) Seminar 2(See Appendix A)	8/13	8/13	Exec. Director	Syllabus/Sign-in Sheets
Charter Management Plan (CMP)				
Actions/Activities:				
CMP1 District oversight meetings compliance with MOU	8/13	6/14	Exec. Director	Syllabus/Policy/Sign-in
CMP2 Development of Observation Protocol	8/13	6/14	Exec. Director	Actual Protocol Docs.
CMP3 Purchase DOMA/DORA	8/13	6/14	Exec. Director	Purchase Orders
CMP4 DORA PD	8/13	9/13	Principal	Syllabus/Sign-in Sheets
CMP5 DOMA PD	8/13	9/13	Principal	Syllabus/Sign-in Sheets
CMP4 Formation of Professional Learning Community Teams Training	8/13	9/13	Principal	Syllabus/Organization Chart/List of Committee Members
CM5 Employee/Initiate Service Contract Agreement with Back End Service Provider for Data Entry/Analysis	5/13	6/14	Exec. Director	Service Contract Agreement
Community and Parent Involvement (CPI)				
Actions/Activities:				
CPI1 Development of Protocol & Policy/By-Laws	5/13	6/13	Exec. Director	Actual Protocol Docs
CPI2 Efficacy Protocol and Evaluation of Volunteers and Parent boards, committees, etc.	8/13	8/13	Principal	Actual Protocol Docs
CPI3 Translations of materials into home language	3/13	4/13	Exec. Director	Parent Notification Docs in Span/Arabic/etc.

PCSGP Form 7 – Charter School Work Plan/Activities (Required in Application)
 Legacies of Excellence Charter School

CPI4 Support for Parent/Family Boards and Organization	9/13	6/14	Principal	Sign-in Sheets Website Website Handbooks Members List Calendar Calendar Calendar	
CPI 5 Design and Publish School Website	1/13	8/13	Exec. Director		
CPI 6 Maintain & Update Website	8/13	6/14	Principal		
CPI7 Updates to Parent/Student/Staff Handbook	2/13	3/13	Principal		
CPI8 Elect a parent to School Board	4/13	6/13	Principal		
CPI9 Schedule SSC/BAC/SEL Parent Council Meetings	4/13	5/13	Exec. Director		
CPI10 Schedule Family/Community Annual Events	9/13	9/13	Principal		
CPI11 Schedule Parent/Teacher Conferences	9/13	9/13	Principal		
CPI12	10/13	11/13	Principal		
	9/13	10/13			
Sustainability and Alignment of Resources (SAR)					
Actions/Activities:					
SAR1 Contract Services of Exec Director	1/13	1/13	Board		
Targeted Capacity Building Activities (TCB) (if applicable)					
<ul style="list-style-type: none"> • Governance Training (required) • Fiscal Management Training (required) 					
Actions/Activities:					
Autonomy (AUT)					
Actions/Activities:					
Notifications and Admissions (NAA)					
Actions/Activities:					

Recruitment Plan

Legacies of Excellence, Agriculture

After-School Program

February – June, 2013

- ❖ The Board will recruit students by capitalizing on a unique After-School Program in a brand new building with roof gardens and teaching kitchens. The talking points listed below will be used in information sessions to excite parents, community, and students to enroll in our after-school program – before the Charter School opens. Pounding the pavements all over the neighborhood to get the word out about this program which includes Agriculture-Homework-Health & Wellness for “all” students in grades 5 -8.

Legacies of Excellence, is a not for profit organization created to:

- Provide students in grades 5 – 8, who because of their demographics, are in need of support in order to graduate on time from high school.
- Provide tutoring and mentoring support to complete their daily school “learning” requirements there is time for hands-on lessons and field trips in Agriculture and sustainable living. They learn the importance of growing food locally and sharing with the community.
- Enable youth to participate in a developing “green community” and become master minds about sustainable living; entrepreneurship; leadership and social capital (family responsibility; community building; and sustainability).
- Improve the hopes and dreams of improving the economic and social conditions in Oakland, these students will learn in a modern and safe environment with five (5) roof gardens and two (2) culinary kitchens. LEGACIES has commitment from Lynn Martindale, UC Davis Agriculture program to implement the Environmental Curriculum adopted by California Dept. of Education in our After School Program. The students will learn about the food they plant, grow, and prepare and share with the community. They will learn about the science of agricultural engineering and careers that generate from it. They will learn the necessary skills of good language, manners, and morals to become successful entrepreneurs.
- Teach students about the history of agriculture and African American and Latino contributions to the industry. We will take them on field trips to local farms and green industries in Oakland. Parents will be encouraged to participate at least by listening to their children at night as they share their excitement and projects, as well as to join them in evening and weekend celebrations.

