

LOE Letter of Intent

LOE Charter

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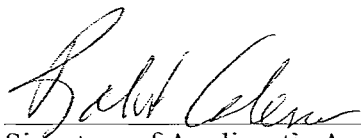
By: _____

Letter of Intent to Apply for a Charter

O.U.S.D Office of Charter School
 1025 Second Avenue, Rm 206
 Oakland, CA 94606
 ph: (510)879-8349
 fax: (510)879-1844

Name of proposed school	Legacies of Excellence Charter School
Petitioner's authorized representative	Dr. Ralph Peterson & Robert Coleman
Full mailing address	10520 MacArthur Blvd Oakland, CA 94605
Daytime telephone number	510-562-7467
Fax number	510-635-9025
Email address	<i>Dr. Peterson: rlpmd01@msn.com .</i> <i>Mr. Coleman: rac8oic@comcast.net</i>
Proposed location of school	The facility is located on a 17,400 square-foot lot at 8024 Rudsdale Street, between 80 th and 81 st Avenue across from the Woodland Elementary School in the Elmhurst District of East Oakland.
Do you plan to request Proposition 39 facilities?	no
Composition of petitioner group	Non-profit organization
Grade levels to be served in Year 1	6th
Anticipated enrollment in year 1	80
Grade levels to be served at full capacity	Legacies will provide scholastic education for grade 6 thru 8
Anticipated enrollment at full capacity	200
Target student population	Legacies will provide services to at-risk students which primarily come from the school systems, Social Services, Probation Department and the Health Care Services Agency of Alameda County
Description of school	Legacies of Excellence will provide an on-site public charter school suited for SED [State Education Department] and OUSD standards. All teachers will be credentialed in their fields and many will have expertise working with academically challenged students Students will be appropriately placed based on their chronological age, level of educational function and behavioral concerns. Students attending the school will receive assessments that will determine specific education needs

	<p>Legacies will mitigate behavioral challenges through counseling and treatments as necessary as well as focus on family/home unification. Practical, no-nonsense policies such as dress and behavior codes, a proactive attendance program and strong expectations outlined in an agreement signed by students and parents or guardians will be implemented.</p> <p>In addition to a focus on core educational and behavioral health needs, students will also develop agricultural and culinary skills. Nutritional and healthy eating education will be provided which will serve to provide early intervention to decrease childhood obesity, diabetes and other potential health issues.</p> <p>The goal will be for all students to develop healthy minds and bodies and be prepared to enter high school at OUSD. We believe that even the most disadvantaged youth can be reached and become academically ready.</p>
Mission	To provide a progressive, effective environment in which academic, interpersonal and social lessons are taught to students that may otherwise be left behind
Planning to work with a charter management organization (CMO) or education management organization(EMO)	No
Please indicate name of CMO/EMO	N/A



Signature of Applicant's Authorized Representative

4-1-10

Date

**LEGACIES OF EXCELLENCE
CHARTER SCHOOL
GRADES 6-8**

Charter Petition
Oakland Unified School District

Submitted to the Board of Education on
April 14, 2010

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I. AFFIRMATIONS and 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 Charter School (LOECS) 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 S04 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

May 12, 2010
Date

Robert Coleman
Print Name

II. INTRODUCTION

*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.

A. THE NEED

The statistics are sobering. A high crime rate, a high foreclosure rate, many families in transition, some families living on the streets. A high overall dropout rate, 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 for a successful and fulfilling life. Children in broad swaths of the Oakland community are in desperate need of attention, resources, and 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 that the he is 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 students received behavioral assistance in Alameda County.⁸ The majority of these individuals live 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 socio-economically disadvantaged youth in OUSD scored proficient or above in English Language Arts and Mathematics on the California Standards Test.

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.

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

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.

B. HOW WE WILL ADDRESS THIS NEED

Legacies of Excellence Charter School will serve high-need 6th – 8th grade students, especially those that have exhibited behavior issues. LOECS 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, LOECS will provide a supportive and challenging educational environment that is desperately needed in Oakland.

Key components of the LOECS program include:

- A Challenging, Standards-Based Educational Program
- Seamless Integration of Behavioral and Mental Health Services
- Integrated Vocational Training Programs
- Strong Mentors and Role Models

LOECS 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 point in their daily lives. LOECS's 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. LOECS is made up of strong community leaders who care about nothing more than to create the environment that will help guide the next generation of youth in Oakland.

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

C. EVIDENCE OF SUPPORT

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

I have discussed [LOECS] 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 LOECS], 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 for additional letters of support.

III. EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

A. MISSION

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 grad with the knowledge, skills, work habits, and attitudes needed to thrive in a challenging college-prep program.

B. EDUCATIONAL PHILOSOPHY

Students to be Served

LOECS will be a small college-prep 6th – 8th grade middle school serving all students who wish to attend subject only to capacity. However, LOECS 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. As outlined in the introduction, thousands of Oakland students fall into these categories.

Through an innovative approach to working with this population, integrating education and therapeutic services, LOECS will offer the support necessary in order for these students to thrive. This support will include a mental health assistant in every classroom, as well as a mental health therapist on site. The goal of LOECS will be to create a safe and productive environment where individuals will be able to concern themselves less with their survival and therefore, be able to devote more of themselves to thriving both academically and socially.

Students from Oakland shall have preference in admission to the LOECS 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 Oakland Unified School District (“OUSD”).

An Educated Person in the 21st Century

LOECS will work to prepare its graduates for life-long success, with the knowledge, skills, work habits, and attitudes that help them thrive in high school, higher education, and beyond. LOECS will create an environment that allows every child to realize his or her full potential. These

students need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. Not only must they be ready to adapt to changes, but to help lead others through these changes. Educated people in the 21st century need 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. 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 LOECS 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
- Skill 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
- Multilingual and multi-cultural literacy
- Technological proficiency that extends from the classroom to the real-world
- 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—by upholding standards of academic excellence, democratic processes, and developmentally appropriate learning experiences—will encourage the creative and critical thinking skills that will enable students to have a positive impact on their communities.

How Learning Best Occurs

The educational philosophy of LOECS is based on the growing body of research which shows that high-need students—mostly low-income children of color—can be bridged if schools and communities focus their attention in a few key areas.

LOECS's focus areas are derived from work done by The Education Trust in a project titled "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 LOECS 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, the LOECS adds two 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 all students.
- Address all the needs of each child, including behavioral and mental health, in service of high levels of academic achievement.

LOECS's academic program is built to effectively implement the six elements of the school's educational philosophy, as follows.

Hold Consistently High Expectations for All Students

All LOECS students will be prepared for the challenges of high school and beyond. The attainment of grade-level proficiency in middle school will support student success in college-prep courses in high school and then in college.

The work of students, staff and families at LOECS is animated by a commitment to the goal of academic proficiency for all. The program provides a balance of challenging standards-based core curriculum with the interventions necessary to help high-need students excel.

The school schedule, allocation of staff and resources, supportive culture, and close collaboration with families will be coordinated to support student proficiency on the state standards. The embedded behavioral health support, the daily support period, and the tutoring and mentoring services are designed to provide the support that this population of students needs.

Frequently Analyze Student Data

Teachers, led by the principal, will regularly analyze student performance on formative assessments in order to adjust the overall curriculum and to tailor instruction to meet the needs of each student. Formative assessments include those that are externally developed, such as the Diagnostic Online Reading Assessment (DORA), as well as teacher-generated instruments. In addition to utilizing frequent formative assessments, teachers will thoroughly analyze the summative CST results each fall to determine overall strengths and weaknesses of the program and make adjustments accordingly.

LOECS's target population—high-need students that face behavioral challenges—requires individualized support to meet the school's high expectations and accelerated pace. This personalized support will include differentiated instruction; ability-based grouping, when warranted, in core courses; the after-school support period; and individual and small group tutoring. All of the work through these support structures will be driven by student achievement data, especially the ongoing formative assessments in Reading and Math, as well as data from the California Standards Test (CST).

Employ a Rich and Challenging Curriculum

LOECS's curriculum is grounded in the CA State Standards, and our instructional program is focused on ensuring student proficiency on the standards. LOECS's teachers will apprise students of the standards that are being addressed each day, and each student will be able to track his or her progress against the standards. When a student is falling behind on progress toward proficiency, the teacher, in conjunction with the student and his or her family, will develop an intervention plan tailored to that student's needs.

We assume that the students that enroll in LOECS, on average, will not have attained proficiency in English Language Arts and Math in 5th grade. We will therefore require every new student to participate in the after-school support program until they have demonstrated that they no longer need that support. Subsequently, as described above, students will participate in the support courses as dictated by their specific needs. In addition, students might be assigned tutors or mentors to assist with their progress. The behavioral health component of LOECS is designed to support the success of all students, and aspects of it will be individualized based upon specific student needs.

Provide Purposeful Professional Development

LOECS's teachers will support students' progress toward proficiency through ambitious instruction aimed at addressing individual student needs and interests. The professional development program at LOECS is specifically designed to support the school's focus on academic skills, as well as the relationship between behavioral health and academic achievement.

LOECS's professional development program has three main components: (1) school-wide learning on issues of universal relevance, such as building student work habits; (2) individual learning on issues related to a teacher's subject area and/or identified growth needs, such as differentiating instruction in math; and (3) collaborative learning on issues of interest to two or more teachers, such as designing formative assessments. This final aspect of professional development will involve peer observation and feedback, planning of units together, and inquiry around shared readings.

Teachers and the principal will meet for ten days prior to the start of school to engage in an intensive professional development institute and during the year they will meet for five one-day institutes, building upon the work done in the intensive institute. This professional development will be facilitated by LOECS staff as well as external experts in both academics and behavioral health. Some key topics of these institutes will be:

- Designing standards-based curriculum and assessments

- Integrating ELD standards into course curricula
- Incorporating the schoolwide literacy program into course curricula, with a focus on reading and writing strategies in the content areas
- Differentiation of instruction to meet varied student needs, especially those of English learners, special needs students and those struggling with academic English

The principal will also receive on-going professional development, both in the form of coaching as well as participation in collaborative learning activities and workshops. Topics for the professional development of school leaders include school design and management, teacher supervision and evaluation, and instructional leadership. The principal will attend the summer “Boot Camp” for charter leaders offered by the Charter School Development Center.

Additional detail is provided in the “Professional Development” section, beginning on page 41.

Create a School Culture that Honors Effort and Resilience

A crucial piece of the LOECS model is creating a school culture that builds on the assets of high-need students, while recognizing their need for intensive support. Students who have repeatedly experienced challenges in school, as well as outside of school, need explicit support and guidance in developing resilience, confidence and successful work habits. LOECS’s robust 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.

Family involvement is also key to supporting a positive and academic-focused culture. LOECS staff and families will regularly celebrate student effort and progress, help students see the connection between personal choice and academic success, and work together to inspire and support students and each other.

Address the Needs of Every Child, Including Behavioral and Mental Health

LOECS is committed to addressing every child’s needs, and recognizes that some of the students will require more support and intervention than others. In particular, behavioral and mental health services will be provided to students based upon a thorough assessment of their needs.

The treatment component will be integrated with the academic program to allow teachers, with the support of the clinical staff, to identify and respond to specific, targeted, antisocial behaviors. The available treatment modalities will not be primarily “talk” therapies, but will integrate cognitive and behavioral elements.

In order for any treatment offered in this program to be optimally effective, collaboration between the student, school staff, and clinical staff is imperative. Each student will have an individual treatment plan, constructed in collaboration with teachers, the Principal, and the clinical staff. This plan will be implemented and monitored closely, and adjusted when necessary.

C. CURRICULUM AND INSTRUCTIONAL DESIGN

Curriculum Design Considerations

LOECS's curriculum is based on the California State Standards and incorporates additional elements that reflect the ambitious outcomes desired for our 8th grade graduates. Each year students will all enroll in core courses in Math, English Language Arts, Science, and Social Studies, as well as three additional courses: Visual and Performing Arts, Behavioral Health (including Physical Education), and Agriculture and Culinary Arts. These additional 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.

Curriculum units and daily lessons will be developed through a backward-design process modeled on the work of Wiggins and McTighe. This work will be guided by three basic questions:

1. What must all students learn? (Outcomes)
2. How will we know when they've learned it? (Evidence)
3. How will we make sure they all learn it? (Instruction)

These plans will be developed in draft form during the summer institute and reviewed and revised across the year. The Principal will meet regularly with teachers to review their plans and provide strategic support and guidance.

LOECS students will accelerate toward proficiency as a result of our inclusive, yet differentiated approach: first we offer a challenging core curriculum based on the standards; second, we offer three additional courses that build upon and reinforce the standards, and third, we provide targeted individual support in intervention courses and through tutoring.

Students will be heterogeneously grouped, without regard to ability, in all their regular courses. Within these courses, the lessons will include differentiation strategies to meet the individual needs of students. 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.

Students in the support courses will be homogeneously grouped based on need; e.g., those struggling with particular concepts in Math will be placed in one group and those struggling to interpret text in Social Studies will be placed in another group.

As stated above, LOECS will achieve its program goals through the use of an integrated approach to delivering quality academic and therapeutic services. A key component to the success of students will be our ability to meet their academic, behavioral, and emotional needs while preparing them for transition into the next phase of their lives.

Instructional Design Considerations

Teachers at LOECS 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 mock trials, 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.

As discussed below, the school’s professional development program will support teachers’ continued growth in each of these areas of instructional expertise.

Course of Study

Curriculum at LOECS is based on the California State Standards, and shall prepare students for academic and personal success in the world beyond the classroom. The following sections outline the course of study in detail.

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.

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, 180 in Year 2, 280 in Year 3, and 300 in Year 4 and after. The number of classes meeting at any one time will reflect an average of 20 students per class, beginning with 4 classes in Year 1. This is outlined in the table below:

	Year 1		Year 2		Year 3		Year 4	
	Students	Classes	Students	Classes	Students	Classes	Students	Classes
6th Grade	80	4	100	5	100	5	100	5
7th Grade			80	4	100	5	100	5
8th Grade					80	4	100	5

Class Schedule

Courses

Every student will take six periods of required classes every day, and students who are struggling will be required to take a support course after school. 6th grade courses for Year 1 will be as follows:

1. Social Studies: 5 days per week
2. English Language Arts: 5 days per week
3. Math: 5 days per week
4. Earth Science: 5 days per week
5. Behavioral Health
 - Aggression Replacement Therapy: 3 days per week
 - Physical Education: 2 days per week¹⁰
6. Rotating Courses¹¹: 5 days per week
 - Agriculture and Culinary Arts: 9 weeks
 - Visual and Performing Arts: 9 weeks
 - Agriculture and Culinary Arts: 9 weeks
 - Visual and Performing Arts: 9 weeks
7. Support Courses: 5 days per week
 - Math Intervention
 - English Language Arts Intervention/English Language Development
 - Behavior Intervention/Work Habits

Each teacher will teach 4 core classes and one rotating course, and have one prep period during the regular day. The behavioral health classes (Aggression Replacement and Physical Education) will be taught by the clinical staff.

Support courses will be offered every day after school. We anticipate that approximately half of the students will be required to attend support courses at any one time, and these courses will be taught by half of the core teachers, in conjunction with the clinical staff. Hence each core teacher will teach a support course for half of the year.

We also will enlist volunteer tutors to work with students during support course time, significantly reducing the student:teacher ratio. A subset of these tutors will work for an

¹⁰ Meets CA Ed Code requirement 51222(a) of 200 minutes every 10 days.

¹¹ Other non-core courses will be offered over the years, such as a Language Other Than English.

additional hour, until 5:00, to provide continued support for students who are having particular difficulties.

Students who are performing significantly below proficiency level will be compelled to attend the support courses, and may be compelled to receive tutoring as well. Students who are performing at proficient and above will also be welcomed to participate in the afterschool support program, engaging in enrichment activities and/or acting as peer tutors for other students.

Provisional Bell Schedule

Period	Time
1	8:00 – 8:55
2	9:00 – 9:55
Morning Meeting	9:55 – 10:10
3	10:15 – 11:10
4	11:15 – 12:10
Lunch	12:10 – 12:55
5	1:00 – 1:55
6	2:00 – 2:55
Support	3:00 – 3:55

Sample Student Schedules

Student A	
Period	Time
1	English
2	Social Studies
Break	--
3	Art
4	Behavioral Health
Lunch	--
5	Earth Science
6	Math
Support	Math Intervention

Period	Time
1	Math
2	Social Studies
Break	--
3	Agriculture
4	Earth Science
Lunch	--
5	English
6	Behavioral Health
Support	--

Sample Teacher Schedules

Teacher A	
Period	Time
1	Math
2	Math
Break	--
3	Math
4	Prep
Lunch	--
5	Agriculture
6	Math
Support	Math Intervention

Teacher B	
Period	Time
1	English
2	Prep
Break	--
3	English
4	English
Lunch	--
5	English
6	Art
Support	--

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 *Language!* By Sopris West. A sample of the English Language Arts pacing guide is included on the following page.

Genre-Based ELA Pacing Guide “Quick Look” Chart

KEY TO STANDARDS ABBREVIATIONS	
WA	Reading 1.0; Word Analysis
RC	Reading 2.0; Reading Comprehension
LRA	Reading 3.0; Literary Response and Analysis
WS	Writing 1.0; Writing Strategies
G	Writing 2.0; Writing Applications (Genres and Their Characteristics)
ELC	Written and Oral English Language Conventions 1.0
L&S	Listening and Speaking 1.0 and 2.0

**Check assessment blueprints for a complete list of standards measured in each assessment:
HIGHLIGHTED STANDARDS REPRESENT THE FOCUS FOR EACH GENRE**

6 th Grade Guide						
Dates	8/25 to 10/3	10/6 to 11/14	11/17 to 1/23	1/25 to 3/6	3/6 to 4/24	4/24 to 6/12
Marking Period (MP)	Fall Marking Period 1	Fall Marking Period 2	Fall Marking Period 3	Spring Marking Period 1	Spring Marking Period 2	Spring Marking Period 3
Main Genre of MP	Narrative	Literature/Poetry	Expository	Persuasive	Literature/Poetry	Research
Tested Standards for each Genre	WA 1.5 LRA 3.2 LRA 3.3 LRA 3.5 LRA 3.6 LRA 3.7 LRA 3.8 WS 1.1 WS 1.6 ELC 1.1 ELC 1.2 ELC 1.4	WA 1.2 WA 1.5 RC 2.3 RC 2.7 LRA 3.1 LRA 3.2 LRA 3.3 LRA 3.4 LRA 3.5 LRA 3.6 LRA 3.7 LRA 3.8 WS 1.1 WS 1.6 ELC 1.1 ELC 1.2 ELC 1.4 ELC 1.5	WA 1.2 WA 1.4 WA 1.5 RC 2.1 RC 2.2 RC 2.3 RC 2.5 RC 2.6 RC 2.7 WS 1.1 WS 1.2a WS 1.2b WS 1.2c WS 1.3 WS 1.4 WS 1.6 G 2.2 a-d ELC 1.1 ELC 1.2 ELC 1.3 ELC 1.4 ELC 1.5	WA 1.2 WA 1.3 WA 1.4 WA 1.5 RC 2.1 RC 2.2 RC 2.3 RC 2.4 RC 2.5 RC 2.6 RC 2.7 RC 2.8 WS 1.1 WS 1.2a WS 1.2b WS 1.2c WS 1.3 WS 1.4 WS 1.6 G 2.2 a-d ELC 1.1 ELC 1.2 ELC 1.3 ELC 1.4 ELC 1.5	WA 1.2 WA 1.3 WA 1.4 WA 1.5 RC 2.5 RC 2.7 LRA 3.1 LRA 3.3 LRA 3.4 LRA 3.5 LRA 3.6 LRA 3.7 WS 1.1 WS 1.3 WS 1.4 WS 1.6 ELC 1.1 ELC 1.2 ELC 1.3 ELC 1.4 ELC 1.5	WA 1.2 WA 1.3 WA 1.4 WA 1.5 RC 2.1 RC 2.2 RC 2.3 RC 2.4 RC 2.5 RC 2.6 RC 2.7 RC 2.8 WS 1.1 WS 1.2a WS 1.2b WS 1.2c WS 1.3 WS 1.4 WS 1.6 G 2.2 a-d ELC 1.1 ELC 1.2 ELC 1.3 ELC 1.4 ELC 1.5
Non-tested District Essential Standards	WA 1.1 G 2.1 a-c L&S 1.7 L&S 2.1 a-c	WA 1.1 L&S 1.7	WA 1.1 L&S 1.4 L&S 1.7 L&S 2.5 a-b	WA 1.1 G 2.5 a-c L&S 1.4 L&S 1.7	WA 1.1 L&S 1.4 L&S 1.7	WA 1.1 G 2.5 a-c L&S 1.4 L&S 1.7 L&S 2.5 a-b
Assessments within Marking Period		Fall Benchmark	Midyear Benchmark	Spring Benchmark	CST	CST PWA

Social Studies

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 Harcourt’s *Ancient Civilizations* as our core text. A sample of the pacing guide is included below:

Major Units	Suggested Pacing										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
I. Early Humans (August 31 – October 8)	→										
II. Mesopotamia, Egypt, and Kush (October 12 – November 20)		→									
III. Civilizations in India and China (November 30 – January 29)				→							
IV. Foundations of Western Ideas (February 2 – March 12)						→					
V. The Roman Republic (March 15 – April 30)							→				
VI. Endings and Beginnings: The Fall of Rome and the Early Americas (May 2 – June 17)									→		

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 *Transitional Mathematics* by Sopris West. A sample of the pacing guide for the first quarter is included on the following page.

Unit 1 – Expressions and Equations

Chapter 1: Algebraic Reasoning

Sept. 2 – Sept. 23

Instructional Days: 15
Assessment days: 1

Text Lesson	Content	Suggested # Days	Standard(s)	Vocabulary	Instructional Strategy Provided*
1-2	Exponents	1	Prepares for AF 1.4	Power, Exponent, Base	✓
1-3	Order of Operations	1	AF 1.4	Numerical Expression Order of Operation	
1-4	Properties of Numbers	1	AF 1.3	Commutative, Associative Identity, Distributive Properties	
1-5	Evaluating Algebraic Expressions	1	AF 1.2	Variable, Constant, Evaluate, Equation, (Algebraic) Expression	✓
1-6	Writing Algebraic Expressions	2	AF 1.2		✓
1-8	Solving Equations by Subtracting	2	AF 1.1 ↔	Inverse Operations, Solution	✓
1-9	Solving Equations by Adding	2	AF 1.1 ↔		✓
1-11	Solving Equations by Multiplication	2	AF 1.1 ↔		✓
1-10	Solving Equations by Dividing	2	AF 1.1 ↔		✓
Unit 1: Expressions & Equations Assessment		≤ 1	Administration date: September 23		

Unit 2 – Integers

Chapter 2: Integers

Sept. 24 – Oct. 7

Instructional Days: 10
Assessment Days: 1

Text Lesson	Content	Suggested # Days	Standard(s)	Vocabulary	Instructional Strategy Provided*
2-1	Introduction to Integers	1	Prepares for NS 1.1	Integer, Absolute Value	
2-2	Adding Integers	2	NS 2.3 ↔		✓
2-3	Subtracting Integers	2	NS 2.3 ↔		✓
2-4	Multiplication and Dividing Integers	2	NS 2.3 ↔		✓
2-5	Solving Equations Containing Integers	2	AF 1.1 ↔		
Unit 2: Integers Assessment		≤ 1	Administration date: October 7		

Unit 3 – Number Theory and Fractions

Chapter 3: Number Theory and Fractions

Oct. 8 – Oct. 28

Instructional Days: 14
Assessment Days: 1

Text Lesson	Content	Suggested # Days	Standard(s)	Vocabulary	Instructional Strategy Provided*
3-1	Prime Factorization	1	Prepares for NS 2.4 ↔	Prime Number, Composite Number Prime Factorization	
3-2	Greatest Common Divisor	2	NS 2.4 ↔	Greatest Common Divisor, Factor	✓
3-3	Least Common Multiple	3	NS 2.4 ↔	Multiple, Least Common Multiple	✓
3-4	Equivalent Fractions and Mixed Numbers	3	NS 2.4 ↔	Equivalent Fractions, Improper Fraction, Mixed Number	✓
3-5	Equivalent Fractions and Decimals	1	Prepares for NS 1.1, NS 2.4 ↔		✓
3-6	Comparing & Ordering Rational Numbers	3	NS 1.1 ↔	Rational Number	
Unit 3: Number Theory & Fractions Assessment		≤ 1	Administration date: October 28		
Quarter 1 Exam (30 items)		1	Administration Window: October 29 – November 6 (Select 1 day during this window to administer the exam. If doesn't have to be before you begin Unit 4 instruction.)		

Earth Science

The Science 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 CPO's *Focus on Earth Science* as our core text. A sample of the pacing guide is included below:

6TH GRADE – EARTH SCIENCE		
Textbook: CPO Focus on Earth Science (CPO Science)		
MP	California Science Standards/Concepts	Textbook Correlation/Notes
1	<p>Orientate Diverse Students to Science and Common Expectations <i>Definition of Science</i></p> <p>Investigation and Experimentation (continues through out the year)</p> <p>7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ol style="list-style-type: none"> a. Develop a hypothesis. b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. d. Communicate the steps and results from an investigation in written reports and oral presentations. e. Recognize whether evidence is consistent with a proposed explanation. f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map. g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions). h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope). 	<p>Unit One: The Scientific Process</p> <p>Chapter 1: Science Is Everywhere Page 3</p> <p>Chapter 2: The Science Toolbox Page 23</p> <p>Chapter 3: Introducing Earth Page 53</p>
2	<p>Heat (Thermal Energy) (Physical Sciences)</p> <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:</p> <ol style="list-style-type: none"> a. <i>Students know</i> energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects. b. <i>Students know</i> that when fuel is consumed, most of the energy released becomes heat energy. 	<p>Unit Two: Energy in Earth's Systems</p> <p>Chapter 4: Heat Page 75</p> <p>Chapter 5: Density and Buoyancy Page 93</p> <p>Chapter 6: Earth's Surface and Heat Page 113</p> <p>Chapter 7: Heat Inside Earth Page 137</p>

	<p>c. <i>Students know</i> heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).</p> <p>d. <i>Students know</i> heat energy is also transferred between objects by radiation (radiation can travel through space).</p> <p>Energy in the Earth System</p> <p>4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.</p> <p>b. <i>Students know</i> solar energy reaches Earth through radiation, mostly in the form of visible light.</p> <p>c. <i>Students know</i> heat from Earth's interior reaches the surface primarily through convection.</p> <p>d. <i>Students know</i> convection currents distribute heat in the atmosphere and oceans.</p> <p>e. <i>Students know</i> differences in pressure, heat, air movement, and humidity result in changes of weather.</p>	
3	<p>Plate Tectonics and Earth's Structure</p> <p>1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.</p> <p>b. <i>Students know</i> Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.</p> <p>c. <i>Students know</i> lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.</p> <p>d. <i>Students know</i> that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.</p> <p>e. <i>Students know</i> major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</p> <p>f. <i>Students know</i> how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.</p> <p>g. <i>Students know</i> how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.</p>	<p>Unit Three: Plate Tectonics and Earth's Structure</p> <p>Chapter 8: Plate Tectonics Page 157</p> <p>Chapter 9: Earthquakes Page 181</p> <p>Chapter 10: Volcanoes Page 203</p>
4	<p>Shaping Earth's Surface</p> <p>2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> water running downhill is the dominant process in shaping the landscape, including California's landscape.</p> <p>b. <i>Students know</i> rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.</p> <p>c. <i>Students know</i> beaches are dynamic systems in which the sand is supplied by rivers and</p>	<p>Unit Four: The Shape of Earth's Surface</p> <p>Chapter 11: Water and Weathering Page 231</p> <p>Chapter 12: Beaches Page 253</p> <p>Chapter 13: Natural Hazards Page 269</p>

	<p>moved along the coast by the action of waves.</p> <p>d. <i>Students know</i> earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.</p>	
5	<p>Ecology (Life Sciences)</p> <p>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.</p> <p>b. <i>Students know</i> matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.</p> <p>c. <i>Students know</i> populations of organisms can be categorized by the functions they serve in an ecosystem.</p> <p>d. <i>Students know</i> different kinds of organisms may play similar ecological roles in similar biomes.</p> <p>e. <i>Students know</i> the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.</p>	<p>Unit Five: Ecology</p> <p>Chapter 14: Resources Page 293</p> <p>Chapter 15: Ecosystems Page 315</p> <p>Chapter 16: Biomes Page 337</p> <p><i>Earth Day</i></p> <p><i>Transition to 7th grade concepts</i></p>
6	<p>Resources</p> <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:</p> <p>a. <i>Students know</i> 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. <i>Students know</i> different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.</p> <p>c. <i>Students know</i> the natural origin of the materials used to make common objects.</p>	

Agriculture and Culinary Arts

The need for LOECS 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, LOECS will teach an Agriculture and Culinary Arts program as part of its curriculum.

The mission of the Agriculture and Culinary Arts Program is to create a connection between the people of the community, provide opportunities for academic exploration related to food and basic agriculture, while teaching life-long sustainable skills. Students will learn all 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 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. LOECS 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 it has 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 LOECS's Agriculture and Culinary Arts course.

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

- The "Goody Box": starting and maintaining the school garden
- Farm field trips
- Health and Nutrition Science
- Culinary skills
- 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.

Visual and Performing Arts

The Arts curriculum will be based upon the California State Standards, integrating music, dance, visual arts, and oratory. We will address standards from each of these disciplines across the five main categories: (1) artistic perception; (2) creative expression; (3) historical and cultural context; (4) aesthetic valuing; (5) connections, relationships, and applications.

We have chosen a lead partner, Cultural Links to Academic and Social Success, (C.L.A.S.S.) to help support our vision of a comprehensive performing arts curriculum. C.L.A.S.S. will coordinate the cultivation of other partners who have a proven track record of successful relationships in schools and practices that are aligned with our goals for student success. These partners will work with our core teachers as they develop and implement the arts program.

Physical Education

The Physical Education curriculum will be based upon the California State Standards, and incorporate these addressed throughout the behavioral health component of the curriculum.

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 assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies 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.

Aggression Replacement Training (ART)

All LOECS students will spend approximately 3 hours of classroom time per week in a behavior health class that includes Aggression Replacement Training (ART). ART is a cognitive-behavioral treatment model that consists of three 45 minute modules each week: 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 prosocial skills which will aid both academic and personal development. A description of ART is on the following page.

Aggression Replacement Training (ART) Program Description

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

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 Components. 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.

Training and Technical Assistance, Costs. Training and Technical assistance can be coordinated through California Institute for Mental Health (CIMH). The Coasts for training and practice monitoring for a cohort of 5 practitioners and one auditor (usually an administrator) is 8000. Agencies also have the option of sending one trained staff to "Train the trainer" training for 2500 after this trainer is certified, they can train any new staff in the model for zero costs to the agency.

Treatment Program

LOECS is an innovative program that offers a unique integrated educational and mental health service through its collaboration with Alameda County Mental Health Department. Services are designed to meet the unique and challenging needs of students that have experienced significant trauma or abuse resulting in behavioral or emotional needs that inhibit their ability to learn in a traditional classroom setting. LOECS is committed to offering an array of services that will focus on the distinct individual needs of each student that can be supported, monitored, and reinforced in the milieu.

In broad terms these services will include assessment, prevention, intervention, counseling (both crisis and ongoing counseling as needed), consultation and referral services. By incorporating these services directly into the educational environment, students can be exposed to an educational environment that is safe, healthy and able to respond not only to crises, but which can foster the learning of prosocial competencies, in turn limiting ancillary problems that can in some instances be exacerbated by the school environment. Parent's will also be educated as to the entire scope of the academic and mental health curriculum, and be coached as to how to best support the behavioral interventions and components of the treatment program. Families will be seen as integral and transformative partners in this process.

The Purpose of the Day Treatment component is to provide on-site, Mental Health treatment to students that is Client and Family focused, behavioral in scope, and integrated into the academic milieu. Treatment Modalities will be Cognitive-behavioral, and evidence based, which will allow effective, concrete monitoring of treatment efficacy and impact based upon objective criteria. Working with Evidence-Based Practices (EBPs) will also allow for more effective program adjustment, planning, and resource allocation.

Philosophy and Goals

The philosophy behind the integration of a treatment component within the academic milieu is to create availability to respond to specific, targeted, antisocial (vs. prosocial for the purposes of this discussion) behaviors that are not only impeding the youth's ability to perform well in the academic setting, but which are contributing to difficulties in the home and community as well. As such, the available treatment interventions and modalities will not be primarily "talk" therapies that always take place away from the academic setting, but will be cognitive behavioral and evidence-based. This will be fleshed out in more detail in a subsequent section of this design proposal.

In order for any treatment offered in this program to be optimally effective, collaboration between the youth, school staff, and clinical staff is imperative. Each youth will have an individual treatment plan that they and their family will be given "voice and choice" in the construction of. This plan will be constructed in collaboration with all intervening parties, and will be monitored closely for adherence and continued relevance.

The overall treatment philosophy is client-centered and strength based, in that treatment will not be *lead* by definitions of targeted pathology, but will be lead by targeted strengths, and the need for the development of specific prosocial competencies.

School-Wide Positive Behavior Support

Integral to LOECS's Treatment Program will be a basic foundation of behavioral intervention based on the principals and philosophy of Positive Behavior Support (PBS). There will be an ongoing point-system based on these principals which will be designed to give students immediate and ongoing feedback concerning the positive impact of their behavior. The point-based feedback and reward system will also serve as tool to help direct youth the set of prosocial, coping, and aggression/anger management skills which will be learned in ART (Aggression Replacement Training) classes. This point system will apply to all students, and not just to those with the most severe behavioral or mental health concerns. Please see the Appendix, which more closely details the mechanics and philosophy of the program.

The desired immediate impact of the PBS intervention and monitoring will be to:

1. Support social competence and academic achievement.
2. Support effective decision making.
3. Support prosocial student behavior.
4. Provide a platform from which staff can support and communicate ongoing positive expectations in a fair, just, and equal manner.

All students will be subject to a level system that will be objective, and based partially on communal milestones expected by all students, and upon adherence to an individual behavioral and goal plan which will be crafted for each student in conjunction with academic and mental health staff, as well as with the parents. These plans will specify outcomes, activities, and measures (OAMs) that each student will adhere to and work with throughout the academic year concerning milestones they must reach concerning the development of prosocial competency.

LOECS's Mental and Day Treatment Programs

Students will qualify either through IEP agreements, referrals from local school districts, county health agencies, or by referral from parents who wish their child to access our mental health services. LOECS students will be supported by a day-treatment program which will cater to crisis management (in-class behavioral support), skill-building, affect-regulation and anger/aggression control (ART), and for students that require it, ongoing counseling and therapeutic intervention to help deal with the effects of trauma and other mental-health related conditions impacting the youth and their families. Students with Day Treatment plans will be required to have an IEP. Students who receive mental health services are not required to have an IEP plan, but must have parental consent in order to receive these services. Although most of the students who have programs that integrate either Day Treatment and/or mental health services are Medi-Cal recipients, all students at LOECS may receive mental health services at no charge, regardless of their insurance status. Our programs respect the confidentiality of all clients and their families and are offered with the intent to alleviate challenges that impede learning.

In-Class Support

LOECS will have a Mental Health Assistant in each classroom who will have demonstrated skill in helping students lower aggression and reactivity, focus attention, and utilize prosocial skills in interacting with other youth, teachers, and adults. These staff can be bachelors level practitioners. The aforementioned student behavior plans will be supported in a practical everyday sense by these staff. A licensed clinician will provide ongoing supervision and support for these staff.

There will be a Mental Health Therapist on staff for every 10 students with mental health IEPs. These clinicians will either be licensed, or California BBS (Board of Behavioral Sciences) registered therapist interns, practicing under the license of the Clinical Supervisor or lead licensed clinician. The responsibilities of the clinicians will be as follows:

1. Perform intake, assessment and evaluation functions as necessary in order to insure that the mental health needs of each student are being addressed properly.
2. Provide therapeutic services to the youth and families as needed to ensure that the youth will be able to maintain the academic placement.
3. Participate in treatment reviews, program staff meetings, and IEP meetings when necessary.
4. Complete progress and process notes, as well as service tracking and medical documentation.
5. Participate in weekly planning with Clinical Supervisor.
6. Participate in Weekly planning sessions with teachers and Mental Health Assistants.

The therapists will be available to work via the modality of individual treatment with youth that are exhibiting mental health issues. These issues might include attention deficits, PTSD and trauma related behavioral expressions, depression, and other mental health related problems.

Family Therapy and Supports

LOECS plans to offer weekly support groups aimed at supporting parents as they deal with the behavioral, emotional, and social problems, and/or other mental health problems exhibited by their children. The groups will be led by the aforementioned Mental Health Clinicians after school hours on a rotational basis. A priority of the group is geared towards improved communication skills between family members.

The content and curriculum of parent support groups will be based on the principals of Aggression Replacement Training in order to facilitate the development of a similar “language” between youth and their families concerning the coping, anger control, and skill building supports the youth are learning during the school day.

For those families that have experienced significant trauma, an emphasis will be placed on supporting all members of the family, with the priority on staying together and offering parent education and peer support. The LOECS therapists will eventually be trained in an evidence-based family therapy model such as *Functional Family Therapy*, which can be instrumental in

helping families understand the process and patterns within their families that support continued dysfunction.

Family therapy will be offered on a triaged basis to the families that are most in need of this type of support. The decision concerning which families are most in need of these services will be made jointly by mental health and educational staff.

Clinical Oversight and Consultation

Effective clinical supervision and consultation, as well as case coordination between academic and clinical staff is essential to program effectiveness. The clinical supervision model is based on the identification of core competencies for clinical practice that all clinical staff will learn and demonstrate during their tenure at LOECS. Employee development plans based on outcomes, activities, and measures for the agency at large will be developed.

Each mental health staff person will have specific activities they are engaged in that will support designated treatment outcomes for the agency as a whole, and which will be reflected in individual and group practice with clients. Core competencies will be developed concerning case management and collaboration skills, assessment and diagnosis, client-centered practice, effective use of interventions, as well as adherence and proficiency in the practice of the selected evidence-based practices.

Clinical Supervision will take place on site, during the working week. The Clinical Supervisor will also be working under the umbrella of specific OAMs that support LOECS's goals to treat children and families in the most effective manner possible.

Record Keeping and Documentation

The highest possible standards of quality control will be exercised concerning documentation protocols. All staff that generate or process Medi-Cal documentation will be trained in Alameda County's documentation protocols. This training can be coordinated through County Mental Health Program Coordinators.

It is a goal of LOECS to purchase or design a database to assist therapists and other staff in managing data, i.e.; generation and approval of progress notes.

Educational and Mental Health Staff Collaboration

Effective collaboration between the educational and clinical components of the school is essential to the success of the youth served. The following processes are necessary components of successful program integration.

1. *Initial intake meeting for each student*, which will include the youth and his/her parents, The head school administrator, Clinical Program Manager, assigned therapist, and classroom teachers. These initial meetings will take place during the two weeks prior to the start of the school year, and will be mandatory for all involved. During the course of this intake the following areas will be addressed:

1. General rules, expectations, values and guidelines of LFE.
2. Previous academic and social history and challenges.
3. Expectations of the youth and family.
4. Primary educational and treatment goals based on the above.
5. Confidentiality expectations.
6. Disciplinary/reward guidelines (orientation to school-wide positive behavior support) and expectations.

2. Formation of treatment support teams. Consistent groupings of educational and clinical staff will meet in weekly team meetings to discuss the progress, including successes, challenges and barriers for each student in their care. It is obvious that every student cannot be discussed/evaluated in each planning meeting, but over the course of a four week period routine discussion of every student will have occurred. The purpose of these teams is to build an infrastructure of support and collaboration between school and mental health staff.

3. Cross-training. Clinical staff must be trained in the core philosophy of the educational program, and the academic staff must be trained in the concepts and processes of the EBPs. All staff will be trained in school-wide PBS. The purpose is not to create professional understanding and empathy with the treatment modalities, which can increase the saturation of the treatment effect, both in the academic and clinical settings. The staff need to “speak the same language,” as it were.

4. Weekly meeting of Principal and Clinical Program Manager. The purpose of this meeting will be to discuss successes, barriers, and implementation challenges concerning successful program integration. The Clinical Program Manager and Principal must also define outcomes, activities and measures (OAMs) that are designed specifically for the purpose of increasing program integration. These OAMs will be monitored closely throughout the academic year, and adjusted as needed to meet the specified outcomes.

In addition to the behavioral health components outlined above, programs funded through collaboration with Alameda Behavioral Health may include day rehabilitation services, psychological and social-emotional assessments, mental health services, medication support, and crisis intervention services.

Partnerships

LOECS partnerships are designed for the purpose of connecting our school-day classes to programs that stimulate creativity, foster innovation and self-initiation, community involvement, and to provide for opportunities in business/entrepreneurial training and practice through arts and agricultural science. LOECS is committed to the continued growth and development of its programs through collaborative and meaningful partners who share our common vision.

D. ACADEMICALLY LOW-ACHIEVING STUDENTS

LOECS is committed to ensuring that every student progress academically. The academic and support programs at LOECS is targeted specifically towards those students that have not been successful in a traditional educational environment, typically resulting in below grade level academic performance.

LOECS offers both reading and math intervention courses in order to support student progress toward proficiency, while at the same time providing students with challenging, standards-based core courses, within which they will receive differentiated instruction and robust support. 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. Common school-wide literacy, numeracy, and learning strategies will be used by every teacher in every course to ensure that reading, writing, and computation skills are developed across the curriculum. In addition, tutors and mentors will be available for students who warrant individual support. Students who continue to struggle, despite the interventions listed above, will be regularly pulled out of their Behavioral Health and/or Agriculture and Culinary Arts courses to receive individual and small group instruction.

Below are the key elements of the LOECS 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 differentiated to the needs of each learner.
3. A behavioral health course within which students will develop the orientation and habits that will support their academic success.
4. Intervention courses that provide targeted support in English and math, building upon and reinforcing what is learned in the core courses.
5. Pull-out individualized instruction during non-core courses, if necessary.
6. Tutors and mentors to provide individual support and guidance for students.
7. Behavioral and mental health support throughout the day.

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

Culture

For many low achievers, failure becomes something that they come to expect in school. LOECS will embrace a reinforcement-based and strengths-based system that will allow students to build upon both academic and behavioral successes. Our goal is to give these students and their families the tools they need in order to succeed. Every component of the day will be intentional—the structure for the class meetings, the way students are greeted, and the way

students are taught to support each other will all be focused on our value of helping all to succeed.

In addition, LOECS will support students who are low achieving by ensuring that they have a safe place to come to each day. We know 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. LOECS will maintain a clear and humane code of conduct that will involve students, school staff, families, and the larger community.

Intervention Courses

The Intervention Program at LOECS will consist of classes offered after school every day of the week. Upon entering LOECS, students records will be examined, and all students will be given a reading and math diagnostic test in order to determine baseline data in these areas. Students will then be placed in an intervention class, if necessary.

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, LOECS 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, LOECS will utilize the Diagnostic Online Math Assessment (DOMA) to monitor individual student progress and overall school achievement.

E. ACADEMICALLY HIGH-ACHIEVING STUDENTS

While LOECS's 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.

LOECS 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, and the Agriculture and Culinary Arts course will support accelerated learning based on student interest and ability.

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. 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.

F. ENGLISH LANGUAGE LEARNERS

LOECS 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. All teachers at the school will employ instructional techniques that have proven to be successful at providing EL students access to challenging content and instruction while simultaneously building English language proficiency.

Students who exhibit the need for additional support, will enroll in the English Language Arts/English Language Development support course, and may receive tutoring as well. Students who are new to English will be regularly pulled out of their English Language Arts course to receive individual and small group instruction. In addition, the school will reach out to families to bridge the school-home gap with families whose first language is not English.

LOECS will meet all applicable legal requirements for English Language Learners as it pertains to the annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The following LOECS procedures assure the proper placement, evaluation, and communication regarding EL student rights or those of their parent or guardian. A home language survey will be administered upon a student's initial enrollment application into the School. For all students who indicate that their home language is other than English, the California English Language Development Test ("CELDT") will be administered within thirty days of initial enrollment¹² and at least annually thereafter between July 1st and October 31st until redesignated as fluent English proficient.

LOECS will notify all parents of the School's responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

EL Redesignation Procedures

Redesignation 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 redesignation and placement, including a description of the redesignation process and the parents opportunity to participate.
- Encouragement of the participation of parents or guardians in the redesignation process, including seeking their opinion and consultation during the redesignation 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

¹²The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

EL Strategies for Instruction and Intervention

Teachers who serve EL students will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques. The instructional design model used by LOECS 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

G. SPECIAL EDUCATION STUDENTS

We anticipate that a significant portion of the students entering LOECS will be identified as needing special education services, and our program will include the unique supports necessary to ensure success for this population.

LOECS 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 given equal access to the school, regardless of disabilities, and LOECS will not discriminate against any student based on his or her disabilities. LOECS shall not require the modification of an IEP or 504 plans as a condition of acceptance to the charter school.

LOECS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, LOECS 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 LOECS 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. LOECS shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code section 47646(b). LOECS 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.

In collaboration with OUSD, LOECS will address the educational and mental health service needs of students with emotional and learning disabilities by interweaving a nurturing yet structured therapeutic milieu with an academic program that reflects individual needs as well as challenging academic standards. It will be the policy of LOECS to not suspend or expel students, except for legally mandated reasons, but rather provide the level of service they need at

the school in order to be successful. LOECS will tailor the behavioral services and supports to meet each student's complex and multiple needs.

Quarterly Progress Reporting

In accordance with the California Education Code, it will be the policy of LOECS 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.

Section 504/Americans with Disabilities Act (ADA)

LOECS shall be solely responsible for its compliance with Section 504 and the ADA. LOECS shall be accessible for all students with disabilities in accordance with the ADA.

LOECS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied benefits, or otherwise be subjected to discrimination. Any student who has an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for services by LOECS of Excellence and shall be accommodated.

Students suspected of having disabilities will be referred to a Student Study Team (SST). The team will be made up of qualified persons knowledgeable about the student's individual needs and school history, the meaning of the evaluation data, and accommodation options. The team will be responsible for determining:

- Whether educational interventions would assist the student
- What kind of educational interventions would assist the student
- Whether the student should be referred to OUSD for assessment for special education eligibility under IDEA

Upon completion of the review, and in collaboration with OUSD, the 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.

Eligibility

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

Individuals with Disabilities Education Act (IDEA)

LOECS intends to function as a public school in OUSD for purposes of providing special education instruction and related services under the IDEA, pursuant to Education Code section 47641(a).