Recruitment Plan

We realize that academic success is built upon a foundation of health and wellness: emotional, mental, moral, and social. To that end we will bring into our after school program the services of social service agencies providers; local mentoring programs; and community organizations and we will match their services with the needs of the students.

- We provide an opportunity for social service agencies to use our campus so that parents don't have to drive across town to appointments with e.g. tutors; mentors; counselors; therapists; and eye exams. County and local agencies may use our campus classrooms afterschool for parents who are likely "no-shows" for scheduled appointments because of scheduling and transportation issues.

We realize that parenting starts in the home – including foster homes – therefore parents will be required to participate in seminars; institutes; and conferences to learn parenting skills. We realize that the economics circumstances of parents greatly affect their emotional conditions – and we will bring services to the campus to support families. We will bring in community based organizations that meet our criteria and have a track record of success.

Recruiting Students and Teachers:

We will utilize the After-School program, which will open in February, 2013, to advertise and build capacity for the Charter School that will open August, 2013. We will continue meetings and collaboration with the Oakland Housing Authority; Foster Care and Mental Health agents to identify parents who need help. The major focus is to seek and find students and families with the greatest needs and the criteria are:

- Low academic performance
- Multiple Office Referrals
- Suspensions
- Disciplinary Hearing Panel Students
- Change in behavior (social or academic)
- Foster Care

Information Sessions

❖ As we identify these families we will invite them to attend information sessions about Legacies of Excellence, Agriculture After-School Program and Charter School:

- 1) We will schedule MANY information sessions between January and May to ensure our enrollment at 120 students for August 2013

Recruitment Plan

- 2) As we continue these sessions all over the city, pounding the pavements to get the word out – “word of mouth” will ensure the flow of parents to our information sessions.
 - 3) We will explain and demonstrate our Agriculture focus with social support.
 - 4) We will have guest speakers that provide mini seminars to parents on topics of interests (parenting; employment; drug abuse; anger management, etc.) then we will direct social service agencies to the parents.
 - 5) We will collect signatures and enrollment forms from parents/guardians of students who are or will be in grades 5- 8 in 2013.
- ❖ Students in grades 5 – 8 may enroll in the After School Program
 - ❖ Students who will be in grades 5 and 6 in August, 2013, may enroll in the Charter School.

Recruiting Teachers

We will work with *Teach Tomorrow in Oakland* to recruit teachers who are African American and Latino because key to the LEGACIES program is having teachers who understand the culture and language of the children and who intuitively and with training implement culturally relevant and linguistically appropriate instructional strategies. We will advertise to teachers who signed our forms that they might be interested in teaching at LEGACIES; Craigs List; EdJoin; Churches; community groups, sororities, and fraternities.

Recruiting the Principal

The Board and Executive Director will carefully select the Principal to implement the instructional program at LEGACIES. That person will also need to understand the culture and language of the children and intuitively and with training implement culturally relevant and linguistically appropriate instructional strategies. This “instruction leader” will need experience and verification of success in working with students from these demographics; passion and commitment; and a willingness to **work collaboratively and cooperatively with staff, parents, and community.**

Recruitment Plan

Legacies of Excellence, Agriculture Action Plan

Start Date	Description	Goal for After-School & Charter School	Completion Date
Jan 2013	Initial Information Sessions For Parents	40 student enrollment forms	Jan 2013
Feb—June 2013	Information Sessions for Parents	120 enrollment forms	June 2013
Jan 2013	Begin After-School Program	50 Students	Jan 2013
Feb – June 2013	Continue After-School Program	120 Students	June 2013
Feb – 2013	Hire Interim Principal	No Duties for Principal	Feb 2013
Feb – May 2013	Interview & Hire Permanent Principal	Hire Principal & begin work July 1, 2013	July 1
Feb – May 2013	Interview & Hire Admin Asst.	Hire Principal & begin work July 1, 2013	July 1
Feb – May 2013	Interview & Hire Teachers	Hire Teachers & begin work Aug 1, 2013	June 15
August 2013	Parent/Family Orientation	Distribute Family Handbook	Aug 2013