LOECS understands that it must enter into an MOU with OUSD and that MOUs shall ultimately control the relationship between the district and LOECS regarding special education.

The following provisions are meant to summarize LOECS's understanding of the manner in which special education instruction and related services shall be provided by LOECS and OSUD.

OUSD shall be designated as the Local Educational Agency (LEA) serving LOECS students. Accordingly, LOECS shall be deemed a public school of the district pursuant to Education Code Section 47641(b) and 476419(a). LOECS agrees to adhere to the requirements of the Local Plan for Special Education and to district policies. As a public school of the district, solely for purposes of providing special education and related services under the IDEA pursuant to Ed Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, LOECS seeks services from OUSD for special education students enrolled in the program in the same manner as is provided to students in other OUSD schools.

LOECS acknowledges the importance of cooperating with OUSD so that students receive the appropriate level of support. LOECS agrees to promptly respond to all OUSD inquiries, to comply with reasonable OUSD directives and to allow OUSD access to LOECS students, staff, facilities, equipment, and records as required to fulfill all OUSD obligations under this Agreement or imposed by law. The staff at LOECS 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 divided in a manner consistent with their allocation between OSUD and its school sites.

Staffing

All special education services at LOECS will be delivered by individuals or agencies qualified to provide special education services as required by the IDEA and No Child Left Behind. Teaching, clinical, and administrative staff at LOECS shall hold appropriate credentials and non-public agencies providing services to LOECS students shall be state-certified and approved by OUSD. LOECS staff shall participate in all mandatory district in-service training relating to special education.

It is the understanding of LOECS that it 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, classroom mental health assistants, and classroom therapists unless OUSD notifies LOECS that OUSD will hire site special education staff. LOECS shall ensure that all special education staff hired by the school are qualified pursuant to OUSD policies, as well as meet all legal requirements. OUSD may review the qualifications of all special education staff hired by the LOECS and may require pre-approval by the district of all staff hired to ensure consistency with OUSD policies. OUSD shall be responsible for hiring, training, and employment of itinerant staff necessary to provide DIS services including, without limitation, speech therapists, occupational therapists, and psychologists (for the purpose of determining eligibility).

Notification and Coordination

LOECS shall follow OUSD policies as they apply to all district schools for responding to implementation of special education services. LOECS will adopt and implement OUSD policies relating to notification of the district for all special education issues and referrals.

LOECS shall follow OUSD policies as they apply to all district schools for notifying district personnel regarding the discipline of special education students. LOECS shall assist in the coordination of any communications and immediately act according to OUSD administrative policies relating to disciplining special education students.

Identification and Referral

While it is the intent of the program to serve students that have been identified as having special education needs, LOECS shall have the responsibility to identify, refer, and work cooperatively with OUSD in locating LOECS students who have, or may have, exceptional needs that qualify them to receive special education services. LOECS 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. The process for referral is described above.

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

to all LOECS student records and information in order to serve all of the LOECS students' special needs.

The SST meeting process will be one of the tools utilized by LOECS to consider whether a student may require assessment for special education eligibility and special education-related services in the case that general education interventions do not provide a free appropriate public education.

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. LOECS shall work in collaboration with OUSD to obtain parent/guardian consent to assess LOECS 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.

IEP Meetings

It is the understanding of LOECS that OUSD shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with State and Federal law. LOECS 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
- Other relevant individuals

IEP Development

LOECS 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.

Programs, services, and placements shall be provided to all eligible LOECS students in accordance with the policies, procedures, and requirements of OUSD and State and Federal law.

LOECS shall promptly notify OUSD of all requests it receives for assessment, services, IEP meetings, mediation, and/or due process.

IEP Implementation

OUSD will be responsible for ensuring that the special education services are implemented within LOECS. LOECS 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 LOECS to ensure that the implementation is effective. As part of this responsibility, LOECS shall provide OUSD and the parents with timely reports on the student's progress as provided in the student's IEP, at least quarterly (see description above in Quarterly Reports).

The LOECS staff, specifically the classroom teacher and mental health therapist, will coordinate all communication between home and school related to the child. LOECS will be responsible for providing all of the curriculum, classroom materials, and classroom modifications as identified in the IEP. LOECS 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.

Interim and Initial Placements of New Charter School Students

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

Funding

LOECS understands that it will enter into a Memorandum of Understanding (MOU) with the District regarding Special Education Funding. LOECS 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 LOECS students through the SELPA annual budget plan, and shall be entitled to count LOECS students as its own for all such purposes.

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

LOECS and OUSD acknowledge that the district may be required to pay for or provide LOECS students with placements at locations other than at the LOECS 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 LOECS 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 LOECS.

Contribution to Encroachment

LOECS shall contribute its fair share to offset special education's encroachment upon OUSD's general fund. Accordingly, LOECS 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 LOECS 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 LOECS) divided by the total district ADA (including charter school students) and multiplied by the total LOECS ADA. LOECS's ADA shall include all LOECS students regardless of home district.

To the extent that LOECS provides special education staff in accordance with the MOU between OUSD and LOECS, the district shall provide funding to LOECS 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 LOECS encroachment.

H. PROFESSIONAL DEVELOPMENT

In order to support every student's pursuit of proficiency on the standards, LOECS's teachers must be supported with a comprehensive professional development program that includes sufficient time for their own learning and application of that learning. It is critical to the success of LOECS that teachers have a common base of knowledge regarding standards-based teaching and assessment, English learner development, and behavioral health. LOECS will invest significant time and resources into professional development in order to promote lasting, positive results in teacher knowledge and practice.

Effective professional development includes not only training, but also opportunities to collaborate with colleagues, implement and reflect upon teaching, and analyze student results in respect to particular pedagogical approaches. LOECS's professional development program therefore includes the following three main components:

1. School-wide learning on issues of universal relevance, such as building student work habits
2. individual learning on issues related to a teacher's subject area and/or identified growth needs, such as differentiating instruction in math
3. Collaborative learning on issues of interest to two or more teachers, such as designing formative assessments. This final aspect of professional development will involve peer observation and feedback, planning of units together, and inquiry around shared readings.

The professional culture at LOECS will support teachers in their effort to continually hone their

craft by providing consistent feedback and encouraging teachers to regularly reflect on their teaching practice.

Professional Development Content

To ensure that it can reach its ambitious goal of academic proficiency for all students, LOECS will implement an in-depth, sustained teacher professional development that will include the following elements:

Standards-Based Curriculum and Assessment Development

In order to effectively create and deliver a standards-based curriculum, it is crucial for LOECS to implement a comprehensive unit design system that incorporates curriculum mapping, lesson planning, assessment, and grading. In addition, the system must be aligned with the state standards and external assessments, such as the CST.

LOECS 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; referring to the OUSD pacing guides for assistance. After analysis, standards are grouped into clusters, or units for instruction.
- 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.

Some key elements of the training and coaching teachers will receive toward the development of an effective standards-based curriculum include:

- Examination of the OUSD pacing guides, the CST released items, test blueprints, and student anchor papers. This will assist teachers in developing an understanding of assessment expectations.
- Training in the integration of the ELD standards into each course’s curriculum.
- Individual and collaborative planning time to create standards-based unit plans and lesson plans.
- Support for development and implementation of a wide array of assessments, including classroom-based formative assessments, grade-level writing assessments, and the authentic performance tasks.

English Language Development

In order to effectively serve ELs across LOECS, all teachers need to be considered and consider themselves ELD teachers. They need in-depth knowledge of second language acquisition and instructional strategies that have been proven successful with ELs. LOECS teachers are expected to integrate ELD standards into their course curricula and employ ELD techniques in their instruction. LOECS 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

Literacy

Teachers will be trained to recognize proficient grade-level reading and writing, and will be learn an array of specific school-wide literacy instructional strategies. 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 in order to provide each students with an appropriate level of challenge and support. 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).

Professional Development Activities

LOECS is developing a comprehensive, embedded professional development plan that identifies essential learning for teachers in the three areas outlined above, and then sequences the training and coaching to meet the needs of each teacher. Concepts addressed in professional development will be continually reinforced, revisited, and assessed throughout the course of the year—the ultimate evaluation of effective professional development being the achievement of our students.

The following elements currently comprise the professional development program:

- A ten-day summer institute to build a foundation of common practices, including behavioral health, and begin designing instructional units for the year
- Five one-day institutes spread across the year for reinforcement of common strategies and to address additional needs that arise
- Daily individual planning time during preparation period
- Weekly collaborative inquiry and planning time, on Wednesday afternoons
- Regular coaching by the Principal, Clinical Director, and outside experts
- Peer observations and structured feedback

IV. 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)

A. ASSESSMENT OVERVIEW

LOECS uses assessment data for many purposes: to set goals for students and monitor progress toward those goals; to diagnose and place students in the appropriate interventions – through a student study team (SST) process; to assess the efficacy of units and lessons; and to improve its overall program. Year-end student achievement results on the CST will be used to compare LOECS with other schools in the district and state.

Use of Multiple Measures of Assessment

LOECS uses assessment data for many purposes. Analysis of the data will involve a number of processes:

1. Review of aggregated data on student achievement, such as the student performance on internal assessments and the CST, will be used to determine how successfully the program is addressing students' learning needs; how well the intervention strategies are working; and what additional adjustments need to be made.
2. Disaggregated data, broken down by subgroup, demonstrates the degree to which the school is successfully addressing each categories of learner, we will pay special attention to ELs and students with special needs.
3. Data on individual student performance will be used to determine the current proficiency level of each student and the pace at which he or she is learning. Individual student data will drive decisions about interventions and promotion/retention.

LOECS uses multiple measures of assessment. Taken together, this collection of assessment data provides students, teachers, parents, and other stakeholders with a multifaceted view of how students and the school are doing. Assessments are given in various modes in order to provide a rich, accurate picture of student performance, ranging from standardized multiple-choice tests to rubric-assessed portfolios.

Assessments to be Used

LOECS will use the following assessments to gauge student progress toward mastery of the California State Standards and other benchmarks mandated by the state, district, or school. All of the following data will be used in the individual planning or IEP process to ensure that students are making appropriate progress toward grade-level proficiency.

1. California Standards Tests (CST)

The California Standards Tests are criterion-referenced, standards-based exams that demonstrate student proficiency on grade-level content and skills. CST data will be the most important way for LOECS to measure the overall efficacy of its program, and will be used as a primary driver in on-going curriculum and program development and refinement.

2. California English Language Development Test (CELDT)

The California English Language Development Test is designed to: (1) to identify students who are limited English proficient; (2) to determine the level of English-language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

LOECS will use CELDT data to make initial placement decisions, inform teacher planning and instruction, measure the efficacy of the school program, and most importantly, monitor student progress toward English-language proficiency. The CELDT will be administered to all EL students as required during the testing window between July 1 and Oct. 31 and as needed for new students throughout the year.

3. Diagnostic Online Reading Assessment (DORA) and Diagnostic Online Math Assessment (DOMA)

These web-based assessment tools provide detailed diagnostic data on each student's reading and math skills in a variety of sub-categories. As an objective assessment, unconnected to any particular curriculum or teacher, DORA/DOMA will provide LOECS with an outside measure of achievement and growth that will be essential to measuring the student progress.

In addition to generating reports broken down into sub-skills, DORA and DOMA can generate "standards reports" that note which of the California English Language Arts, English Language Development, and Mathematics standards each student has mastered across grade-levels. Reports can be generated to look at students individually, by class, or by the school as a whole.

Teachers will use these standards reports in several ways. First, they will use them to inform their standards-based curricular maps and unit plans by identifying the standards that students have already mastered and those that have been missed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed.

DORA will be administered to all students prior to the start of the school year, at the end of the first semester for those students who have not demonstrated grade-level proficiency, and at the end of the year for all students. Training in using DORA and DOMA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

4. *Language! and Transitional Math Assessments*

Ongoing diagnostic assessments are embedded within each of these intervention programs, and will be administered across the year.

6. Grade-level Writing Assessments

In order to measure how well students are learning to write, LOECS will administer site-developed, site-scored writing assessments at all grade levels in each content area three times per year. These assessments will be similar to the state writing assessment included on the CST for 7th grade.

The assessments will be scored using a modified version of the rubric used to score the 7th grade CST writing assessment. Teachers will receive training in the rubric and scoring, including practice using the anchor papers and sample student assessments, so that site expectations are calibrated to state expectations.

7. Ongoing, Classroom-based, Standards-based Assessments

Teachers will create classroom-based assessments based on the state standards, which as part of the planning process they will have grouped into units for instruction. These assessments will take a variety of forms, including multiple-choice questions, essays, short written responses, oral reports, performance tasks, teacher observations, and student self-assessments.

8. Behavioral Health Assessments

Teachers, in conjunction with the clinical staff, will develop rubrics based on self-reporting by and observations of students. These assessments will be used in concert with the other behavioral health measures described above (some of which are prescribed by law) to assist students and teachers in evaluating progress on behavioral indicators.

Student Plans Based on Assessments

Each student, in consultation with his or her family, teachers, and the behavioral health staff, will craft an individualized learning plan (ILP), with explicit academic and behavioral targets. The assessments listed above will be used to chart each student's progress toward these targets. The ILP will provide each student, the student's family, and the student's teachers with a common understanding of the student's academic strengths and challenges, as well as his or her learning style. Teachers will meet with each family once per quarter to review student progress on the ILP.

It is important to note that for students with existing IEP and 504 plans, the individual planning process is replaced by either the IEP or 504 processes as described above. For the promotion/retention process, where there is an indication for a SST team meeting, students with existing IEP or 504 plans would have an IEP or 504 meeting to assess student progress towards the plan goals.

B. STUDENT OUTCOMES

Our overarching goals for students include:

1. Proficiency on the California State Standards in all content areas.
2. An understanding of logic and problem solving.
3. Development of strong oral and written communication skills.
4. A perspective on the world through an interdisciplinary - multidisciplinary lens.
5. Understanding of how learning works, how we learn as individuals, and how learning styles vary.
6. Understanding and appreciation of the Bay Area's environmental, cultural, and intellectual resources.
7. Assumption of personal and social responsibility for their actions and those of their community.
8. Acquisition of all knowledge, skills, habits, and attitudes necessary for success in high school, college, and beyond.

Although our LOECS student outcomes will not be fully adopted until the faculty convenes and engages in a reflective process, these outcomes illustrate our expectation that the curriculum and instruction at LOECS is well-planned, collaborative, interactive, hands-on, and linked with authentic and standards-aligned assessments.

Additionally and in support of high-quality instruction, LOECS complements the above list with the following four questions:

1. What technology is available, proven and useful that students and teachers may access and utilize in ensuring LOECS students meet grade level standards for reading/listening comprehension, writing and mathematics?
2. To what extent does our curriculum allow families/communities to be incorporated on a regular basis in LOECS's student educational plans and school activities?
3. As LOECS strives to groom future leaders and prepare students for the high school academia program, does LOECS measure up to cultural consciousness-raising in its educational programming and instruction to further instill global/international awareness and cultural competency?
4. Does LOECS instructional methodology, educational curriculum and environmental order allow students to feel safe, experience fun in growth, practice good decision-making, and exercise self-control?

These questions will inform our planning processes on both a classroom and school-wide level.

Subject-Specific Competencies

As indicated above, LOECS expects its students to demonstrate proficiency on the California State Standards for each grade level. LOECS has articulated additional competencies, in support of the state standards, that shall inform design of the curriculum and guide instruction. Over time these competencies will be modified based upon in-depth discussions with our school community on what students should know and be able to do by the end of the LOECS program. Below are draft competencies in each subject area that will augment the California State Standards:

1. English Language Arts

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.
- Obtain meaning from a variety of complex texts.
- Be well read as demonstrated by reading a variety of literary works representing different genres.
- Make informed interpretations of the purpose and meaning of literary works.
- Communicate effectively via written media in a variety of genres.
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
- Evaluate how the form and content of a literary work contributes to its message and impact through using and understanding the writing process and various essay forms (expository, comparative, descriptive, etc.)

2. Social Studies/History

- Understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world.
- Recognize that events in the past inform the present.
- Understand the building blocks of representative government.
- Deliberate on public issues which arise in a representative democracy.
- Use historical research to ask and answer questions about the past.
- Recognize that regions can be defined in cultural, physical or political terms.
- Accurately interpret and summarize information from maps, charts and graphs.
- Understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought.
- Understand the rich and varied achievements of diverse peoples.
- Apply information, concepts and perspectives from the history of our nation and the history and development of other nations.

3. Math

- Construct mathematical models.
- Use a variety of problem solving strategies.
- Use a variety of computing procedures.

- Understand & apply mathematical processes and properties of number theory, methods of measurement, geometry, functions and algebra, probability & statistics, data analysis.

4. Science

- Analyze real world phenomena using scientific concepts, principles, and processes.
- Use the scientific method to ask and answer questions about the world.
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- Know earth, biological, physical and chemical concepts.
- Understand concepts of matter and energy, motion and forces.

5. Language Other Than English

- Begin to learn to communicate in languages other than English and understand and appreciate the culture underlying the foreign language.

6. Physical Fitness/Health Science

- Knowledge and practice of physical fitness skills and pertinent health and safety issues to promote the foundation for healthy living.

7. Technology

- Use technology to increase learning and understand and use communally utilized software applications and the Internet.

8. Visual and Performing Arts

- Participate in artistic activities.
- Make informed interpretations of the purpose and meaning of artistic works.
- Convey interpretations of personal experiences in expressive forms.
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
- Explain how the form and content of an artistic work contributes to its message and impact.
- Explain the role of the artist in providing service to the community and world.

Lifelong Skills

Students will be develop skills in the following areas, which will enable them to become self-motivated, competent, lifelong learners:

1. Character Development

To understand and accept the value of integrity and moral courage in all aspects of life and learning.

3. Cooperation

The ability to work productively with school peers, family members, and community members in order to complete assigned projects.

4. Critical Thinking

The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data to be a socially aware citizen.

5. Caring and Respect

The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

6. Citizenship

The ability to be civically responsible by participating in the school and community at large.

7. Conflict Resolution

The ability to resolve differences of opinion in a civil and fair manner.

8. Responsibility

The ability to maintain the highest personal standards in studies and citizenship.

9. Study Habits

The ability to utilize note-taking strategies, questioning strategies, library research skills, goal setting, self-assessment, time management, and test taking strategies; the ability to reflect on one's own learning.

School-wide Outcomes

LOECS will pursue the following school-wide outcomes:

- The school will consistently make adequate yearly progress (AYP) as defined by NCLB.
- The school will strive to have each student demonstrate growth in math and reading of 1.5 grade levels each academic year, as indicated by scores on the California Standards Tests.
- The school will strive for average student growth in math and reading of 1.5 grade levels each academic year, as indicated by scores on the California Standards Tests.
- The school will strive to obtain a daily attendance rate above 90%.
- The school will strive to achieve a rank on the California Academic Performance Similar Schools Index that is above the average for similar schools in the District

- 90% or more of students and families will express satisfaction with their learning experience at LOECS

C. METHODS TO ASSESS PROGRESS TOWARD OUTCOMES

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

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

Student Outcomes

LOECS will track the progress of individual students as part of each students’ individual learning plan. Instruments used to assist in this process are as follows:

Student Outcome	Assessment Instrument
Proficiency on the California State Standards	<ul style="list-style-type: none"> • CST Scores • DORA/DOMA Scores • Writing Assessment Scores • Classroom Grades
An understanding of logic and problem solving	<ul style="list-style-type: none"> • CST Scores • Classroom Grades
Development of strong oral and written communication skills	<ul style="list-style-type: none"> • DORA Scores • Writing Assessment Scores • Classroom Grades
A perspective on the world through an interdisciplinary - multidisciplinary lens	<ul style="list-style-type: none"> • Classroom Grades
Understanding of how learning works, how we learn as individuals, and how learning styles vary	<ul style="list-style-type: none"> • Behavioral Health Self-Assessment Rubric • Classroom Grades
Understanding and appreciation of the Bay Area's environmental, cultural, and intellectual resources	<ul style="list-style-type: none"> • Behavioral Health Self-Assessment Rubric • Classroom Grades
Assumption of personal and social responsibility for their actions and those of their community	<ul style="list-style-type: none"> • Behavioral Health Self-Assessment Rubric • Observation Rubrics Completed by Staff
Acquisition of all knowledge, skills, habits, and attitudes necessary for success in high school, college, and beyond	<ul style="list-style-type: none"> • CST Scores • DORA/DOMA Scores • Writing Assessment Scores • Classroom Grades
Lifelong skills	<ul style="list-style-type: none"> • Student self-assessments • Student-family conferences • Observation rubrics

School-wide Outcomes

LOECS will track progress against the school-wide outcomes using the following instruments. After establishing a baseline, the school-wide goals will guide the continuous improvement of the program.

Student Outcome	Assessment Instrument	School-Wide Goal
Students in every subgroup will consistently exhibit year-to-year growth, as measured by their scaled scores on the CST	<ul style="list-style-type: none"> • CST Scores • AYP Report 	<ul style="list-style-type: none"> • The school will consistently make adequate yearly progress (AYP)
Each student will demonstrate growth in math and ELA of 1 performance level each academic year – until achieving “proficient,” as indicated by scores on the CST	<ul style="list-style-type: none"> • CST Scores • DORA/DOMA Scores (as an interim measure) 	<ul style="list-style-type: none"> • The school will experience growth of 5% per year in the overall percentage of students scoring “proficient” and “advanced” in ELA and math
Students in every subgroup will consistently score higher on the CST than students in similar schools in OUSD	<ul style="list-style-type: none"> • API Report 	<ul style="list-style-type: none"> • The school will achieve a rank on the California Academic Performance Similar Schools Index that is above the average for similar schools in OUSD
Each student will miss fewer than 10 days of school per year	<ul style="list-style-type: none"> • Class Attendance Reports 	<ul style="list-style-type: none"> • Average attendance rate for the year will be above 90%
Every student will express that he or she has engaged in meaningful learning experiences at LOECS	<ul style="list-style-type: none"> • Year-end Survey 	<ul style="list-style-type: none"> • 90% or more of students and families will indicate satisfaction with their learning experience at LOECS

Promotion/Retention Process

Explicit expectations for promotion will be made clear to all students at LOECS. These benchmarks establish multiple measures for determining whether or not students are making progress towards academic proficiency and are on track to succeed in high school.

It is important to note that this promotion/retention process is something that will be shared with families from the very first time that they encounter the school. It is the goal of LOECS to provide the curriculum and instruction necessary so that every student stays on track and is proficient in all subject areas by the time they leave the 8th grade. The school’s commitment to proficiency—and the extended time that some students may need to reach that goal—will be clear to all families who decide to send their children to the school.

D. DATA COLLECTION AND REPORTING

Data Collection

A constant theme at LOECS 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 that 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 is 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, LOECS 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. LOECS will utilize the results of this evaluation to make alterations to its program in accordance with the school-wide outcomes established above.

Data Reports

LOECS will regularly generate reports for students, families, and the LOECS 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 and informal report will be generated for use during student-family conferences.

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

Progress Reports for OUSD

LOECS 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 LOECS's 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 LOECS 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 LOECS's 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 LOECS's governance and other facets of the school
- A summary of major decisions and policies established by the LOECS Board during the year
- Any other information regarding the educational program, the administrative, legal and governance operations of LOECS relative to compliance with the terms of the charter generally

LOECS 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, LOECS 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, LOECS 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.

V. 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)

A. NONPROFIT PUBLIC BENEFIT CORPORATION

LOECS 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.

LOECS 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 LOECS, 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.

B. BOARD OF DIRECTORS

The LOECS Board is a policy-making board which oversees the fundamental aspects of the school. The Board shall be composed of at least nine (9) and no more than fifteen (15) 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 LOECS, 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 or Clinical Director
- 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 LOECS 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 LOECS 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 LOECS 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 LOECS 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 Members

The founding Board members of LOECS 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.

Ralph Peterson, MD

Ralph Peterson is an Internist and Gastroenterologist and has been in private practice for over 22 years. Throughout the years Dr. Peterson, affectionately known as "Dr. P" to patients, colleagues and friends, has always been an avid spokesman on health issues affecting the diverse community in which he serves. Dr. P's knowledge and experience in dealing with health issues such as hypertension, diabetes, obesity and colorectal cancer has lead him to be a spokesman for the American Cancer society, Co-chair of the 100 Black men-Health and wellness committee, and public speaker on Obesity and weight management in the community. Dr. Peterson received his MD from Howard University.

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, EdD

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 EdD 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, 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.

Arthur J. Hatchett

Arthur Hatchett is the Executive Director of the Greater Richmond Interfaith Program (GRIP), a nonprofit organization focused on meeting the needs of the homeless and the poor. He has spearheaded the opening of a \$3.8 million dollar multi-purpose center that includes a 75-bed shelter for homeless families. Mr. Hatchett retired from local government in 1996 after serving as the Housing and Community Development Director for the City of Richmond for 21 years. His extensive community service and volunteer work includes serving as a Board Member for the American Cancer Society, a Member of the Citizen Advisory Board for Contra Costa County, a Board Member of Richmond Neighborhood Housing Services, a Member of the Public Environmental Health Advisory Board for Contra Costa County, and a lifetime member of the NAACP.

Mr. Hatchett holds a BS and a Masters in Business Administration from San Francisco State University.

Morgan Townsend

Morgan Townsend is a professional cook and graduate of the California Culinary Academy. Mr. Townsend currently teaches cooking classes for elementary children in Oakland. His course includes preparing and presenting food, understanding nutritional values and how to read and execute a recipe. Mr. Townsend brings both artisinal knowledge of how to prepare a range of cuisines and technical knowledge of how to run a safe and healthy kitchen.

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.

Jason Newell

Jason Newell comes to Legacies of Excellence with extensive experience working with children and youth. Over the past five years, Jason has been the Executive Director of R&R Group Homes. He brings a clear understanding and vision for an integrated educational and mental health program. Prior to joining R&R Educational Homes, Mr. Newell was a Counselor for the Alameda County Medical Center in the Highland Hospital Substance Abuse Program, a Therapist and Family Coordinator for Oak Knoll Psychotherapy Services, a Child Protective Services Placement Worker for Alameda County Social Services, and a Program Director for R&N Adult Living Facilities.

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.

Andrea Vonny Lee

Andrea Vonny Lee has an extensive background as a leading manager and director of youth-based programs and as a certificated teacher in both secondary and post-secondary education. Ms. Lee is the Founder and Director of Cultural Links to Academic and Social Success (C.L.A.S.S.), a non-profit organization offering technical assistance and support to Bay Area administrators and community leaders, dedicated to the promotion of academic and arts excellence. Prior to founding C.L.A.S.S., Ms. Lee taught dance, physical education, and health in Berkeley, Emeryville, and Oakland. She currently serves as an adjunct instructor at Laney College, where she teaches a variety of courses including Humanities, Dance, and Building Pre-Collegiate Skills through Cultural Pride.

Ms. Lee holds a BA in Dance and MA in Education from San Francisco State University as well as a Graduate Certificate from the National Community Development Institute.

Robert Coleman

Mr. Coleman received his BA from the University of California at Berkeley. For the past twenty years he has been actively involved with residential property investment and development, focusing on development of low and medium residential homes throughout the city of Oakland. Over the past five years, Mr. Coleman has included the development and maintenance of group homes to his extensive property investment portfolio. It is the passion of Mr. Coleman to provide opportunities for foster youth residing in Oakland.

A. PRINCIPAL

Haywood Douresseau

Haywood Douresseau is an experienced school administrator with an extensive background in working with middle school students in Oakland. From 2001 to 2004 Mr. Douresseau was the Assistant Principal at Edna Brewer Middle School, where he was in charge of student discipline, student activities, teacher evaluations, and the Special Education Department. Prior to joining the staff at Edna Brewer, Mr. Douresseau served for three years as the Administrative Assistant Principal at Lowell Middle School in West Oakland. In this role he was responsible for student discipline, student activities, buildings and grounds, Special Education, Music, and parent

groups. In addition to his work as an Assistant Principal, Mr. Douresseau has twice served as a summer school principal, directly supervising 20-25 teachers and managing all aspects of the summer program, including staff selection, budget management, and creation of the master schedule.

For many years Mr. Douresseau pursued his passion for education as a part-time teacher while also serving as a technician in the United States Navy. In the Navy Mr. Douresseau was a Masterchief Electronic Warfare Technician. In the evenings he taught classes in electronics and computers part-time at several adult schools in Oakland. When he left the Navy in 1985 he continued to teach vocational courses and also began teaching elementary students in after-school and weekend courses. He has over 19 years of experience teaching vocational courses, including 17 years as an instructor for the Mission Valley Regional Occupational Program (ROP). His first administrative position was the Principal of the Evening Adult School for the Mission Valley ROP program. In this role he supervised 11 teachers and was responsible for budget development and new course development.

Mr. Douresseau earned a Masters Degree in Education Administration from National University and a Bachelors of Science from Southern Illinois University. He is a graduate of the Oakland Principal's Academy and holds a Professional Clear Administrative Service Credential.

C. FAMILY PARTICIPATION

Family involvement in the education process has been identified as one of the most important determinates of student success. Accordingly, LOECS will work with parents and guardians to involve them in the school in a meaningful way both within and outside of the school day. Parents and guardians are invited and encouraged to attend the LOECS 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 LOECS will have parent participation structures typical at most schools (PTA, 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.

VI. HUMAN RESOURCES

“The qualifications to be met by individuals to be employed by the school.”

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

A. EMPLOYEE QUALIFICATIONS

LOECS shall recruit professional, effective, and qualified personnel for all administrative, instructional, and clinical roles. Every employee must be committed to the instructional philosophy outlined in the LOECS vision statement. In accordance with Education Code 47605(d)1, LOECS 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, LOECS reserves the right to recruit, interview, and hire anyone at anytime 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(1) and shall meet the highly qualified requirements of the No Child Left Behind Act.

In accordance with Education Code Section 47605(1), LOECS 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. LOECS 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.

LOECS 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.

Principal

The LOECS Principal is the instructional leader at LOECS and will oversee the design and implementation of educational activities at the School. The Principal shall be responsible for implementing LOECS 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 LOECS 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, LOECS Bylaws and applicable education law as directed by the LOECS Board. The Principal will work with the LOECS 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 LOECS 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 LOECS 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

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of classroom success with high-need students
- A record of success in developing teachers
- Experience using a range of assessments
- 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 LOECS 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 LOECS 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)
 - LOECS 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

Clinical Program Manager

The Clinical Program Manager (CPM) provides day-to-day clinical supervision of the LOECS mental health treatment staff, including BBS mandated clinical supervision for registered interns and associates. The CPM is involved in all aspects of managing the program to ensure regulatory and clinical compliance at all levels. The CPM contributes to the development and implementation of policies and procedures, trains and supervises staff to ensure agency compliance, and supports the mission, vision, and values of LOECS.

Key Responsibilities

- Manage the clinical services of the program through effective leadership of the therapists and other mental health staff
- Provide assistance and direction in recruitment, hiring, evaluation, and termination of staff
- In conjunction with the principal assures clinical and programmatic integration
- Reviews and approves documentation prepared by the therapists.
- Document treatment plans, safety plans, Medi-Cal/mental health progress notes, etc.
- Provide orientation and ongoing training of staff
- Ensure the provision of services to our clients with appropriate regard to their physical and mental well-being
- Develop and maintain effective communication between clinical, program, and other administrative entities/departments
- Perform other duties as assigned

Requirements for the Clinical Program Manager include

- A strong knowledge of the common diagnoses and treatments for school-aged children
- The skills necessary to facilitate positive change in a school environment.
- A masters degree from an accredited university in the field of psychology, social work, counseling education or human services
- Licensed or license-eligible in the State of California to provide mental health services (LCSW, LMFT, ASW, MFTI)

Mental Health Therapist

The Mental Health Therapist will be responsible for providing services related to the delivery of mental health care to assigned clients at the designated school location and will provide consultation services to the school staff to support the overall mental health goals of the school.

Key Responsibilities

- Provides direct mental health services to include
 - Intake assessment
 - Individual, family and group therapy
 - Crisis intervention to assigned clients
- Maintains regular contact with the parent/guardian of each client (if appropriate)
- Completes master treatment plans, treatment plan updates, managed care authorizations and all chart requirements
- Attends regularly scheduled staff meetings and clinical supervision.
- Provides consultation for school staff regarding mental health issues of clients (as appropriate)
- Participates in the collection of mental health information and student outcomes data to be used for monitoring the overall performance and effectiveness of services provided.
- Provides complete and timely documentation to support services rendered
- Maintains required direct-service quotas

- Perform other duties as assigned

Requirements for the Mental Health Therapist include

- A strong knowledge of the common diagnoses and treatments for school-aged children
- The skills necessary to facilitate positive change in a school environment.
- A masters degree from an accredited university in the field of psychology, social work, counseling education or human services
- Licensed or license-eligible in the State of California to provide mental health services (LCSW, LMFT, ASW, MFTI)

Mental Health Assistant

The Mental Health Assistant works one on one with students to implement the tasks and activities outlined in the students' individualized mental health plans. As a key member of the mental health team, the Mental Health Assistant will participate in the development and execution of the individualized plan for each student. The Mental Health Assistant will develop positive relationships with both the student and their family. These relationships are essential to allow the Mental Health Assistant to engage the student and family in developing the skills identified in the student's individualized plan, such as problem solving and considering consequences of one's actions.

Key Responsibilities

- Perform tasks and services as assigned in individualized plans. Tasks may include but are not limited to:
 - Encouraging and engaging in tasks or activities that support, or "spark," identified strengths, skills, and positive qualities in children and families.
 - Problem-solving with children and families, including outlining alternatives and predicting consequences while supporting children and families to make good choices for themselves. Teaching specified skills to children and families.
 - Performing other tasks identified in individualized plans.
- Participates in the development of individualized student plans with members of the academic and mental health team, and the family
- Write clear, accurate and timely progress notes consistent with each contact/visit
- Identify temporary and sustainable resources and services within family and community environments.
- Participates in the Internal Utilization Review process and other peer-review mechanisms, providing feedback to colleagues, accepting feedback from colleagues, and promptly responding to recommendations.
- Maintain accurate and timely records.
- Follows all school, state, and federal health and safety rules and regulations
- Perform other duties as assigned

Requirements for the Mental Health Assistant include

- Ability to work flexible hours to meet the needs of the families.
- Utilize and maintain an electronic calendar with all work-related details in order to manage time effectively and share calendar information with coworkers
- Participate in on-going training to expand and develop professional skills

B. 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 LOECS 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 LOECS may have access to other school-sponsored retirement plans according to policies developed by the LOECS Board and adopted as the school’s employee policies.

C. 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 LOECS for the purposes of Educational Employment Relations Act (“EERA”). LOECS maintains full responsibility and liability for hiring and retention purposes for all employees of LOECS.

D. 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 LOECS 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.

E. 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)

In order to provide for the health and safety of all students and staff, prior to the opening of school LOECS 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 LOECS:

Procedures for Background Checks

Employees and contractors of LOECS 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 LOECS 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 LOECS 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

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

Immunizations

LOECS 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

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

Vision/Hearing/Scoliosis

LOECS 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

LOECS 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. LOECS 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

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

Blood borne Pathogens

LOECS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The LOECS 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

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

Facility Safety

LOECS 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.

LOECS 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. LOECS will conduct fire drills monthly.

Comprehensive Sexual Harassment Policies and Procedures

LOECS 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. LOECS 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 LOECS policy.

F. 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 LOECS and the LOECS Board members and OUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. However, LOECS 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.

LOECS 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, LOECS and OUSD will act in accordance with Education Code Section 47607 or applicable law.

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

In the event of a dispute between LOECS and OUSD, LOECS 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 LOECS. 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 LOECS.

VII. ADMISSIONS, ATTENDANCE, and SUSPENSION/EXPULSION POLICIES

"Admission requirements, if applicable."

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

A. ADMISSION REQUIREMENTS

The intent of LOECS is to serve a population of students with special needs, as outlined above. However, LOECS 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 LOECS shall not be determined according to the place of residence of the pupil or of his parent/guardian.

LOECS 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 LOECS 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 a collaboration with OUSD, the Alameda County Probation Department, Alameda County Department of Social Services, Alameda County Behavioral Health, and a host of community groups, LOECS 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.

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.

LOECS 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. LOECS 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.

B. 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)

LOECS 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. LOECS looks to build upon its relationship with OUSD to identify special needs students who would benefit from our program.

LOECS 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, LOECS 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

LOECS hopes that its primary partner in the effort to recruit special needs students will be OUSD itself. LOECS will also work with local community organizations, as described above, who are committed to helping the neediest students in the Oakland area. LOECS 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, LOECS will meet with representatives from OUSD and community organizations to discuss recruitment strategies and adjustments to the implementation of LOECS’s 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 LOECS. Students who opt not to attend LOECS 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 LOECS 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 LOECS, except to the extent that such a right is extended by the local education agency.

C. PUPIL SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.”

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

LOECS 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, LOECS shall utilize the grounds for suspension and expulsion listed in Education Code Section 48900, 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, LOECS 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, LOECS will provide OUSD with immediate notification of relevant circumstances and communications and act according to district administrative authority.

LOECS 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 LOECS's Suspension and Expulsion policies and the implementation of those policies.

LOECS 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 LOECS without graduating or completing the school year for any reason. Additionally, upon request, LOECS 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.

VIII. 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)

A. BUDGET AND CASH FLOW

A multi-year financial plan for the LOECS is included as the Appendix. This plan is based on the best data available to LOECS 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.

B. FINANCIAL REPORTING

LOECS 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 LOECS's 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 LOECS's receipts and expenditures for the preceding fiscal year.

C. INSURANCE

LOECS 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. The OUSD Board of Education shall be named as an additional insured on all policies of the LOECS. Prior to opening, LOECS shall provide evidence of the above insurance coverage to the District.

D. ADMINISTRATIVE SERVICES

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

- Education Code Section 47605(g)

The Principal of LOECS will assume the lead responsibility for administering the school under the policies adopted by the LOECS Board of Directors. LOECS will provide or procure most of its own administrative services, including but not limited to financial management, personnel, and instructional program development. However, LOECS 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.

E. 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)

LOECS 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.

LOECS 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. LOECS 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.

F. 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 LOECS 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 LOECS shall be conducted as required under the Charter Schools Act, section 47605(b)(5)(I). The books and records of LOECS 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 LOECS Board with recommendations on how to resolve them. The LOECS 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 LOECS is a public record to be provided to the public upon request.

G. 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 LOECS 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 LOECS, 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 LOECS Board or its designee will ensure that the notification to parents and students of LOECS 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, LOECS 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 LOECS 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, LOECS will prepare final financial records. LOECS will also have an independent audit completed within six months after closure; LOECS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by LOECS 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 LOECS.

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

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

As LOECS 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. LOECS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

LOECS 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 LOECS 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. LOECS shall provide assistance, as necessary, to parents/guardians in considering attendance alternatives and completing new enrollment forms.

IX. 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 LOECS on OUSD.

LOECS shall be operated as a California non-profit public benefit corporation. LOECS 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 LOECS or for claims arising from the performance of acts, errors, or omissions by LOECS.

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

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

The Board of Directors of LOECS 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.

X. 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 2010. LOECS 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.



School-wide Positive Behavior Support

Implementers' Blueprint and Self-Assessment^{1 2}

OSEP Center on Positive Behavioral Interventions and Supports

¹ The Center is supported by a grant from the Office of Special Education Programs US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred. For more information, contact Rob Horner (Robh@uoregon.edu) or George Sugai (Sugai@uoregon.edu).

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OSEP Center on Positive Behavioral Interventions and Supports³

University of Oregon

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These materials have been developed to assist local and state education agents in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials are forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, pbis@oregon.uoregon.edu, or www.pbis.org.

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INTRODUCTION

Statement of Purpose

The purpose of this blueprint is to present a rationale for adopting school-wide positive behavior support (SW-PBS), describe the key features of SW-PBS, and illustrate processes, structures, and supports of SW-PBS.

Definition of a Blueprint

A “blueprint” is a guide designed to improve the efficiency and success of large-scale replications of a specific demonstration or example. SW-PBS has been demonstrated to be a feasible and valued approach for improving the social climate of schools and supporting intervention programming for students with high risk problem behavior.

This blueprint is intended to make the conceptual theory, organizational models, and specific practices more accessible for those involved in changing how schools, districts, and state education systems operate effectively and efficiently.

The contents of this blueprint should be considered dynamic and iterative in that guidelines will be improved as new implementations are tried and studied, and as new research is conducted.

Audience for the Blueprint

This blueprint is designed for use by individuals who are interested in or are implementing SW-PBS, and/or interested in tactics for sustaining or expanding (go-to-scale) their efforts. Implementers include school, district, and state level administrators; staff developers; educational policy and decision makers; higher education personnel preparers; consultants; program evaluators; and researchers.



Using the Blueprint

The organization of this blueprint emphasizes efficient and effective implementation. To the greatest extent possible, (a) descriptive task analyses and checklists are used to sequence procedures and processes, (b) sample forms and worksheets are provided to enhance task completion, and (c) examples are included. To support and extend implementation efforts, references and additional resources are included in appendices. The contents of this blueprint should be viewed as a “guide” to essential of effective SW-PBS implementation rather than a “cookbook” of practices and systems.

This blueprint is divided into two main sections:

- **Section I: Describing School-wide Positive Behavior Supports**

In this section, a rationale for adopting a school-wide positive behavior support approach is provided, and the features of this approach are described.

- **Section II: Implementing a Systems Approach to School-wide Positive Behavior Supports**

In this section, the organizational processes, structures, and supports for adopting a systems approach to SW-PBS are described. School-, district-, and state-wide implementation features are described. The use of a self-assessment checklist is emphasized.



SECTION I

DESCRIBING SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT: CHALLENGES, SOLUTIONS, AND FEATURES

What Challenges Do Schools Face in Addressing Their Education Mission?

The mission of schools is to maximize opportunities for students to achieve three primary and inter-related expectations that enable participation, contributions, and success in schools and larger communities:

- Academic Skill Competence,
- Social Skill Competence, and
- Lifestyle skills competence.

Achieving these expectations, however, is hampered by many competing social and behavioral factors. Current data suggest that while extreme violence is stabilizing (and historically low) the rate of disruptive problem behavior is escalating (U.S. Surgeon General, 2000). The single most common request for assistance from teachers is related to behavior and classroom management (Elam, Rose, & Gallup, 1999).

Schools struggle with addressing problem behavior for a variety of reasons:

- Students are more different from each other than similar.
- Multiple initiatives compete and overlap.
- School climates are reactive and controlling.
- School organizational structures and processes are inefficient and ineffective.
- Public demand is high for greater academic accountability and achievement.



- Occurrences of antisocial behavior in school (e.g., aggression, substance use, dropping out, attendance, and insubordination/noncompliance) are more severe and complex.
- Limited capacity exists to educate students with disabilities.
- Media that portrays role models are violent and antisocial.

School attempts to respond to these challenges often result in an over-reliance on the use of aversive and exclusionary consequences. For example, teachers respond to student displays of chronic problem behavior by increasing their use of verbal reprimands, exclusionary consequences (e.g., in school detention and out-of-school suspensions), and loss of privileges. If student behavior does not improve, school systems increase their reactive responses by establishing zero tolerance policies, increasing surveillance, posting security personnel, and excluding students from school.

This over-reliance on reactive management practices is a predictable outcome because teachers, parents, and administrators experience immediate reductions or removals of the problem behavior when they use strong aversive consequences. Having experienced reductions and relief from student problem behavior, they are more likely to use reactive management practices when future student problem behavior occurs, which can be described from a classic negative reinforcement perspective. Unfortunately, these reductions are temporary and problem behaviors typically reoccur, sometimes at higher rates and more intensive levels. Justification for the increased use of reactive management strategies is based on the erroneous assumption that the student is “inherently bad,” will “learn a ‘better way’ of behaving next time,” and will “never again” engage in the problem behavior.

Although the use of aversive consequences can inhibit the occurrence of problem behavior in students who already are relatively successful at school, these procedures tend to be the least effective for students with the most severe problem behaviors. In addition, a number of negative side effects are associated with the exclusive use of reactive approaches to discipline (Shores, Jack, Gunter, Ellis, DeBriere & Wehby, 1993; Sugai & Horner, 1999; Sulzer-Azaroff & Mayer, 1994; Tolan & Guerra, 1994):

- A punishing climate can be a setting event for problem behaviors (Sulzer-Azaroff & Mayer, 1994).
- A school climate relying on punishing consequences can provoke problem behaviors (Sulzer-Azaroff & Mayer, 1994), for example, increases in antisocial behavior, breakdown of student-teacher



relations, degradation of school/social climate, and/or decreases in academic achievement.

The science of human behavior has taught us that students are not “born with bad behavior,” and that they do not learn better ways of behaving when presented aversive consequences for their problem behaviors (Alberto & Troutman, 2001; Sulzer-Azaroff & Mayer, 1994; Walker et al., 1996). In addition, successfully addressing problem behavior requires an increased emphasis on proactive approaches in which expected and more socially acceptable behaviors are directly taught, regularly practiced in the natural environment and followed by frequent positive reinforcement.

What is Needed to Address These Challenges?

To shift from a reactive and aversive approach to managing problem behavior to one that is preventive and positive, schools must

- Work for and with all students, since every child entering school needs behavior support.
- Give priority to empirically validated procedures and systems that have demonstrated effectiveness, efficiency, and relevance.
- Integrate academic and behavioral success for all students.
- Emphasize prevention in establishing and maintaining safe and supportive school climates.
- Expand the use of effective practices and systems to district, county, regional, and state levels.
- Increase collaboration among multiple community support systems (i.e., education, juvenile justice, community mental health, family, and medical).
- Build a school environment where team building and problem solving skills are expected, taught, and reinforced.



What is School-wide Positive Behavior Support?

School-wide Positive behavior support (SW-PBS) is comprised of a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. SW-PBS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective and efficient. In addition, SW-PBS has relevant applications to educating all students in schools, not just students with disabilities.

SW-PBS is the integration of four elements

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

First, SW-PBS emphasizes **operationally defined and valued outcomes** for all students. Specified academic and social behavior outcome indicators are linked to annual school improvement objectives, local and state initiative priorities, and individual academic goals and objectives. Data are used to describe, choose, and evaluate goals/outcomes. Valued outcomes include increases in quality of life as defined by a school’s and/or individual student’s unique preferences and needs and by positive lifestyle changes that increase social belonging.

Second, SW-PBS is based on a clearly established **behavioral and biomedical sciences** that can be applied to address problem behavior in schools. The approach is based on conceptual principles from behavioral and biomedical research.