Legacy of Excellence Charter School Master Schedule

Period	Time	Instructional Minutes	Class A	Class B	Class C	Class C	
A	7:35-8:25	60	Breakfast/Morning Mtg.	Breakfast/Morning Mtg.	Breakfast/Morning Mtg.	Breakfast/Morning Mtg.	
1	8:30-10:00	90	ELA*	ELA	ELA	ELA	
2	10:00-10:40	40	Math	P.E.	Math	Math	
3	10:40-11:20	45	P.E./	Math	P.E.	Science/ Social Studies	
4	11:20-12:05	45	Math	Math	Math	Math	
5	12:05-12:35	30	Lunch & Spoken Word	Lunch & Spoken Word	Lunch & Spoken Word	Lunch & Spoken Word	
6	12:35-1:15	30	Math	Math	Math	Math	
7	1:15-2:05	60	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	P.E.	
8	2:05-2:30	25	Health & Wellness	Health & Wellness	Health & Wellness/	Health & Wellness/	
9	2:30-3:05	35	VAPA*	VAPA*	VAPA*	VAPA*	
		460					
Friday Schedule							
	8:30-10:00	90	ELA	ELA	ELA	ELA	
	10:00-12:00	120	Math	Math	Math	Math	
	12:00-12:40	40	History/Social Science	History/Social Science	History/Social Science	History/Social Science	
	Total	250					
After School Program							
	3:05-3:10	Program Rotation				After School Program	
	3:10-4:10	60	Intervention or Agriculture	Intervention or Agriculture	Intervention or Agriculture	Intervention or Agriculture	
	4:10-6:00	50	Homework or Agriculture	Homework or Agriculture	Homework or Agriculture	Homework or Agriculture	
	5:00-6:00	60	Counseling/Family Therapy*	Counseling/Family Therapy	Counseling/Family Therapy	Counseling/Family Therapy	
	Total	170					

Enrollment: Year One Target is 130 in grades 5 & 6 (Budget Assumption with 120 Students) 27-31 students per class, anticipating the need for a Resource Teacher. We will compare the impact of the program on 5th graders "preparing" for LEGACIES 6th grade in year one with those who are in the program only one year as 6th graders. The research will include 5th students who have previous history of suspensions; referrals; and excessive absenteeism.

ELA – English Language Arts

P.E. – 45 minutes @ 4 days = 180 Minutes weekly

Health & Wellness 20 Minutes @ 3 Days a Week = 80 Minutes Weekly

VAPA Courses will rotate to include multiple disciplines (music/dance/oratory).

Teacher Collaboration: daily from 3:05 pm – 4:00 pm Monday – Thursday and Professional Development/Collaboration Fridays 12:40 – 4:00
Counseling/Family Therapy - A uniform time for scheduling social services for working parents.

After School Program

LEGACIES plans to partner with University of California, Davis to implement an after school program which extends the study of Agriculture and Sustainable living for all students. (See Master Schedule) Volunteers are available through EEI initiative and many other community based programs. All volunteers will be required to complete Legacies professional development Supplemental Support Professional Development, before teaching. The rotation schedule will allow students who need remediation and assistance with homework a venue with access to tutors and computers to "keep up the pace" (Pacing Guides). There is additional time for "families and students" in need of counseling or therapy. Families are encouraged to participate to learn skills that will strengthen the family.

To use the *PBS Planning and Implementation Self-assessment*, the following general guidelines should be considered:

- Form team that is representative to the affected organization or community.
- Specify a question or need which assessment data will help to answer or address.
- Identify existing behavior-related data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates).
- Specify how self-assessment and other information will be collected, summarized, and used in decision making and action planning.
- Analyze and summarize data relative to evaluation question or need.
- Specify desired outcome or objective based on analysis of data.
- Consider and integrate with existing behavior-related efforts, initiatives, and/or programs that might have similar desired outcomes or objectives.
- Select evidence-based practice that is likely to produce desired outcome and achieve objective.
- Prepare site (e.g., people, resources) for accurate and sustained implementation of the practice.
- Implement practice and monitor accuracy or fidelity of implementation.
- Collect data continuously to evaluate progress toward objective or outcome.
- Make adjustments to maximize outcome and/or increase efficiency of practice.

Schools Considering ASAM Participation

Information for alternative schools considering participation in Alternative Schools Accountability Model (ASAM).

California's 1999 Public Schools Accountability Act (PSAA) SB1x requires that all schools be held accountable under systems developed by the California Department of Education (CDE). Accordingly, California *Education Code (EC) Section 52052[h]* required:

The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools . . .

The CDE, in conjunction with the PSAA Subcommittee on Alternative Accountability, developed the Alternative Schools Accountability Model (ASAM) in 2000.

Schools participating in the ASAM are required to meet all federal Elementary and Secondary Education Act of 2001 accountability requirements, specifically Adequate Yearly Progress (AYP) and Academic Performance Index (API) criteria for AYP.

Schools participating in the ASAM are also required to meet state PSAA requirements. These requirements have changed beginning with the 2009–10 ASAM due to funding constraints.

On November 5, 2008, the State Board of Education (SBE) had approved a conceptual framework for redesigning the existing ASAM. The framework had been used during 2008–09 and 2009–10 as the basis for developing and implementing a revised ASAM system, to be phased in over three years from 2010–11 to 2012–13.

In October 2010, the Governor signed the state budget and in doing so vetoed funding for the data collection and reporting of the ASAM program as well as for identifying and disseminating best practices of alternative schools. Due to the lack of funding, in November 2010 the CDE eliminated reporting for the 2009–10 ASAM cycle and a full-time position that had administered the ASAM program. In addition, the CDE has stopped all work on the revised ASAM.

Since the beginning of the 2010–11 API cycle, the CDE:

- Continues designating schools as ASAM if the school meets the established SBE criteria. This means that the CDE posts the ASAM application on the CDE ASAM Web pages and accepts applications from eligible schools.
 - The CDE continues to review these applications for compliance with SBE criteria and notifies the schools of their ASAM status.
 - The CDE maintains a database of all ASAM schools and updates it annually.
- Provides all ASAM schools API reports under the API system starting with the 2010 Base API, including growth targets.
- Does not provide ASAM schools with API ranks consistent with *EC Section 52052(h)* exempting ASAM schools from receiving API ranks,

These activities are consistent with existing state law as it relates to accountability for alternative schools and are appropriate for existing resources. Beginning in 2010–11, the CDE does not produce ASAM reports, and ASAM schools are not required to report ASAM data to the CDE. Instead, for state accountability requirements, ASAM schools are held accountable under the API and receive growth targets but not ranks. This change does not preclude ASAM schools from locally collecting and reporting data about their school for their own use and benefit.

ASAM Eligibility Requirements

The SBE adopted criteria for ASAM eligibility in 2000 and 2003. A school is eligible to apply for the ASAM if it meets either of the following criteria:

Defined Alternative Schools

Alternative schools that are explicitly defined in the *EC* as serving high-risk students are automatically eligible to participate in the ASAM. These are schools with one of the following school types:

- Continuation (*EC* sections 48400 et. seq)
- County or District Community Day (*EC* sections 48660-48926)
- Opportunity (*EC* sections 48640 and 48641)
- County Community (*EC* sections 1980-1986)
- Juvenile Court (*EC* sections 48645-48645.6)
- California Education Authority, Division of Juvenile Justice (*Welfare and Institutions Code [WIC]* sections 1120-1125.5)

To participate in ASAM, these schools must complete the following application:

- Application (DOC)

Other Alternative Schools

Other alternative schools are schools that may serve high-risk students, but are not explicitly required to do so in the *EC*. These include (1) alternative schools of choice and (2) charter schools. These schools must have at least 70 percent of the school's total enrollment comprised of high-risk groups to be eligible for ASAM. The high risk groups include the following:

- Expelled (*EC* Section 48925 [b]) including situations in which enforcement of the expulsion order was suspended (*EC* 48917)
- Suspended (*EC* Section 48925 [d]) more than 10 days in a school year
- Wards of the Court (*WIC* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained More Than Once in kindergarten through grade eight

Pursuant to the SBE action in June 2003, to establish eligibility to participate in the ASAM, these schools must complete the following application:

- Alternative School of Choice and Charter School Application (DOC)

Questions: ASAM Team | asam@cde.ca.gov | 916-319-0869

Last Reviewed: Thursday, May 31, 2012