- Behavior is learned and can be taught.
- Behavior is lawful and predictable.
- Behavior occurrences are affected by environmental factors that interact with biophysical characteristics of the individual.



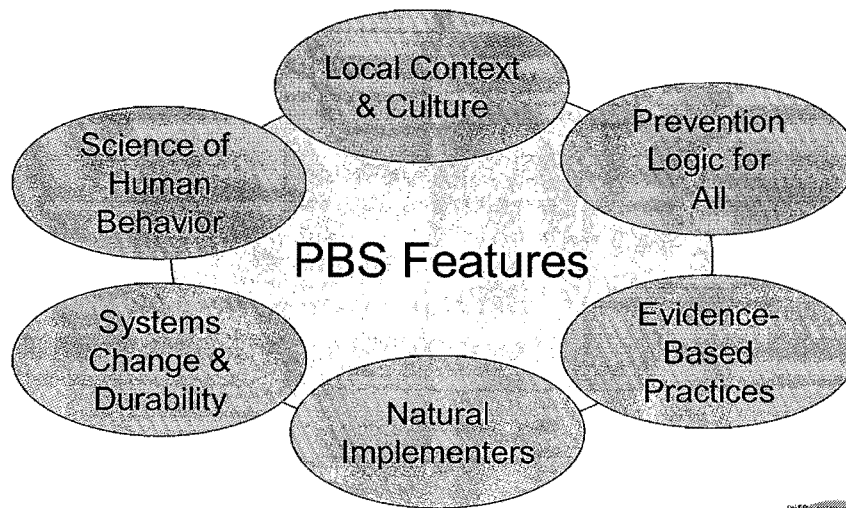
- Understanding the relation between physiology factors and environmental variables is a critical feature when supporting students with behavioral, social, emotional, and mental health issues.
- Assessing and manipulating environmental factors can predictably affect occurrences of behavior.
- Data collection and use for active decision-making are important for continuous intervention, program, and system improvement.

Third, SW-PBS emphasizes **research-validated practices**, interventions, strategies, curriculum, etc. to achieve goals and outcomes. Data are used to guide which practices should be selected and/or adapted to achieve goals/outcomes. The selection and use of evidence-based practices are given priority.

Fourth, SW-PBS gives priority to **systems change** considerations that support the effective and efficient selection and implementation of practices by school personnel (e.g., teachers, school psychologists, administrators). These organizational working considerations operationalize policies and guiding principles, operating routines, resource supports, and administrative leadership. Internal behavioral expertise and capacity are developed, and data-based decision making is emphasized to improve the selection, adoption, outcomes, and durability of practices.

Together these four elements provide schools with the opportunity to efficiently organize scarce resources and support the adoption of effective practices. Implementation of a school-wide approach to SW-PBS requires investments in the features represented in the following figure:





Why Develop This Blueprint on School-wide Positive Behavior Support?

Conceptually, SW-PBS is appealing, and a growing research base supports SW-PBS application at the individual student and school-wide levels. The first real task is identifying what is required to enable schools to develop, expand, and sustain their SW-PBS efforts.

This blueprint is intended to serve as a catalyst for prompting and promoting the durable and expanded use of SWPBS for all students at the individual student, classroom, school-wide, district, regional, county, and state levels. In particular, this blueprint has been designed to address seven important assumptions and solutions about "going-to-scale" with SW-PBS:

- Effective SWPBS must be implemented with high accuracy if maximum effects are to be realized.
- Effective SW-PBS practices and systems must be durable if meaningful change and improvement are to be realized.
- Effective practices and systems of SW-PBS must be sustained (i.e., in place for 5-10 years) if schools are to expand their efforts and maximize their effectiveness.



- Implementation must be delivered by “typical intervention agents.”
- Data on child outcomes must be used to make decisions for continued adaptation and sustained implementation.
- Implementation of effective practices at the local level will require modification of procedures to “fit” the culture, structure, and needs of the local setting; the same practices will look slightly different in different schools and communities.
- Establish “systems” that support functional, doable, and durable implementation of effective practices.

What is a Systems Approach to the Implementation of School-wide Positive Behavior Support?

Commonly, when schools encounter a problem that cannot be solved by existing strategies and resources, an expert, typically from the “outside,” is approached to provide technical assistance and training. An event is created to allow the expert to share and teach about ways to address the problem. The expert leaves, and the school is expected to implement the strategy. Borrowing a concept from Stokes and Baer (1977), this approach basically relies on a “train-and-hope” perspective:

- Difficult-to-solve problem is encountered.
- Expert is identified to provide a solution.
- Expert provides or trains the solution.
- Expert leaves and expects school to implement the solution.
- Lacking supports and capacity, solution is not implemented effectively.
- School waits for next problem to occur (“expert model” reinforced).

This approach to problem solving is likely to fail because attention is not focused on what system supports (e.g., resources, training, policies) are needed to enable the initial accurate use of the practice, continued use of the practice over time, expanded use of the practice to other contexts, and modification of the practice to maximize outcomes and increase efficiency.



A systems approach considers the school as the basic “unit of analysis” or “point of influence or action” and how the collective actions of individuals within the school contribute to how the school is characterized. Although important, individual students, parents, or adults are not the primary context for systems change. Horner (2003) indicates that

- *The organization does not behave, individuals within the organization engage in behaviors.*
- *An organization is a group of individuals who behave together to achieve a common goal.*
- *Systems are needed to support the collective use of best practices by individuals within the organization.*

Thus, the SW-PBS approach gives priority to the establishment of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit with and be part of on-going school reform efforts. This approach focuses on the interactive and self-checking process of organizational correction and improvement around four key elements:

- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices:** interventions and strategies that are evidence based.
- **Data:** information that is used to identify status, need for change, and effects of interventions.
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBS.





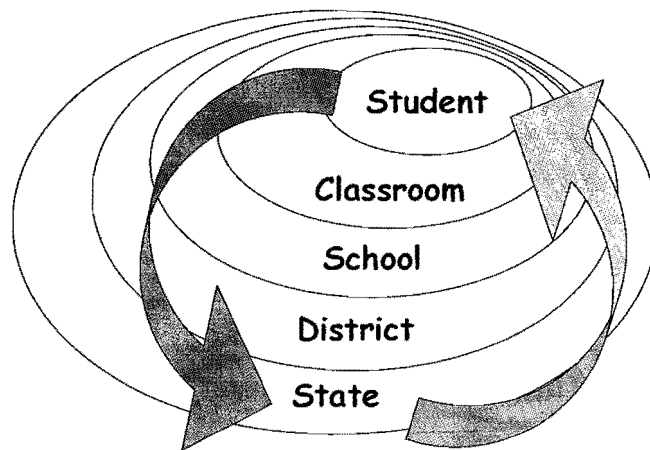
A systems approach to SW-PBS considers multiple points of support:

- **Individual Student:** intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions.
- **Classroom:** expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing social climate of classroom environments that serves as the basis for individual student behavior support planning.
- **School-wide:** behavioral expectations and supports (i.e., proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behavior support.
- **District:** specialized behavioral supports, organizational leadership, and implementation resources that as a unity serves as the foundation for effective implementation.



- **Community:** collaborative intervention and support efforts for students and families that involve mental health, public health, juvenile justice, and other community agencies and resources.
- **State:** behavior support policy, organizational leadership, and resource management that collectively serve as the foundation for district and school-wide implementation of PBS.

Implementation Levels

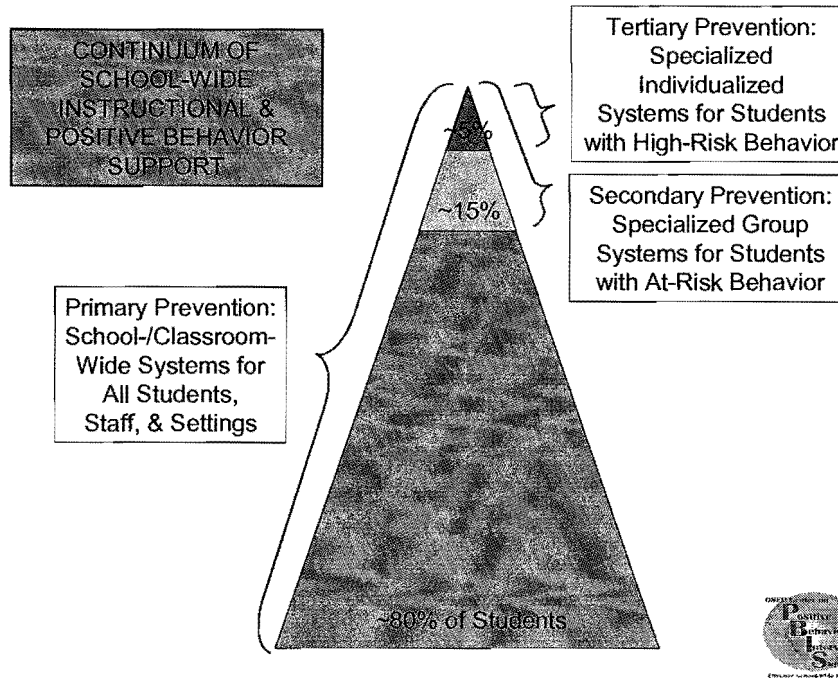


At all levels of implementation of SW-PBS, four perspectives are emphasized:

1. **Three-tiered Approach to Prevention** (Lewis & Sugai, 1999; Sugai et al., 2000; Walker et al., 1996).
 - **Primary** prevention focuses on preventing the development of new cases of problem behaviors by focusing on all students and staff, across all settings (i.e., school-wide, classroom, and nonclassroom/noninstructional settings).
 - **Secondary** prevention focuses on reducing the number of existing cases of problem behaviors by establishing efficient and rapid responses to problem behavior.



- **Tertiary** prevention focuses on reducing the intensity and/or complexity of existing cases of problem behavior that are resistant to primary and secondary prevention efforts.



A preventive approach focuses on

- Removing antecedent or preceding factors that prompt, trigger, or occasion problem behavior in children and undesirable intervention practices.
- Adding antecedent or preceding factors that prompt, trigger, or occasion appropriate behavior and desirable intervention practices.
- Removing consequence or following factors that maintain and strengthen occurrences of problem behavior and undesirable intervention practices.
- Adding consequence or following factors that maintain and strengthen occurrences of appropriate behaviors and desirable intervention practices.



- Arranging environments so opportunities are maximized to teach and practice appropriate behavior and desirable intervention practices.
 - Teaching social skills and adopting intervention strategies that are more effective, efficient, and relevant than problem behaviors and undesirable intervention practices.
 - Removing consequence or following factors that inhibit or prevent occurrences of appropriate behaviors and use of desirable intervention practices.
2. **Instructional Emphasis** (Colvin, Sugai, & Patching, 1993; Kame'enui & Darch, 2004; Kerr & Nelson, 2002; Sugai, 1992) in which social skills are taught in the same way as academic skills, and the reduction of problem behaviors is addressed by teaching functional replacement behaviors.
- At the school-wide level, schools focus on defining, teaching, and encouraging school-wide expectations.
 - For students who are at-risk of social failure, instruction is active and focused on “core” skills, often within pre-defined curricula.
 - For students who are high risk for social failure, specific social skills are taught based on functional behavioral assessment of problem behaviors.
3. **Functional Perspective** (Horner, 1994; O'Neill et al., 1997; Sugai, Lewis-Palmer, & Hagan-Burke, 1999-2000) in which the factors that maintain observed problem behaviors (positive and negative reinforcement) are used directly and primarily to build effective, efficient, and relevant behavior intervention plans.

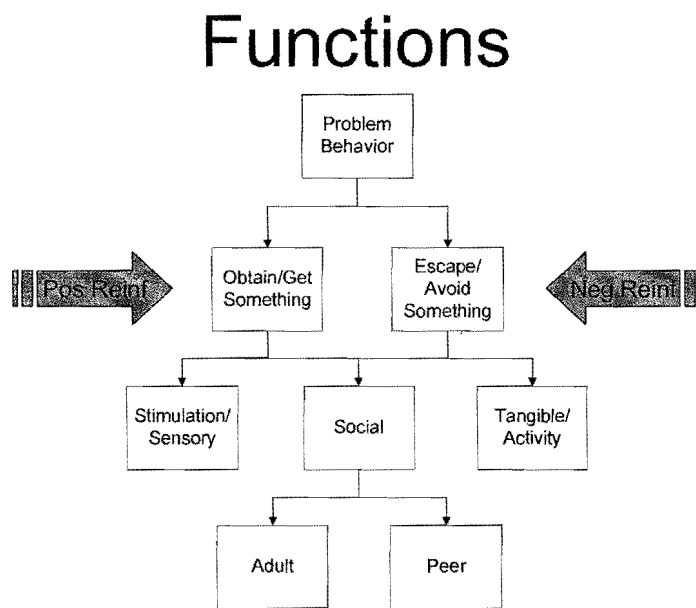
A function-based approach has the following features:

- Foundations in behavioral theory, applied behavior analysis, and positive behavior support.
- Attention to environmental context.
- Emphasis on “purpose” or function of behavior.
- Focus on teaching behaviors.

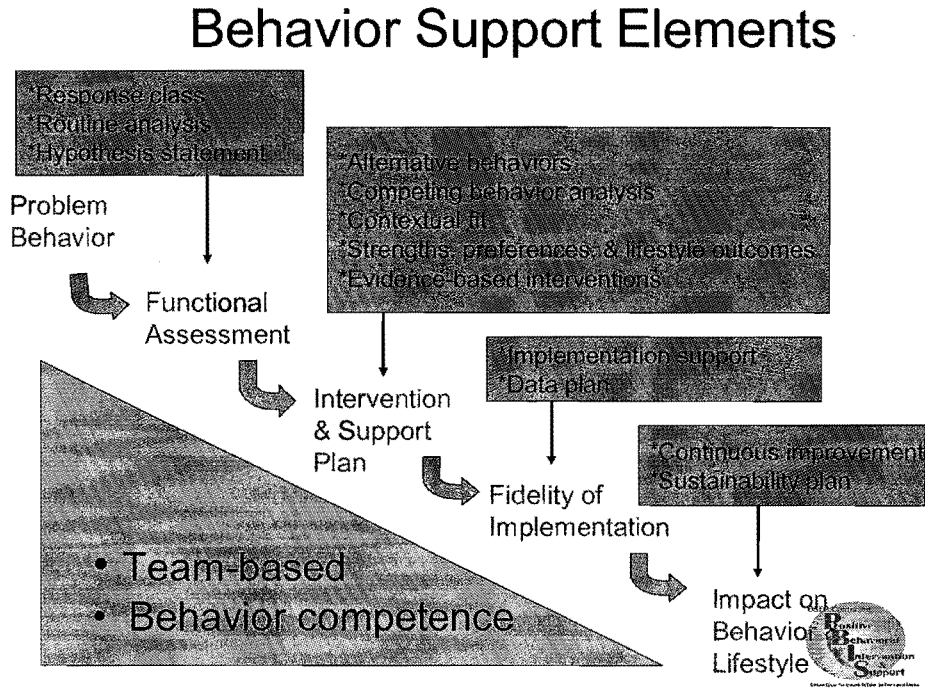


- Attention to implementers (adult behaviors) & redesign of teaching & learning environments.

The notion of “function” is based on the behavioral principle of “reinforcement,” specifically, positive and negative reinforcement (Crone & Horner, 2003; O’Neill et al., 1997). Positive reinforcement is defined as the increased probability of a behavioral occurrence that is associated with the contingent presentation of a consequence stimulus (reinforcing). Negative reinforcement is defined as the increased probability of a behavioral occurrence that is associated with the contingent removal or withholding of a consequence stimulus (aversive). The following flowchart depicts how these two behavioral principles are operationalized from a function-based perspective:



A function-based approach is incorporated into behavioral intervention planning at the individual student level (Crone & Horner, 2003). The steps and elements that comprise this approach are illustrated in the following figure:



4. **Sustainability Priority** (Latham, 1988; Sugai et al., 2000; Zins & Ponte, 1990) which emphasizes

- Practical applications in which implementation is based on the smallest change that will result in the largest impact.
- Multiple approaches to ensure the correct approach for the defined problem.
- On-going collection and use of data because conditions continuously change and affect the status and best use of resources.

The outcome of an effective systems approach is an organization (school, district, state education agency) that has three basic features (Gilbert, 1978; Horner, 2003):

- **A Common Vision:** The organization has a mission, purpose, or goal that is embraced by the majority of members of the organization and serves as the basis for decision making and action planning.
- **A Common Language:** The organization establishes a means of describing its vision, actions, and operations so that communications are informative, efficient, effective, and relevant to members of the organization.
- **A Common Experience:** The organization is defined by a set of actions, routines, procedures, or operations that is universally practiced and experienced by all members of the organization and that also includes a data feedback system to link activities to outcomes.

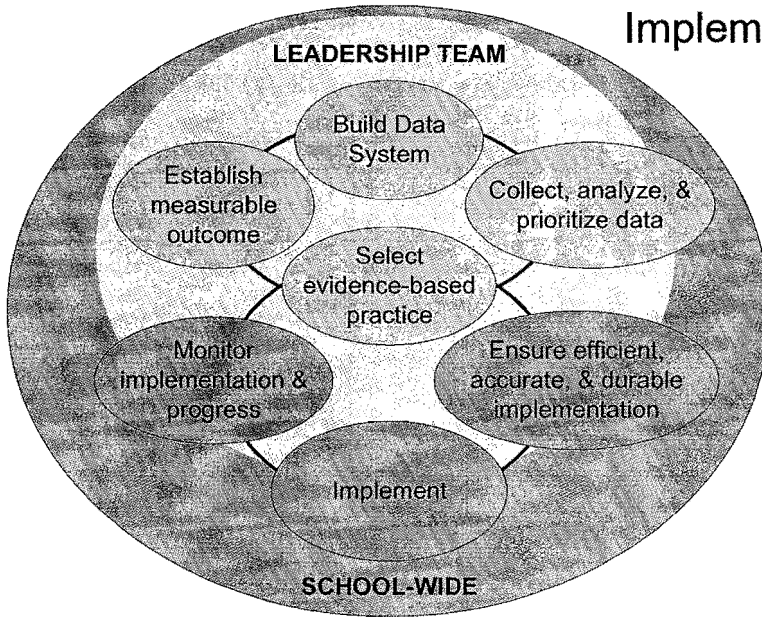
Thus, instead of engaging in “train-n-hope” efforts, the SW-PBS approach gives priority to problem solving and action planning that emphasizes accurate, durable, and expanded implementation:

1. Establish a visible, effective, efficient, and functional leadership team.
2. Review existing information/data.
3. Analyze, describe, and prioritize issue within context.
4. Specify measurable outcome that is related directly to issue and context.
5. Select evidence-based practice to achieve specified outcome.
6. Provide supports for accurate sustained adoption and implementation of practice.
7. Monitor practice implementation and progress toward outcome.
8. Modify practice implementation based on analysis of progress data.



The following figure illustrates the working or operational relationship among these implementation elements:

Enhanced PBS Implementation Logic



SECTION II

IMPLEMENTING A SYSTEMS APPROACH TO SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Context Considerations

In this section of the blueprint, the features and processes for implementing a systems approach to school-wide positive behavior support are described. Although number of participating schools (e.g., 10, 50, 250, 500, 1000) within an effort may vary, typically, three general organizational levels of implementation are considered.

- **School-wide:** individual school organization characterized typically by a group of teachers and support staff who are administered by a single administrative team or principal
- **District-wide:** a single group of multiple schools defined by a common geographic, political, and/or fiscal vision and organizational structure
- **State-wide:** multiple groups of multiple schools organized under a common geographical, political, and/or fiscal vision and organizational structure

In general, implementation of PBS at the school-, district-, and state-wide levels share a common set of features. The actual details of each feature are likely to vary depending upon contextual characteristics of the school, district, or state. The actual PBS implementation activities and structures will vary depending upon a number of factors and influences, including, but not limited to the following:

- **Size or Number:** 35 versus 2100 students, 4 versus 450 staff members, 3 schools versus 250 schools.
- **Location:** urban versus rural versus suburban.
- **Community or Neighborhood:** low versus high social economic status.

To the greatest extent possible, content is presented in outline and list formats to organize and facilitate access. Checklists are provided to enable self-assessment



and/or self-monitoring of implementation. Finally, where appropriate, resources for obtaining further information are noted.

Goal and Capacity Building

The **goal of systemic SW-PBS implementation efforts** is to achieve effective school-wide behavior support for all members of a school community. This goal is realized by considering the **whole school** as the main implementation unit. In particular, all students and all staff are involved across all settings of the school.

Accomplishing accurate, durable, and adaptable SW-PBS in a school requires systemic support that extends beyond an individual school. The real consideration is organizing multiple schools (e.g., cluster, complex, district, county, state) so that a common vision, language, and experience are established. By achieving this consistency, the efficiency of resource use, implementation efforts, and organizational management can be improved. An expanded infrastructure also enhances the district and state level support (e.g., policy, resources, competence) that provides a supportive context for implementation at the local level.

To achieve the goal and this efficiency, a leadership **team or structure** is needed to lead and increase the working capacity of the system. This team has the primary objective of increasing the system's capacity in four primary areas:

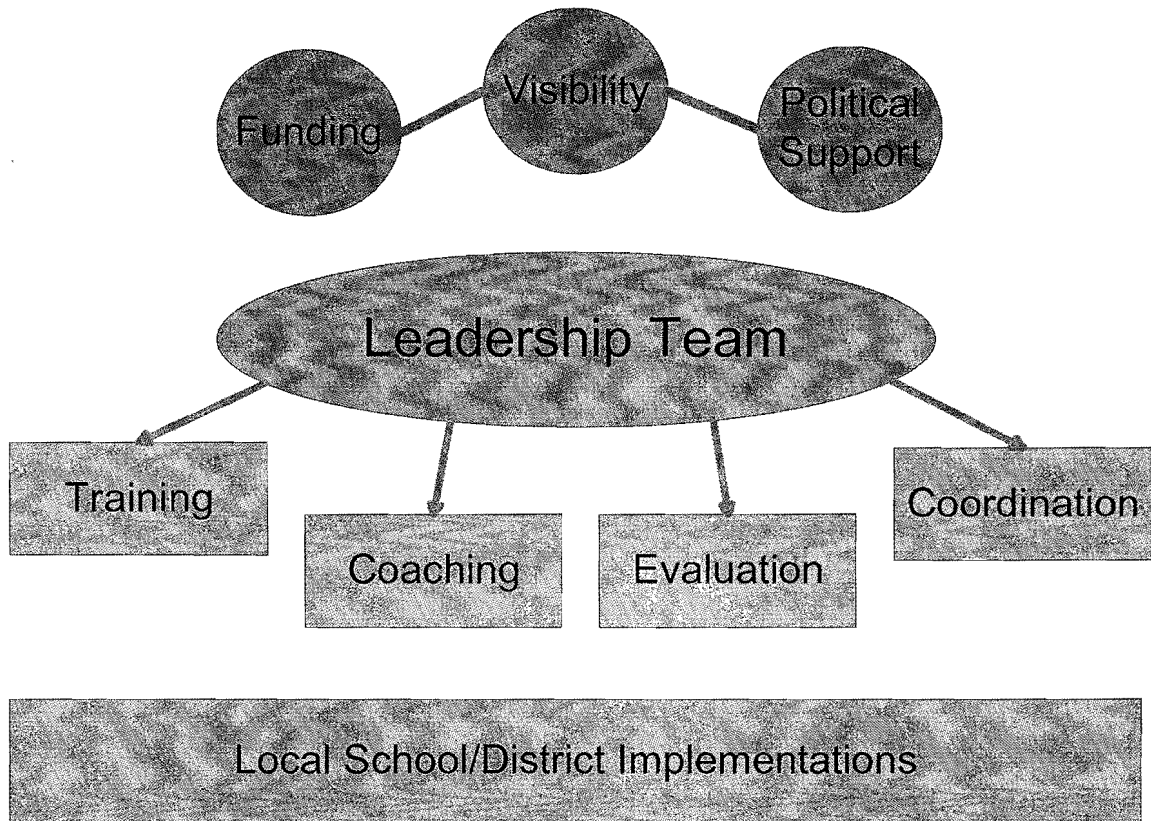
1. **Training Capacity** refers to the system's ability to self-assess for specific programmatic and staff development needs and objectives, develop a training action plan, invest in increasing local training capacity, and implement effective and efficient training activities.
2. **Coaching Capacity** refers to the system's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school training implementation efforts for both initial training and on-going implementation support.
3. **Evaluation Capacity** refers to the system's ability to establish measurable outcomes, methods for evaluating progress toward these measurable outcomes, and modified or adapted action plans based on these evaluations.



4. **Coordination Capacity** refers to the system’s ability to establish an operational organization and “rhythm” that enables effective and efficient utilization of materials, time, and personnel. in the implementation of an action plan.

To enable and support the leadership team’s efforts, the PBS implementation must have (a) adequate and sustained **funding support**; (b) regular, wide, and meaningful **visibility**; and (c) relevant and effective **political support**.

The following figure provides an overview of the PBS Organizational Logic.



The effectiveness of the SW-PBS implementation is related to the extent that a common vision and a set of principles are used to guide decision-making and implementation efforts. The goals and capacity building elements of a SW-PBS approach are founded on five major constructs or foundational concepts:



1. **Prevention** refers to organizing learning and teaching environments to prevent the (a) development of new problem behaviors, (b) worsening of existing problem behaviors, and (c) triggering of problem behavior. Prevention is characterized by an emphasis on directly teaching, actively monitoring, and positively reinforcing prosocial or adapted behaviors.
2. **Whole school** refers to addressing the behavior support needs of all members (e.g., students, staff, family members, classified staff) and all settings of a school community.
3. **Evidence-based practices** refers to interventions, strategies, and techniques that have empirical evidence of their effectiveness, efficiency, relevance, and durability. See below.
4. **Teaming** refers to working as a cohesive, integrated, and representative collection of individuals who lead the systems change and implementation process.
5. **Evaluation** refers to the regular and systematic self-assessment of strengths and needs, and the continuous self-improvement action planning process.

“**Evidence-based practices**” refers to strategies, processes, and curricula for which information exists to support adoption and sustained use. Different levels of evidence should be considered:

- Scientific evidence is derived from studies that (a) carefully identify and control for variables that are and are not associated with the practice or curricula and (b) demonstrate the level of confidence with which outcomes and results can be associated with those variables (e.g., random selection of subjects, control and experimental group studies, pre/post group designs, single subject research studies).
- Program evaluation evidence is derived from the careful study of implementation efforts and their outcomes, but without the control comparisons used in empirical research (e.g., nonrandom assignment, small participant numbers, no control group, no systematic replication of effects).
- Case study and testimonial evidence (social validation) is derived from individuals or organizations who report their outcomes and experiences with a given practice, but without validation or testing information or methods.



Practices derived from studies that have supporting data but do not demonstrate experimentally that a functional relationship exists are “promising practices” for which adoption and use should proceed with caution. Initially, pilot implementation should be conducted with careful data collection and on-going evaluation.

When no evidence is available, conservative use of a practice should be applied to avoid unforeseen negative side effects, extreme costs, an inefficient use of resources and time. At a minimum, new or innovative practices should be pilot-tested, measured frequently for the extent to which desired and undesired effects are experienced, and evaluated for their costs and benefits. Equally important, innovative practices must be based on sound theory.

Regardless of the evidence available for a practice, consideration for adoption should be based on a documented need, and the application of three main evaluation criteria:

1. Is the practice **effective**?

What is the likelihood that the desired effects or outcomes will be achieved with the practice?

2. Is the practice **efficient**?

What are the costs/benefits of adopting and sustaining the practice?

3. Is the practice **relevant**?

Does a contextual fit exist among the practice, the individuals who will use the practice, and setting or culture in which the practice will be used?

PBS Implementation and Planning Self-assessment

A general template or protocol for self-assessment is found in Appendix A (*PBS Implementation and Planning Self-Assessment*), and has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating PBS action plans.



The following table summarizes the features that are associated with each section in relation to the elements associated with the PBS organizational logic presented in the previous figure.

FEATURE	
Leadership Team	1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, administration).
	2. Team determines how many schools are to be involved in the effort.
	3. Team completes self-assessment.
	4. Team completes a 3-5 year prevention-based action plan.
	5. Team defines regular meeting schedule & meeting process (agenda, minutes).
Coordination	6. Coordinator(s) is identified who has adequate & designated time to manage day-to-day operations.
Funding	7. Funding sources to cover activities for at least three years can be identified.
Visibility	8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).



Political Support	9. Student social behavior is one of the top five goals for the political unit (state, district).
	10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.
	11. PBS policy statement developed & endorsed.
	12. Participation & support by administrator from political unit.
Training Capacity	13. Leadership team has established trainers to build & sustain SW-PBS practices.
Coaching Capacity	14. Leadership team has developed a coaching network that builds & sustains SW-PBS
	15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.
Demonstrations	16. At least 10 schools have adopted SW-PBS, & can be used as local demonstrations of process & outcomes.
Evaluation	17. Leadership has developed evaluation process for assessing (a) extent to which teams are using SW-PBS (b) impact of SW-PBS on student outcomes, & (c) extent to which the leadership team's action plan is implemented.
	18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.
	19. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments



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.



Each PBS implementation feature is described briefly in the following sections,

LEADERSHIP TEAM

1. **Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, administration).**

A PBS leadership team should have the capacity to represent any stakeholder who has a concern related to the prevention of problem behavior and the teaching and encouraging of prosocial behavior. By striving toward representation from appropriate stakeholders, political, policy, management, and fiscal communications can occur. The goal is to increase the efficiency with which common behavior support goals and objectives are achieved and supported.

The overriding mission or purpose of this team is to provide overall leadership related to assessing, developing, implementing, managing, and evaluating a state, regional, and/or district-level comprehensive system of SW-PBS for all students. This team is responsible for the coordination of training, coaching, and evaluation activities related to SW-PBS implementation.

To the greatest extent possible, leadership should strive toward integration of teams and committees that have a common behavior-related mission. Giving priority to any one initiative or integrating politically distinct groups can be a difficult task. The following questions should be considered:

- What committees/work groups can we **eliminate**?
- What committees/work groups can we **combine**?
- What committees/work groups need to be **supported** for improved outcomes and sustained functioning?
- What would an **organizational chart** look like that shows the relationship between each of our recommended committees/work groups?



Membership of this team should be based on individuals whose roles, responsibilities, and activities are associated with the (a) prevention of the development and occurrence of problem behavior, (b) development and maintenance of general and specialized behavioral capacity or competence, and (c) management and evaluation of resources related to the provision of behavioral supports. Typically, the following emphases are represented:

- Instruction and Curriculum
- Safe and Drug Free Schools
- Special Education
- School Psychology and Counseling
- Title or Other Related Initiatives
- Student Health
- School-Wide Discipline
- Dropout Prevention
- Character Education
- Alternative Programming
- Data or Information Management
- Multiculturalism and Affirmative Action

2. Team determines how many schools are to be involved in the effort.

One of the major activities of the PBS Leadership Team is to develop an action plan that systematically and formally implements and coordinates SW-PBS. The number of schools that are involved in the initial implementation should reflect the following criteria: (a) high agreement and commitment to involvement in 2-3 years of training and implementation, (b) active administrative support and participation, and (c) district/regional support and commitment.

The goal is to create school demonstrations that serve as examples of what is possible and as a basis for building training capacity, expansion, and sustainability.

3. Team completes self-assessment.

To enhance the efficiency and relevance of action planning, the PBS Leadership Team engages in self-assessments to evaluate what organizational structures, resources, and/or initiatives are in place and need to be enhanced. The *PBS Self-assessment Survey* (See Appendix A) should



be used to organize the development and implementation of PBS Leadership Team action plan. The following guidelines should be considered when using the *PBS Self-assessment Survey*:

- a. Complete on a regular schedule (e.g., quarterly, semi-annually)
- b. Develop, review, and update annual action plan based on analysis of results from *PBS Self-Assessment Survey*.
- c. Use as a guide to establish specific action plan activities that are contextually appropriate.

4. Team completes a 3-5 year prevention-based action plan.

Establishing effective, efficient, and relevant school-wide positive behavior support requires action plan implementation that is sustained, formally invested, and high priority for 3-5 years. This action plan should emphasize coordination and capacity building related to establishing (a) school demonstrations, (b) coaching/facilitation, (c) training, (d) evaluation, (e) recurring funding, (f) guiding policy development and enactment, (g) dissemination, and (h) visible public relations. Each of these areas will include by-month specification of activities and persons responsible. See Appendix B for example.

5. Team defines regular meeting schedule and meeting process (agenda, minutes).

The PBS Leadership Team should establish a routine that enhances predictability, organizational efficiency, administrative status, and coordination capacity. Teams should meet at least monthly, and maintain a record of planning, policy, and decisions that would establish an institutional memory for sustained and expanded implementation.



COORDINATION

6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.

An individual(s) is needed to provide coordination and leadership for team and action plan implementation. At minimum, the coordinator should have fluency with knowledge and implementation of (a) SW-PBS practices and systems; (b) organizational change strategies; (c) assessment-based action planning approach; (d) coordination, coaching/facilitation, and training; and (e) regular program evaluation strategies.

FUNDING

7. Funding sources to cover activities for at least three years can be identified.

Establishing accurate and durable implementation of systems level change efforts can require as much as three to five years. Stable funding should be secured to support the PBS coordinator and the activities specified in the annual action plan. The following guidelines should be considered when securing funding:

- a. To the greatest extent possible, secure recurring support from the general fund. Although grant support can be a useful source of start-up funding, this type of funding may not be sustainable.
- b. Blend support from related behavior initiatives (e.g., Character Education, Safe/Drug-Free, Title, Special Education).



VISIBILITY

- 8. Dissemination strategies are identified and implemented to ensure that stakeholders are kept aware of activities and accomplishments. (e.g., website, newsletter, conferences, TV).**

Keeping stakeholders (e.g., district/state administrators, school board members, local politicians, parent groups) informed about the implementation efforts and accomplishments is important for a number of reasons, for example, (a) communication, (b) accountability, (c) funding and resource justification, (d) promotion of sustained and/or expanded implementation, and (e) acknowledgements.

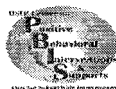
Visibility can be accomplished in a variety of ways (e.g., websites, newsletters, presentations, media coverage). The goal is to schedule regular (e.g., quarterly, semi-annual, annual) events in which current activities and accomplishments and future events are highlighted. In addition, exemplar schools, classes, grade levels, students, and/or communities can be showcased. To the greatest extent possible, outcomes should be highlighted through the collection and display of data. These data should be linked to the activities of the initiative and to the costs and benefits of the effort.

POLITICAL SUPPORT

- 9. Student social behavior is one of the top five goals for the political unit.**

The improvement of social behavior of all students must be a high priority at the organizational level (i.e., district, region, state) to maximize accuracy, consistency, and durability of implementation and to enable long term investments and expansions. Without high priority, supports for coordination, funding, coaching, training, and evaluation activities are affected.

High priority can be accomplished by (a) integrating initiatives that have similar goals, activities, and outcomes; (b) demonstrating a link to important and desired system level goals, priorities, and needs; (c) providing clear evidence of the effectiveness, efficiency, and relevance of activities and their outcomes; and (d) advocating for the need and importance of an agenda of prevention and positive behavior support. Establishing priority can be supported by demonstrating how the SW-PBS effort will contribute substantially to implementing the activities and achieving the goals of other



high priority initiatives, for example, No Child Left Behind, Safe and Drug-Free Schools, Reading First, and Character Education.

10. Leadership team reports to the political unit at least annually on the activities and outcomes related to student behavior goal.

Regular reports and presentations to organizational leaders and community stakeholders increase visibility, accountability, public relations, and future planning and support. Events should be conducted at least annually to create a rhythm or routine for others to learn about current activities and their outcomes, and directly reflect achievement and progress toward improving the student behavior goal.

11. PBS policy statement developed and endorsed.

To guide and focus the SW-PBS initiative, a policy statement should be developed and endorsed by the leadership team and organizational leaders. This policy statement should be focused on the improvement and support of student behavior, positively stated, and considerate of evidence-based practices and supporting systems.

This policy statement should include descriptions of (a) need and rationale, (b) purpose and benefits, (c) measurable outcome objectives, (d) activities and operations for achieving these objectives, and (e) evaluation strategy. This statement will assist in enhancing visibility, funding, political support, and commitments.

12. Participation and support by administrators from the political unit.

To the greatest extent, administrative leaders of the district and/or state political unit should be included as active members of the PBS Leadership Team to enhance (a) political support and influence, (b) decision making, (c) resource management, (d) relevant action planning, and (e) durable and expanded implementation. These administrators might include, for example, superintendents, school board members, program heads, and directors of other initiatives. In addition, community members also might be included, for example, political leaders (e.g., mayor, city council members), business owners or managers, local community program directors. If full membership



on the team is not possible, administrators should be invited to attend and participate in initiative activities.

TRAINING CAPACITY

13. Leadership team has established trainers to build and sustain SW-PBS practices.

To decrease reliance on outside training expertise, the leadership team should invest in building the capacity to provide training within its own district, region, or state. Individuals who move into the training role have the following characteristics:

- a. Demonstrated fluency with key concepts/features, practices, and systems of SW-PBS
- b. Participated in full training sequence for school leadership teams, which was led by a competent and experienced PBS trainer
- c. Provided successful training workshops to adult learners
- d. Experience with examples of implementation of SW-PBS practices and systems in multiple schools

COACHING CAPACITY

14. Leadership team has developed a coaching network that builds and sustains SW-PBS

To support school team implementation of SW-PBS, an overt and maintained link is needed between training experiences and actual use the PBS systems and practices. Coaching, or facilitation, capacity refers to the system’s ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school training implementation efforts.

Although some individuals refer to themselves as PBIS “coaches” or “facilitators,” most implementation efforts emphasize the roles, responsibilities, and activities of coaching. Given this emphasis, efficiencies are developed by integrating the coaching functions into job descriptions of existing school personnel (e.g., school psychologist, behavior specialist, social worker, school counselor, cluster/complex administrator).



The following guiding principles are considered when establishing coaching capacity:

- a. Each school team should have access to coaching support.
- b. On-going district support is needed to maintain coaching activities.
- c. Coaches must have experience with school team implementation and problem solving.
- d. Coaches training and experiences must be linked with school team training and implementation.

15. Coaching support is available at least monthly with each emerging school team, and at least quarterly with established teams.

“Emerging” teams are in process of establishing major systems elements, for example, securing staff agreements, conducting self-assessments and data reviews, developing school-wide action plans. These teams need on-going coaching support to ensure accurate, continuous, and effective implementation. At least monthly, coaches, for example, (a) attend team meetings, (b) make contact (e.g., email, telephone) with team leader and/or administrator, (c) review and report school data, (d) complete and/or check team progress on *Team Implementation Checklist*, (e) acknowledge team progress and outcomes, and (f) report school progress to district and state leadership.

“Established” teams have established above systems elements, and are implementing their school action plan. At this level, coaching support consists of similar quarterly interactions; however, emphasis is, for example, on (a) monitoring accuracy and consistency of implementation (*Team Implementation Checklist*), (b) maximizing targeted outcomes, (c) increasing implementation efficiency, (d) acknowledging progress and outcomes, (e) communicating progress to district and state leadership, and (f) facilitating review of data and action plan enhancement.



DEMONSTRATIONS

16. At least 10 schools have adopted SW-PBS, and can be used as local demonstrations of process and outcomes.

Initial implementation in a small number of schools (10 or more) is recommended to (a) maximize early success, (b) identify enhancements that would increase the effectiveness and efficiency of future implementations, and (c) establish demonstrations or examples of implementation. These demonstrations would reinforce the rationale for local implementation and serve as training resources and models for future teams.

EVALUATION

17. Leadership has developed evaluation process for assessing (a) extent to which teams are using SW-PBS, (b) impact of SW-PBS on student outcomes, and (c) extent to which the leadership team’s action plan is implemented.

Leadership teams conduct assessments for three main reasons. First, assessment information is used to examine the extent to which teams are accurately selecting and implementing the PBS systems and practices. PBS practices and systems are grounded in behavioral theory and research evidence. Second, assessment information allows teams to determine the extent to which targeted student outcomes are being and/or likely to be achieved. Initial specification of these outcomes should be linked to reviews of existing data. Third, assessments are conducted to determine if teams are accurately and consistently implementing activities and practices specified in their individualized action plan.

When developing an evaluation process or plan, the following guidelines should be considered:

- a. Use a team to lead the assessment and evaluation process.
- b. Develop general and specific evaluation questions that reflect measurable outcomes.
- c. Identify a range or variety of data sources that could be used to answer evaluation questions.



- d. Review existing data, and if needed, collect additional data to determine what is in place, what might need to be changed/improved, etc.
- e. Based on data analysis, develop an action plan that specifies practices that have been shown to be effective in achieving the desired outcomes.
- f. Implement practices and monitor progress toward achieving outcomes.

18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.

To guide decisions, efficient, effective, and relevant school-wide information systems are needed. These systems should meet the following guidelines:

- a. Specify a comprehensive set of behaviors that are of concern and interest to the school in decision making.
- b. Define each behavior in terms that are measurable, distinctive, and mutually exclusive (i.e., not overlapping).
- c. Develop procedures that take a minimal amount of time and resources to collect, store/enter, summarize, retrieve, and display the data.
- d. Operate team-based processes by which school leadership teams regularly review and act on their data.

One of the most commonly available sources of data that can reflect the status of the school discipline and social climate is office discipline and referral information. Processes and records of behavioral incidents and minor and/or major rule violations are maintained in most schools. To be useful, school discipline data must have a comprehensive list of rule-violating behaviors that are defined in measurable and mutually exclusive terms. A system for entering, storing, summarizing, and displaying discipline data must be easy to use and consume no more than 1% of staff time. At minimum and at least quarterly, school teams should review graphs of the following five data displays: (a) number of office discipline referrals per day per month, (b) number of office referrals by type of problem behavior, (c) number of office discipline referrals by school location, (d), number of office discipline referrals by student, and (e) number of office discipline referrals by staff member.



19. At least quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments

Leadership teams should regularly (at least quarterly) engage in activities that (a) build public relations, (b) provide information about implementation efforts and outcomes, (c) reinforce implementation efforts, and (d) provide support for future funding and implementation planning. Activities include, for example, publications (e.g., websites, newsletters), presentations (e.g., conferences, school boards, community groups), public relations events (e.g., radio/television spots, newspaper articles), and individual (person, school, district) acknowledgements (e.g., certificates of recognition, public recognition).



APPENDICES

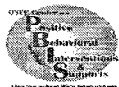
Appendix

- A *PBS Self-Assessment Checklist*
- B Sample Template for State/District Action Planning
- C *School Team Implementation Checklist*



Appendix A

PBS Self-Assessment Checklist



PBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT⁴⁵

Center on Positive Behavioral Interventions and Supports

September 25, 2002

Purposes: This self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating PBS action plans.

Guidelines for Use⁶:

- Form team to complete self-assessment
- Specify how self-assessment information will be used
- Consider existing behavior-related efforts, initiatives, and/or programs.
- Review existing behavior-related data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates).

Date _____

Members of Team Completing Self-Assessment _____

Level of Implementation Being Considered

State-wide Region/District-wide School-wide Other _____

⁴ The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred. Contact Rob Horner (Robh@uoregon.edu or George Sugai (Sugai@uoregon.edu) for more use of this self-assessment or more information.

⁵ © 2002 Center on Positive Behavioral Interventions and Supports, University of Oregon.

⁶ See *PBS Implementers' Blueprint* for supporting definitions, descriptions, and guidelines.



PBS Implementation Self-Assessment and Planning Tool

FEATURE		IN PLACE STATUS		
		Yes	Partial	No
Leadership Team	1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc).			
	2. Team determines how many schools are to be involved in the effort.			
	3. Team completes self-assessment.			
	4. Team completes a 3-5 year prevention-based action plan.			
	5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).			
Coordination	6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.			
Funding	7. Funding sources to cover activities for at least three years can be identified.			
Visibility	8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).			
Political Support	9. Student social behavior is one of the top five goals for the political unit (state, district, etc).			
	10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.			
	11. PBS policy statement developed & endorsed.			
	12. Participation & support by administrator from political unit.			
Training Capacity	13. Leadership team has established trainers to build & sustain school-wide PBS practices.			
Coaching Capacity	14. Leadership team has developed a coaching network that builds & sustains school-wide PBS			
	15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.			
Demonstrations	16. At least 10 schools have adopted school-wide PBS, & can be used as local demonstrations of process & outcomes.			
Evaluation	17. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (b) impact of school-wide PBS on student outcomes, & (c) extent to which the leadership team's action plan is implemented.			



	18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.			
	19. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments			



Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
<p>1. Foundation & Readiness</p> <ul style="list-style-type: none"> • Leadership commitment & priority • 3 years of funding • Commitment to leadership team • Common approach • Self-assessment & report 	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		
<p>2. Leadership Team Features</p> <ul style="list-style-type: none"> • Stakeholder representation • Administrator participation • Coordinator • Quarterly meetings 	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		

<p>3. Leadership Team Functions</p> <ul style="list-style-type: none"> • PBS policy • Staff development & training capacity • Coaching capacity • Evaluation of implementation & impact • Annual action plan • Dissemination & celebration of outcomes 	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		



Appendix B

Sample Template for State/District Action Planning



Sample State/District Leadership PBS Action Planning Template

Month	Activity (Person/s) ⁷					
	Leadership/ Coordination	Teaming	Coaching/ Facilitation	Training Capacity	Evaluation	Other
Feb	<p><i>Describe need/rationale</i></p> <p><i>Establish leadership team</i></p>			<p><i>Secure technical assistance from Center on PBIS</i></p>		
Mar	<p><i>Conduct leadership team meeting</i></p> <p><i>Secure endorsement from state/district leadership</i></p> <p><i>Conduct PBS Self-Assessment & develop action plan</i></p>					
Apr	<p><i>Conduct leadership team meeting</i></p> <p><i>Conduct introductory overview to administrators</i></p>	<p><i>Develop application & requirements for school team participation</i></p>	<p><i>Specify coaching roles & responsibilities</i></p>	<p><i>Identify potential local trainers & develop staff development plan</i></p>	<p><i>Develop evaluation protocol (questions, & outcomes)</i></p>	

⁷ State Leadership Team unless otherwise indicated



May	<i>Conduct leadership team meeting</i>	<i>Distribute & collect application for team training</i>		<i>Develop team & coaching training curriculum</i>		
Jun	<i>Conduct leadership team meeting</i>	<i>Identify qualified districts & schools to participate in initial team training</i> <i>School team meeting</i>	<i>Specify coaching assignments to school teams</i>	<i>Develop plan for preparing trainers</i>		
Jul	<i>Conduct leadership team meeting</i>	<i>Conduct initial team training</i> <i>Establish school-wide action plan (school team)</i>	<i>Conduct coaching training</i>		<i>Collect Team Implementation Checklist (coaches)</i>	
Aug	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i> <i>Establish discipline data management system (school team)</i>				
Sep	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>			<i>Conduct School-wide Evaluation Tool</i>	



Oct	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Nov	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Dec	<i>Conduct leadership team meeting</i>	<i>Conduct team follow-up</i>	<i>Conduct coaching follow-up</i>	<i>Give new trainers opportunity to present part of training (trainers)</i>	<i>Complete Team Implementation Checklist (coaches)</i> <i>Summarize & present progress data to date</i>	
Jan	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Feb	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Mar	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Apr	<i>Conduct leadership team meeting</i>	<i>Conduct team training follow-up</i>	<i>Conduct coaching follow-up</i>	<i>Give new trainers opportunity to present part of training (new trainers)</i>	<i>Complete Team Implementation Checklist (coaches)</i> <i>Summarize & present progress</i>	



					<i>data to date</i>	
May	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>			<i>Conduct School-wide Evaluation Tool (state team)</i>	
Jun	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i> <i>Specify districts & schools for next cohort school team training & distribute applications</i>				
Jul	<i>Conduct leadership team meeting</i>	<i>Select schools for next cohort of school & coaching training</i>	<i>Specify coaching assignments to school teams</i>		<i>Prepare annual evaluation report</i>	
Aug	<i>Conduct leadership team meeting</i>	<i>Conduct new team & coaching training</i>	<i>Conduct new coaching training</i>	<i>Give new trainers opportunity to present part of training (new trainers)</i>		
Sep	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Oct	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>	<i>Conduct coaching follow-up</i>	<i>Give new trainers opportunity to present part of</i>	<i>Summarize & present progress data to date</i>	



		<i>Conduct team & coaching follow-up</i>		<i>training (new trainers)</i>		
Dec	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Jan	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i> <i>Conduct team & coaching follow-up</i>	<i>Conduct coaching follow-up</i>	<i>Give new trainers opportunity to present most of training (new trainers)</i>	<i>Summarize & present progress data to date</i>	
Feb	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Mar	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				
Apr	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i> <i>Conduct team & coaching follow-up</i>	<i>Conduct coaching follow-up</i>	<i>Give new trainers opportunity to present most of training (new trainers)</i>	<i>Summarize & present progress data to date</i>	
May	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i>				



Jun	<i>Conduct leadership team meeting</i>	<i>School team meeting (school team)</i> <i>Specify districts & schools for next cohort school team training & distribute applications</i>				
Jul	<i>Conduct leadership team meeting</i>	<i>Select schools for next cohort of school & coaching training</i>	<i>Specify coaching assignments to school teams</i>		<i>Prepare annual evaluation report</i>	
Aug	<i>Conduct leadership team meeting</i>					
Sep	<i>Conduct leadership team meeting</i>	<i>School team meeting</i>				



Appendix C

School Team Implementation Checklist



Effective Behavior Support Team Implementation Checklists (Quarterly)

School _____ Date of Report _____
 District _____ County _____ State _____

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity						
Complete & submit Quarterly.		Status: <u>Achieved</u> , <u>In Progress</u> , <u>Not Started</u>				
		Date:	Oct.	Dec.	Mar.	May
		(MM/DD/YY)				
Establish Commitment		Status:				
1. Administrator's support & active involvement.						
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).		Status:				
Establish & Maintain Team		Status:				
3. Team established (representative).						
4. Team has regular meeting schedule, effective operating procedures.		Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.		Status:				
Self-Assessment		Status:				
6. Team/faculty completes EBS self-assessment survey.						
7. Team summarizes existing school discipline data.		Status:				



8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				



Checklist #2: On-going Activity Monitoring					
Complete & submit Quarterly .		Status: <u>Achieved</u> , <u>In Progress</u> , <u>Not Started</u>			
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

Additional Observations/Comments/Questions:



Action Plan for Completion of Start-Up Activities

Activity	Activity-Task Analysis	Who	When
<p>2. Establish Commitment</p> <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	a.		
	b.		
	c.		
	d.		
	e.		
<p>2. Establish Team</p> <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
<p>4. Self-Assessment</p> <ul style="list-style-type: none"> • EBS survey • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty 	a.		
	b.		
	c.		
	d.		
	e.		



<p>5. School-wide Expectations</p> <ul style="list-style-type: none"> • Define 3-5 school-wide behavioral expectations • Curriculum matrix • Teaching plans • Teach expectations • Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. Establish Information System</p> <ul style="list-style-type: none"> • System for gathering useful information • Process for summarizing information • Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
<p>7. Build Capacity for Function-based Support</p> <ul style="list-style-type: none"> • Personnel with behavioral expertise • Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		
	e.		



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CERTIFICATION STATEMENT

Proposed Charter School Name LEGACIES OF EXCELLENCE

Proposed School Location (City) OAKLAND

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 Robert Coleman Date 4-4-10

(Please label the copy that has original signatures.)

Print/Type Name Robert Coleman

Address 10530 MacArthur Blvd Oakland, CA 94605

Daytime Phone 510-408-4681 Fax: 510-635-9025

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
 Name of Nonprofit Corporation: Legacies of Excellence
 Primary Contact Person: Dr. Ralph Peterson / Robert Coloman
 Mailing Address: 10520 MacArthur Blvd Oakland, CA 94605
 Phone: (day & eve.) 510-562-7467 / 510-908-4681
 Fax: 510-635-9025 Email: RLPMD01@MSN.com / Rac08@comcast.net

NONPROFIT BOARD OF DIRECTORS

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

Position: Member
 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: ARTHUR J. Hatchett
 Mailing Address: 165 22nd St Richmond, CA 94801
 Phone: (day & eve.) 510-233-2141
 Fax: 510-233-7127 Email: AJhatchett@gripcommunity.org

NONPROFIT BOARD OF DIRECTORS continued

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

Position: Member
Name: Norma Francisco PhD
Mailing Address: Po Box 16152 Oakland, CA 94610
Phone: (day & eve.) 510-663-1525
Fax: _____ Email: NKf0304@aol.com

Position: Member
Name: Mark Alexander PhD
Mailing Address: 255 Sheridan Rd Oakland, CA 94618
Phone: (day & eve.) 510-501-4331 / 510-652-8324
Fax: 510-217-3439 Email: _____

SCHOOL PERSONNEL

Principal Name: Ha Yewood 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: _____

Table I: Five Year Operating Budget
Legacies of Excellence Charter School

	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
Revenues					
State	\$ 1,370,803	\$ 1,876,811	\$ 2,559,821	\$ 2,846,030	\$ 3,018,028
Federal	32,592	75,899	122,197	135,507	140,250
Other Fundraising	10,000	10,000	10,000	10,000	10,000
Other Local Revenues					
Total Revenue	\$ 1,413,395	\$ 1,962,709	\$ 2,692,018	\$ 2,991,537	\$ 3,168,278
Expenditures					
1000 - Certificated and Instructional Salaries	\$ 657,360	\$ 965,838	\$ 1,305,921	\$ 1,426,164	\$ 1,538,245
2000 - Non-Certificated Salaries	80,000	112,725	147,301	151,300	155,419
3000 - Retirement and Benefits	196,863	288,006	394,458	435,317	475,080
4000 - Books and Supplies	17,000	39,398	140,736	158,328	166,245
5000 - Utilities	15,200	34,200	53,200	57,000	57,000
5000 - Operating	64,700	85,602	98,346	104,950	110,197
5000 - Professional Service	79,410	141,131	184,844	205,345	215,809
5000 - Facilities	64,759	99,291	119,145	126,492	132,129
Startup and Expansion Expenses	120,583	80,000	57,778	10,286	-
Other Transfers Out					
Total Expenditures	\$ 1,295,876	\$ 1,846,190	\$ 2,501,729	\$ 2,675,182	\$ 2,850,124
Operating Surplus/Deficit (excludes loans and fundraising)	\$ 107,519	\$ 106,519	\$ 180,289	\$ 306,355	\$ 308,154
Surplus/Deficit	\$ 117,519	\$ 116,519	\$ 190,289	\$ 316,355	\$ 318,154
Carry-Forward from PY		117,519	234,038	424,327	740,682
Surplus/Deficit as a % of Total Revenues	8%	6%	7%	11%	10%
BUDGETED ENDING BALANCE	\$ 117,519	\$ 234,038	\$ 424,327	\$ 740,682	\$ 1,058,836
As a % of Total Revenues	8%	12%	16%	25%	33%
TOTAL EXPENDITURES PER STUDENT	\$ 16,198	\$ 10,257	\$ 8,935	\$ 8,917	\$ 9,500

Table II: Student Data

Assumptions

Legacies of Excellence Charter School

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

Enrollment By Grade

Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6		80	100	100	100
Grade 7			80	100	100
Grade 8				80	100
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
Total Enrollment		80	180	280	300

Daily Attendance Rate

Overall ADA rate		94%	95%	95%	95%	95%
ADA Grades K-3		-	-	-	-	-
ADA Grades 4-6		75	95	95	95	95
ADA Grades 7-8		-	76	171	190	190
ADA Grades 9-12		-	-	-	-	-
Overall ADA for all grades		75	171	266	285	285

Free/Reduced Price Lunch

Free lunch	% of overall students	95%	95%	95%	95%	95%
Reduced lunch	% of overall students	2%	2%	2%	2%	2%
Number of Students	number of free/reduced priced eligible students	78	175	272	291	291

English Language Learners

Percentage of Students - ELL		30%	30%	30%	30%	30%
Number of Students		24	54	84	90	90

Table III: Instructional Calendar

Assumptions

Legacies of Excellence Charter School

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

Regular Instructional Days/Year

School Calendar	# of days in School Year	200	200	200	200	200
-----------------	--------------------------	-----	-----	-----	-----	-----

Supplemental Instructional Days/Year

Supplementary programs	After School Sessions	-	-	-	-	-
	Saturday Sessions	-	-	-	-	-
	Summer Sessions	-	-	-	-	-
Total		-	-	-	-	-

Supplemental Instruction Hours/Day

Supplementary programs	After School Sessions	-	-	-	-	-
	Saturday Sessions	-	-	-	-	-
	Summer Sessions	-	-	-	-	-

Supplemental Instruction: Total Hours Possible

Supplementary programs	After School Sessions	-	-	-	-	-
	Saturday Sessions	-	-	-	-	-
	Summer Sessions	-	-	-	-	-
Total		-	-	-	-	-

Table IV: Staffing and Personnel Data

Assumptions

Legacies of Excellence Charter School

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

Staff Counts and Ratios

1000 - Certificated and Instructional

Student to Teacher Ratio	# of Enrolled Students per Teacher	25.0	25.0	25.0	25.0	25.0
1100 - Teachers		4.0	8.0	12.0	12.0	12.0
1200 - Education Director		1	1	1	1	1
1200 - Education Associate						
1200 - Clinical Program Director	MediCal funded	0.6	0.6	0.6	0.6	0.6
1200 - Clinical Program Associate	MediCal funded	1	1	1	1	1
1500 - Rehabilitation Activity Leader	MediCal funded	4	5	6	7	8
1900 - Therapist	MediCal funded	1	1.5	2	2.5	3
1900 - Other Certificated #2						
1100 - SPED Teacher	District employee					
1100 - Visual and Performing Arts Specialist		0.5	0.5	0.75	1	1
Total Certificated FTEs		12.1	17.6	23.35	25.1	26.6
Number of Staff Development Days	per Certificated employee	5	5	5	5	5

2000 - Non-Certificated

2100 - Instructional Aides	hourly employee					
2100 - Instructional Aides, SPED	District employee					
2200 - Controller						
2200 - Business Manager						
2300 - Attendance Technician						
2300 - QA / Billing Specialist	MediCal funded	0.5	0.75	1	1	1
2300 - Assistant to the Directors						
2300 - Clerk		1	1.25	1.5	1.5	1.5
2300 - Clerk, MediCal	MediCal funded	0.5	0.75	1	1	1
2400 - Maintenance and Operations						
2900 - Security						
Total Non-Certificated FTEs		2	2.75	3.5	3.5	3.5
Number of Staff Development Days	per Classified employee	4	4	4	4	4

Salary Rate and Benefit Rate Assumptions

1100 - Teachers		\$ 55,000	\$ 56,100	\$ 57,503	\$ 59,228	\$ 61,004
Average Annual Teacher Days Absent		6	6	6	6	6
Supplemental Hourly Rate		-	-	-	-	-
Substitute Teacher Per Diem		130	130	130	130	130
Teacher Ratio, Supplemental Hourly	# of Stu/Teacher	15	15	15	15	15
Teacher Attendance Rate, Development Days		90%	90%	90%	90%	90%
Teacher Per Diem		100	102	105	108	111
1200 - Education Director		85,000	86,700	88,868	91,534	94,280
1200 - Education Associate						
1200 - Clinical Program Director	MediCal funded	80,000	81,600	83,640	86,149	88,734
1200 - Clinical Program Associate	MediCal funded	70,000	71,400	73,185	75,381	77,642
1500 - Rehabilitation Activity Leader	MediCal funded	37,000	37,740	38,684	39,844	41,039
1900 - Therapist	MediCal funded	50,000	51,000	52,275	53,843	55,459
1900 - Other Certificated #2						
1100 - SPED Teacher	District employee	-				
1100 - Visual and Performing Arts Specialist		50,000	51,000	52,275	53,843	55,459
2100 - Instructional Aides	hourly employee	17,000				
2100 - Instructional Aides, SPED	District employee	-				
2200 - Controller						
2200 - Business Manager		-				
2300 - Attendance Technician						
2300 - QA / Billing Specialist	MediCal funded	60,000	61,200	62,730	64,612	66,550
2300 - Assistant to the Directors		39,000				
2300 - Clerk		25,000	25,500	26,138	26,922	27,729
2300 - Clerk, MediCal	MediCal funded	30,000	30,600	31,365	32,306	33,275
2400 - Maintenance and Operations						
2900 - Security						
2900 - Reserve for Coaches, Extracurricular		10,000	12,000	14,000	14,000	14,000
3000 - Certificated Retirement, Mandatory Benefits, Health	% of Salary	27.2%	27.2%	27.7%	28.2%	28.7%
3000 - Non-Certificated Retirement, Mandatory Benefits, H	% of Salary	29.2%	29.2%	29.2%	29.2%	29.2%
3000 - Substitute Teacher Taxes and Mandatory Benefits		12.0%	12.0%	12.0%	12.0%	12.0%

Table V: Revenues

*Revenue and Economic Assumptions
Legacies of Excellence Charter School*

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
COLAs						
COLA, state	drives general purpose revenue growth, below	-0.5%	1.5%	2.4%	2.4%	2.4%
COLA, federal	drives federal revenues growth, below	3.0%	3.5%	3.5%	3.5%	3.5%
COLA, personnel costs	drives personnel costs increase	2.0%	2.0%	2.5%	3.0%	3.0%
COLA, operating expenses	drives expenses increase	3.0%	3.0%	4.0%	5.0%	5.0%

State

General Purpose, grades K-3	per ADA	4,855	4,928	5,046	5,167	5,291
General Purpose, grades 4-6	per ADA	4,928	5,002	5,122	5,245	5,371
General Purpose, grades 7-8	per ADA	5,069	5,145	5,269	5,395	5,524
General Purpose, grades 9-12	per ADA	5,877	5,965	6,108	6,255	6,405
Categorical Block Grant, grades K-3	per ADA	402	408	418	428	438
Categorical Block Grant, grades 4-6	per ADA	402	408	418	428	438
Categorical Block Grant, grades 7-8	per ADA	402	408	418	428	438
Categorical Block Grant, grades 9-12	per ADA	402	408	418	428	438
Economic Impact	per eligible (ELL and poverty) student-equivalent	313	318	325	333	341
Lottery	prior year ADA	125	125	125	125	125
Supplemental Hourly Instruction, CAHSEE	per student-hour served	-	-	-	-	-
Supplemental Hourly Instruction, 2-9 retained	per student-hour served	-	-	-	-	-
Supplemental Hourly Instruction, 2-6 STAR	per student-hour served	-	-	-	-	-
Supplemental Hourly Instruction, core subject	per student-hour served	-	-	-	-	-
Class Size Reduction	per K-3 student in 20:1 or less classroom	1,066	1,082	1,108	1,134	1,161
Proposition 39 Facilities program	if applicable	no	no	no	no	no
Facilities Incentive Grant program	based on nonprofit status, high free/reduced counts	no	no	no	no	no
SB 740 Rent re-imbursement program	if >70% free/reduced priced lunch students	not eligible	yes	yes	yes	yes
CDE PCSGP Grant		375,000	75,000			
MediCal	see Table XV: MediCal Expense Detail	577,772	751,388	913,266	1,031,640	1,156,775

Federal

Title 1 - Compensatory Education	per Free/Reduced price lunch enrollment	420	435	450	466	482
Title 2 - Staff Development	per ADA	2.25	2.33	2.41	2.49	2.58
Title 2 - Piggyback Funds	1.8% of Title 1, per ADA	7.56	7.82	8.10	8.38	8.68
Title 4 - Safe and Drug Free Schools	per ADA	4.00	4.14	4.28	4.43	4.59

Loans and Fundraising

Charter School Revolving Loan Fund	if applicable	\$ 250,000				
Other Fundraising		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000

Table VI: Revenues
State, Federal and Fundraising Revenues
Legacies of Excellence Charter School

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
General Purpose		\$ 370,586	\$ 866,205	\$ 1,387,503	\$ 1,523,307	\$ 1,559,867
Categorical Block Grant		30,230	69,773	111,141	121,937	124,864
Economic Impact		17,215	39,394	62,787	68,957	70,612
Lottery	New charter schools do not receive Y1 lottery funds until Y2		18,800	21,375	33,250	35,625
Supplemental Hourly Instruction, CAHSEE		-	-	-	-	-
Supplemental Hourly Instruction, 2-9 retained		-	-	-	-	-
Supplemental Hourly Instruction, 2-6 STAR		-	-	-	-	-
Supplemental Hourly Instruction, core subject		-	-	-	-	-
Class Size Reduction						
Proposition 39 Facilities program						
Facilities Incentive Grant program		no	no	no	no	no
SB 740 Rent re-imbursement program		not eligible	56,250	63,750	66,938	70,284
CDE PCSGP Grant		375,000	75,000	-	-	-
MediCal	See additional Note below	577,772	751,388	913,266	1,031,640	1,156,775
Subtotal State Revenues		\$ 1,370,803	\$ 1,876,811	\$ 2,559,821	\$ 2,846,030	\$ 3,018,028
Federal						
Title 1 - Compensatory Education		\$ 32,592	\$ 75,899	\$ 122,197	\$ 135,507	\$ 140,250
Title 2 - Staff Development						
Title 2 - Piggyback Funds						
Title 4 - Safe and Drug Free Schools						
Subtotal Federal Revenues		\$ 32,592	\$ 75,899	\$ 122,197	\$ 135,507	\$ 140,250
Grants and Fundraising						
Charter School Revolving Loan Fund						
Other Fundraising		10,000	10,000	10,000	10,000	10,000
Subtotal Fundraising Revenues		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
TOTAL REVENUES		\$ 1,413,395	\$ 1,962,709	\$ 2,692,018	\$ 2,991,537	\$ 3,168,278

Note: This budget assumes that MediCal only pays for the positions marked as MediCal funded. In addition, it is highly probable that a portion of other staff members' time, especially teachers, will also be billable to MediCal. Specifically, this time would be billable to MediCal at the rate of \$1.79 per minute per child. Again, this budget does not assume these additional revenues.

Table VII: Personnel Expenditures
Personnel and Staffing
Legacies of Excellence Charter School

		Year 1	Year 2	Year 3	Year 4	Year 5
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Notes						
1000 - Certificated and Instructional Salaries						
1100 - Teachers		\$ 220,000	\$ 448,800	\$ 690,030	\$ 710,731	\$ 732,053
Substitute Teachers		3,120	6,240	9,360	9,360	9,360
Teachers, Supplementary Hourly		-	-	-	-	-
Teachers, Staff Development		1,800	3,672	5,646	5,815	5,990
Teachers, Other Extra Duty						
1200 - Education Director		85,000	86,700	88,868	91,534	94,280
1200 - Education Associate						
1200 - Clinical Program Director	MediCal funded	48,000	48,960	50,184	51,690	53,240
1200 - Clinical Program Associate	MediCal funded	70,000	71,400	73,185	75,381	77,642
1500 - Rehabilitation Activity Leader	MediCal funded	148,000	188,700	232,101	278,908	328,315
1900 - Therapist	MediCal funded	50,000	76,500	104,550	134,608	166,376
1900 - Other Certificated #2						
1100 - SPED Teacher	District employee					
1100 - Visual and Performing Arts Specialist		25,000	25,500	39,206	53,843	55,459
Substitute Title I CSR Teachers		390	390	585	780	780
Certificated Staff Development		6,050	8,976	12,206	13,515	14,752
Subtotal Certificated and Instructional Salaries	Excludes district employees	\$ 657,360	\$ 965,838	\$ 1,305,921	\$ 1,426,164	\$ 1,538,245
2000 - Non-Certificated Salaries						
2100 - Instructional Aides	hourly employee					
2100 - Instructional Aides, SPED	District employee					
2200 - Controller						
2200 - Business Manager						
2300 - Attendance Technician						
2300 - QA / Billing Specialist	MediCal funded	\$ 30,000	\$ 45,900	\$ 62,730	\$ 64,612	\$ 66,550
2300 - Assistant to the Directors						
2300 - Clerk		\$ 25,000	\$ 31,875	\$ 39,206	\$ 40,382	\$ 41,594
2300 - Clerk, MediCal	MediCal funded	\$ 15,000	\$ 22,950	\$ 31,365	\$ 32,306	\$ 33,275
2400 - Maintenance and Operations						
2900 - Security						
2900 - Reserve for Coaches, Extracurricular		\$ 10,000	\$ 12,000	\$ 14,000	\$ 14,000	\$ 14,000
After School Tutors						
Subtotal Non-Certificated Salaries	Excludes district employees	\$ 80,000	\$ 112,725	\$ 147,301	\$ 151,300	\$ 155,419
TOTAL ALL SALARIES		\$ 737,360	\$ 1,078,563	\$ 1,453,222	\$ 1,577,464	\$ 1,693,664
3000 - Retirement and Benefits						
Certificated Retirement & Benefits	Excludes district employees, substitutes, and part-time	\$ 176,006	\$ 257,812	\$ 354,373	\$ 394,058	\$ 432,638
Non-Certificated Retirement & Benefits	Excludes district employees, substitutes, and part-time	20,437	29,398	38,892	40,042	41,226
Substitute Teacher Benefits		421	795	1,193	1,216	1,216
Subtotal Retirement, Benefits and Taxes		\$ 196,863	\$ 288,006	\$ 394,458	\$ 435,317	\$ 475,080
TOTAL ALL SALARIES AND BENEFITS		\$ 934,223	\$ 1,366,569	\$ 1,847,680	\$ 2,012,780	\$ 2,168,744

Table VIII: Expenditures

Assumptions

Legacies of Excellence Charter School

		Year 1	Year 2	Year 3	Year 4	Year 5
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4000 - Books and Supplies		<i>Notes</i>				
4100 - Approved Textbooks and Core Curricular Materials	replacement per enrolled	0.00	0.00	275.00	288.75	303.19
4200 - Instructional Books Other Than Textbooks	per Enrolled Student	75.00	77.25	80.34	84.36	88.57
4300 - Instructional Materials and Supplies	per Enrolled Student	120.00	123.60	128.54	134.97	141.72
4400 - Noncapitalized equipment	per Enrolled Student	10.00	10.30	10.71	11.25	11.81
4500 - Other Supplies	per Enrolled Student	5.00	5.15	5.36	5.62	5.90
4500 - Postage and Shipping	per Enrolled Student	2.50	2.58	2.68	2.81	2.95
4500 - Meeting Support, Food	per Enrolled Student	1.25	1.29	1.34	1.41	1.48
4500 - Meeting Support, Printing	per Enrolled Student	0.50	0.52	0.54	0.56	0.59
5000 - Utilities						
5500 - Electricity	Estimated annual	9,760	21,960	34,160	36,600	36,600
5500 - Gas / Propane	Estimated annual	2,080	4,680	7,280	7,800	7,800
5500 - Water	Estimated annual	1,760	3,960	6,160	6,600	6,600
5500 - Telephone	Estimated annual	1,600	3,600	5,600	6,000	6,000
5000 - Operating						
5200 - Travel and Conferences	Estimated annual	3,000	3,090	3,214	3,374	3,543
5300 - Dues and Memberships	Estimated annual	4,000	4,120	4,285	4,499	4,724
5400 - Insurance	Estimated annual	20,000	20,600	21,424	22,495	23,620
5500 - Office Cleaning Service	Estimated annual	8,000	8,240	8,570	8,998	9,448
5600 - Copier and Office Equipment Lease	Estimated annual	7,500	7,725	8,034	8,436	8,857
5800 - Printing and Reproduction	Estimated annual	3,000	3,090	3,214	3,374	3,543
5800 - Staff Training and Development	per Teacher	300	309	321	337	354
5800 - Student Testing and Assessment	per Enrolled Student	75	77	80	84	89
5800 - Transportation	Estimated annual	5,000	5,150	5,356	5,624	5,905
6400 - Student Data Software	Estimated annual	7,000	7,210	7,498	7,873	8,267
6400 - Technology, operating	Annual, for ongoing upd	-	10,000	10,400	10,920	11,466
5000 - Professional Service						
5100 - Advertising	Estimated annual	2,000	2,060	2,142	2,250	2,362
5100 - Legal	Estimated annual	7,000	7,210	7,498	7,873	8,267
5100 - Audit	Estimated annual	-	8,000	8,320	8,736	9,173
SPED encroachment / reserve	per Enrolled Student	300	309	321	337	354
District Title I Oversight Charge	% of Title I Revenue	0%	0%	0%	0%	0%
District Oversight Charge	% of General Purpose an	1%	1%	1%	1%	1%
5100 - Business services	% of all Revenue	3%	3%	2%	2%	2%
5000 - Facilities						
5600 - Rent	Estimated annual	50,000	75,000	85,000	89,250	93,713
5600 - Facilities Maintenance Fees	% of all Revenue	2%	2%	2%	2%	2%
5600 - Repairs and Equipment Replacement	Estimated annual	6,000	6,180	6,427	6,749	7,086
5800 - Security Services	Estimated annual	2,000	2,060	2,142	2,250	2,362

Table IX: Operating Expenditures
Supplies, Utilities, Operating, Service and Facilities
Legacies of Excellence Charter School

Notes	Year 1	Year 2	Year 3	Year 4	Year 5
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4000 - Books and Supplies					
4100 - Approved Textbooks and Core Curricular Materials	\$ -	\$ -	\$ 77,000	\$ 86,625	\$ 90,956
4200 - Instructional Books Other Than Textbooks	6,000	13,905	22,495	25,307	26,572
4300 - Instructional Materials and Supplies	9,600	22,248	35,992	40,491	42,516
4400 - Noncapitalized equipment	800	1,854	2,999	3,374	3,543
4500 - Other Supplies	400	927	1,500	1,687	1,771
4500 - Postage and Shipping	200	464	750	844	886
Subtotal, Books and Supplies	\$ 17,000	\$ 39,398	\$ 140,736	\$ 158,328	\$ 166,245
5000 - Utilities					
5500 - Electricity	\$ 9,760	\$ 21,960	\$ 34,160	\$ 36,600	\$ 36,600
5500 - Gas / Propane	2,080	4,680	7,280	7,800	7,800
5500 - Water	1,760	3,960	6,160	6,600	6,600
5500 - Telephone	1,600	3,600	5,600	6,000	6,000
Subtotal, Utilities	\$ 15,200	\$ 34,200	\$ 53,200	\$ 57,000	\$ 57,000
5000 - Operating					
5200 - Travel and Conferences	\$ 3,000	\$ 3,090	\$ 3,214	\$ 3,374	\$ 3,543
5300 - Dues and Memberships	4,000	4,120	4,285	4,499	4,724
5400 - Insurance	20,000	20,600	21,424	22,495	23,620
5500 - Office Cleaning Service	8,000	8,240	8,570	8,998	9,448
5600 - Copier and Office Equipment Lease	7,500	7,725	8,034	8,436	8,857
5800 - Printing and Reproduction	3,000	3,090	3,214	3,374	3,543
5800 - Staff Training and Development	1,200	2,472	3,856	4,049	4,252
5800 - Student Testing and Assessment	6,000	13,905	22,495	25,307	26,572
5800 - Transportation	5,000	5,150	5,356	5,624	5,905
6400 - Student Data Software	7,000	7,210	7,498	7,873	8,267
6400 - Technology, operating	-	10,000	10,400	10,920	11,466
Subtotal, Operating	\$ 64,700	\$ 85,602	\$ 98,346	\$ 104,950	\$ 110,197
5000 - Professional Service					
5100 - Advertising	\$ 2,000	\$ 2,060	\$ 2,142	\$ 2,250	\$ 2,362
5100 - Legal	7,000	7,210	7,498	7,873	8,267
5100 - Audit	-	8,000	8,320	8,736	9,173
SPED encroachment / reserve	24,000	55,620	89,981	101,228	106,290
District Title I Oversight Charge	-	-	-	-	-
District Oversight Charge	4,008	9,360	14,986	16,452	16,847
5100 - Business services	42,402	58,881	61,916	68,805	72,870
Subtotal, Services	\$ 79,410	\$ 141,131	\$ 184,844	\$ 205,345	\$ 215,809
5000 - Facilities					
5600 - Rent	\$ 50,000	\$ 75,000	\$ 85,000	\$ 89,250	\$ 93,713
5600 - Facilities Maintenance Fees	6,759	16,051	25,575	28,244	28,968
5600 - Repairs and Equipment Replacement	6,000	6,180	6,427	6,749	7,086
5800 - Security Services	2,000	2,060	2,142	2,250	2,362
Subtotal, Facilities	\$ 64,759	\$ 99,291	\$ 119,145	\$ 126,492	\$ 132,129
TOTAL OPERATING EXPENDITURES	\$ 241,069	\$ 399,622	\$ 596,271	\$ 652,116	\$ 681,380

Table X: Cash Flow for Year 1

Monthly
Summary
2010-2011

	Annual Amount 2010-2011	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
REVENUES													
State	\$ 1,370,803	\$ 375,000	\$ 8,894	\$ 175,390	\$ 69,636	\$ 69,636	\$ 118,199	\$ 69,636	\$ 70,503	\$ 102,812	\$ 84,491	\$ 80,728	\$ 145,879
Federal	32,592	-	-	-	-	13,037	-	-	-	13,037	-	6,518	-
Loans and Fundraising	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	\$ 1,413,395	\$ 385,000	\$ 8,894	\$ 175,390	\$ 69,636	\$ 82,673	\$ 118,199	\$ 69,636	\$ 70,503	\$ 115,848	\$ 84,491	\$ 87,246	\$ 145,879
	% of Subtotal:	27%	1%	12%	5%	6%	8%	5%	5%	8%	6%	6%	10%
EXPENDITURES													
1000 - Certificated and Instructional Salaries	\$ 657,360	\$ 7,083	\$ 27,083	\$ 66,234	\$ 66,234	\$ 66,234	\$ 66,234	\$ 66,234	\$ 66,234	\$ 66,234	\$ 66,234	\$ 66,234	\$ 27,083
2000 - Non-Certificated Salaries	80,000	2,083	2,083	8,194	8,194	8,194	8,194	8,194	8,194	8,194	8,194	8,194	2,083
3000 - Retirement and Benefits	196,863	3,929	7,858	18,512	18,512	18,512	18,512	18,512	18,512	18,512	18,512	18,512	18,466
4000 - Books and Supplies	17,000	117	7,917	117	117	117	117	7,917	117	117	117	117	117
5000 - Utilities	15,200	304	608	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429
5000 - Operating	64,700	2,542	4,542	5,562	5,562	5,562	7,562	5,562	5,562	5,562	5,562	5,562	5,562
5000 - Professional Service	79,410	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618	6,618
5000 - Facilities	64,759	5,397	5,397	5,397	5,397	5,397	5,397	5,397	5,397	5,397	5,397	5,397	5,397
Startup and Expansion Expenses	120,583	-	60,292	30,146	-	-	18,088	12,058	-	-	-	-	-
TOTAL EXPENDITURES	\$ 1,295,876	\$ 28,072	\$ 122,396	\$ 142,208	\$ 112,063	\$ 112,063	\$ 132,150	\$ 131,921	\$ 112,063	\$ 112,063	\$ 112,063	\$ 112,063	\$ 66,754
	% of Subtotal:	2%	9%	11%	9%	9%	10%	10%	9%	9%	9%	9%	5%
MONTHLY SURPLUS / (DEFICIT)	\$ 117,519	\$ 356,928	\$ (113,502)	\$ 33,182	\$ (42,427)	\$ (29,390)	\$ (13,951)	\$ (62,285)	\$ (41,560)	\$ 3,786	\$ (27,572)	\$ (24,816)	\$ 79,125
MONTHLY FUND BALANCE		\$ 356,928	\$ 243,426	\$ 276,607	\$ 234,181	\$ 204,791	\$ 190,841	\$ 128,556	\$ 86,996	\$ 90,782	\$ 63,210	\$ 38,394	\$ 117,519

Table XI: Cash Flow for Year 2

*Monthly
Summary
2011-2012*

	Annual Amount 2011-2012	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
		July	August	September	October	November	December	January	February	March	April	May	June
REVENUES													
State	\$ 1,876,811	\$ 82,266	\$ 21,314	\$ 179,245	\$ 181,726	\$ 130,612	\$ 189,073	\$ 185,656	\$ 200,302	\$ 177,069	\$ 148,115	\$ 148,115	\$ 233,319
Federal	75,899	-	-	-	-	30,359	-	-	-	30,359	-	15,180	-
Loans and Fundraising	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	\$ 1,962,709	\$ 92,266	\$ 21,314	\$ 179,245	\$ 181,726	\$ 160,972	\$ 189,073	\$ 185,656	\$ 200,302	\$ 207,428	\$ 148,115	\$ 163,295	\$ 233,319
	% of Subtotal:	5%	1%	9%	9%	8%	10%	9%	10%	11%	8%	8%	12%

EXPENDITURES

1000 - Certificated and Instructional Salar	\$ 965,838	\$ 7,225	\$ 48,025	\$ 95,840	\$ 95,840	\$ 95,840	\$ 95,840	\$ 95,840	\$ 95,840	\$ 95,840	\$ 95,840	\$ 95,840	\$ 48,025
2000 - Non-Certificated Salaries	112,725	2,656	4,951	11,385	11,385	11,385	11,385	11,385	11,385	11,385	11,385	11,385	2,656
3000 - Retirement and Benefits	288,006	5,744	11,488	27,086	27,086	27,086	27,086	27,086	27,086	27,086	27,086	27,086	26,998
4000 - Books and Supplies	39,398	270	18,347	270	270	270	270	18,347	270	270	270	270	270
5000 - Utilities	34,200	684	1,368	3,215	3,215	3,215	3,215	3,215	3,215	3,215	3,215	3,215	3,215
5000 - Operating	85,602	2,618	14,678	6,625	6,625	6,625	8,685	6,625	6,625	6,625	6,625	6,625	6,625
5000 - Professional Service	141,131	11,094	11,094	11,094	11,094	11,094	11,094	11,094	11,094	11,094	11,094	11,094	19,094
5000 - Facilities	99,291	8,274	8,274	8,274	8,274	8,274	8,274	8,274	8,274	8,274	8,274	8,274	8,274
Startup and Expansion Expenses	80,000	-	40,000	20,000	-	-	12,000	8,000	-	-	-	-	-
Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 1,846,190	\$ 38,566	\$ 158,226	\$ 183,789	\$ 163,789	\$ 163,789	\$ 177,849	\$ 189,866	\$ 163,789	\$ 163,789	\$ 163,789	\$ 163,789	\$ 115,157
	% of Subtotal:	2%	9%	10%	9%	9%	10%	10%	9%	9%	9%	9%	6%

MONTHLY SURPLUS / (DEFICIT)	\$ 116,519	\$ 53,700	\$ (136,912)	\$ (4,545)	\$ 17,937	\$ (2,818)	\$ 11,224	\$ (4,210)	\$ 36,513	\$ 43,639	\$ (15,675)	\$ (495)	\$ 118,161
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FUND BALANCE WITHIN YEAR	#	\$ 53,700	\$ (83,212)	\$ (87,757)	\$ (69,820)	\$ (72,638)	\$ (61,414)	\$ (65,624)	\$ (29,112)	\$ 14,527	\$ (1,148)	\$ (1,642)	\$ 116,519
BALANCE AS A % OF MONTHLY EXPENDITURES		139%	-53%	-48%	-43%	-44%	-35%	-35%	-18%	9%	-1%	-1%	101%

Carry-forward from previous year: \$ 117,519

PROJECTED BANK BALANCE	\$ 234,038	\$ 171,219	\$ 34,307	\$ 29,763	\$ 47,699	\$ 44,882	\$ 56,105	\$ 51,895	\$ 88,408	\$ 132,046	\$ 116,372	\$ 115,877	\$ 234,038
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Table XII: Cash Flow for Year 3

Monthly
Summary
2012-2013

	Annual Amount 2012-2013	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
		July	August	September	October	November	December	January	February	March	April	May	June
REVENUES													
State	\$ 2,559,821	\$ 11,628	\$ 34,141	\$ 255,814	\$ 261,942	\$ 180,144	\$ 271,522	\$ 268,231	\$ 291,670	\$ 252,342	\$ 208,148	\$ 208,148	\$ 316,092
Federal	122,197	-	-	-	-	48,879	-	-	-	48,879	-	24,439	-
Loans and Fundraising	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	\$ 2,692,018	\$ 21,628	\$ 34,141	\$ 255,814	\$ 261,942	\$ 229,022	\$ 271,522	\$ 268,231	\$ 291,670	\$ 301,221	\$ 208,148	\$ 232,588	\$ 316,092
% of Subtotal:		1%	1%	10%	10%	9%	10%	10%	11%	11%	8%	9%	12%

EXPENDITURES

1000 - Certificated and Instructional Salar	\$ 1,305,921	\$ 7,406	\$ 70,136	\$ 128,694	\$ 128,694	\$ 128,694	\$ 128,694	\$ 128,694	\$ 128,694	\$ 128,694	\$ 128,694	\$ 128,694	\$ 70,136
2000 - Non-Certificated Salaries	147,301	3,267	6,404	14,929	14,929	14,929	14,929	14,929	14,929	14,929	14,929	14,929	3,267
3000 - Retirement and Benefits	394,458	7,865	15,731	37,100	37,100	37,100	37,100	37,100	37,100	37,100	37,100	37,100	36,967
4000 - Books and Supplies	140,736	437	68,181	437	437	437	437	68,181	437	437	437	437	437
5000 - Utilities	53,200	1,064	2,128	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001
5000 - Operating	98,346	2,723	15,265	7,822	7,822	7,822	9,964	7,822	7,822	7,822	7,822	7,822	7,822
5000 - Professional Service	184,844	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	23,030
5000 - Facilities	119,145	9,929	9,929	9,929	9,929	9,929	9,929	9,929	9,929	9,929	9,929	9,929	9,929
Startup and Expansion Expenses	57,778	-	28,889	14,444	-	-	8,667	5,778	-	-	-	-	-
Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 2,501,729	\$ 47,401	\$ 231,372	\$ 233,066	\$ 218,621	\$ 218,621	\$ 229,430	\$ 292,143	\$ 218,621	\$ 218,621	\$ 218,621	\$ 218,621	\$ 156,589
% of Subtotal:		2%	9%	9%	9%	9%	9%	12%	9%	9%	9%	9%	6%

MONTHLY SURPLUS / (DEFICIT)	\$ 190,289	\$ (25,773)	\$ (197,231)	\$ 22,749	\$ 43,321	\$ 10,401	\$ 42,091	\$ (23,912)	\$ 73,048	\$ 82,599	\$ (10,473)	\$ 13,966	\$ 159,503
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FUND BALANCE WITHIN YEAR		\$ (25,773)	\$ (223,005)	\$ (200,256)	\$ (156,936)	\$ (146,535)	\$ (104,443)	\$ (128,355)	\$ (55,307)	\$ 27,292	\$ 16,819	\$ 30,785	\$ 190,289
BALANCE AS A % OF MONTHLY EXPENDITURES		-54%	-96%	-86%	-72%	-67%	-46%	-44%	-25%	12%	8%	14%	122%

Carry-forward from previous year: \$ 234,038

PROJECTED BANK BALANCE	\$ 424,327	\$ 208,265	\$ 11,033	\$ 33,782	\$ 77,103	\$ 87,504	\$ 129,595	\$ 105,683	\$ 178,731	\$ 261,331	\$ 250,857	\$ 264,824	\$ 424,327
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Table XIII: Startup and Expansion Expenses

Legacies of Excellence Charter School

Summer before each school year

		Summer	Summer	Summer	Summer	Summer
		Year 1	Year 2	Year 3	Year 4	Year 5
Notes						
Organization Structure Expenditures						
Reserve for Closing Fund		10,000	-	-	-	-
School Director	Early start for school set-up	28,333	-	-	-	-
Curricular stipends		6,000	-	-	-	-
Consultants		10,000	-	-	-	-
Board orientation fees		1,500	-	-	-	-
School policies		750	-	-	-	-
Subtotal		56,583	-	-	-	-
Asset Purchases						
Furniture	\$150 per new enrollment	12,000	15,000	15,000	3,000	-
Technology	Includes computers, printers, installation, networking	17,000	21,250	9,444	1,214	-
Curriculum	\$250 per new enrollment	20,000	25,000	25,000	5,000	-
Classroom furnishings	Non-furniture items such as whiteboards, clocks, etc.	5,000	6,250	2,778	357	-
Office furnishings and supplies		7,000	8,750	3,889	500	-
Miscellaneous supplies		3,000	3,750	1,667	214	-
Subtotal		64,000	80,000	57,778	10,286	-
Total		120,583	80,000	57,778	10,286	-

Table XIV: Benefit Expense Detail

Legacies of Excellence Charter School

Notes
Assumed overall average salary (based on teacher average)

Year 1	Year 2	Year 3	Year 4	Year 5
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
55,000	56,100	57,503	59,228	61,004

Mandatory Benefits

Social Security	6.2% of salary	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.45% of salary	1.5%	1.5%	1.5%	1.5%	1.5%
State Disability Insurance	.9% of salary	0.9%	0.9%	0.9%	0.9%	0.9%
Workers' Compensation	3% of salary	3%	3%	3%	3%	3%
Unemployment Insurance	3.4% of first \$7,000 of salary	0.43%	0.42%	0.41%	0.40%	0.39%
Employment Training Tax	.1% of first \$7,000 of salary	0.013%	0.012%	0.012%	0.012%	0.011%
Subtotal		12.00%	11.99%	11.98%	11.96%	11.95%

Health and Retirement

Health	\$605 per employee per month - mix of spouse and spouse plus family covered, assumed mix of ages, HMO option	13.20%	13.20%	13.20%	13.20%	13.20%
Retirement, certificated	STRS contribution, then no Social Security	8.25%	8.25%	8.75%	9.25%	9.75%
Retirement, classified	4% employer contribution via 403b plan	4%	4%	4%	4%	4%
Total, certificated		27.25%	27.24%	27.73%	28.21%	28.70%
Total, classified		29.20%	29.19%	29.18%	29.16%	29.15%

Table XVI: Instructional Minute

Analysis

Legacies of Excellence Charter School

	Number of Days	Number of Minutes per Day	Number of Instructional Minutes
	(estimate, excludes passing time, lunch, recess)		

Legacies of Excellence Charter School

Instructional Minutes, Kindergarten			
Instructional Minutes, grades 1-3			
Instructional Minutes, grades 4-8	200	348	69,600
Instructional Minutes, grades 9-12			
After School Program			
Saturday Sessions			
Summer School Sessions			

Total Instructional Minutes, Kindergarten	
Total Instructional Minutes, grades 1-3	
Total Instructional Minutes, grades 4-8	69,600
Total Instructional Minutes, grades 9-12	

Traditional public school requirements

Kindergarten	175	36,000
Grades 1-3	175	50,400
Grades 4-8	175	54,000
Grades 9-12	175	64,800

Ratio of minutes versus traditional public schools'

Kindergarten	
Grades 1-3	
Grades 4-8	1.3
Grades 9-12	

Table XV: MediCal Expense Detail
Legacies of Excellence Charter School
MediCal funded expenses

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Personnel Expenses						
1200 - Clinical Program Director	MediCal funded	\$ 48,000	\$ 48,960	\$ 50,184	\$ 51,690	\$ 53,240
1200 - Clinical Program Associate	MediCal funded	70,000	71,400	73,185	75,381	77,642
1500 - Rehabilitation Activity Leader	MediCal funded	148,000	188,700	232,101	278,908	328,315
1900 - Therapist	MediCal funded	50,000	76,500	104,550	134,608	166,376
2300 - QA / Billing Specialist	MediCal funded	30,000	45,900	62,730	64,612	66,550
2300 - Clerk, MediCal	MediCal funded	15,000	22,950	31,365	32,306	33,275
Benefits		98,356	123,766	153,634	179,863	208,201
Subtotal		459,356	578,176	707,749	817,367	933,599
Operating Expenses						
5000 - Utilities	60% of category	9,120	20,520	31,920	34,200	34,200
5000 - Operating	60% of category	38,820	51,361	59,007	62,970	66,118
5100 - Business services	60% of category	25,441	35,329	37,150	41,283	43,722
5000 - Facilities	60% of category	38,856	59,575	71,487	75,895	79,277
Subtotal		112,237	166,785	199,564	214,349	223,318
Total		571,593	744,961	907,313	1,031,716	1,156,917

Graph: Cash Flow over Time

Surplus / (Deficit) and Fund Balance by Month in Year 1

	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June
MONTHLY SURPLUS / (DEFICIT) \$	356,928	\$ (113,502)	\$ 33,182	\$ (42,427)	\$ (29,390)	\$ (13,951)	\$ (62,285)	\$ (41,560)	\$ 3,786	\$ (27,572)	\$ (24,816)	\$ 79,125
MONTHLY FUND BALANCE	356,928	243,426	276,607	234,181	204,791	190,841	128,556	86,996	90,782	63,210	38,394	117,519

Operating Surplus / Deficit and Fund Balance over Time

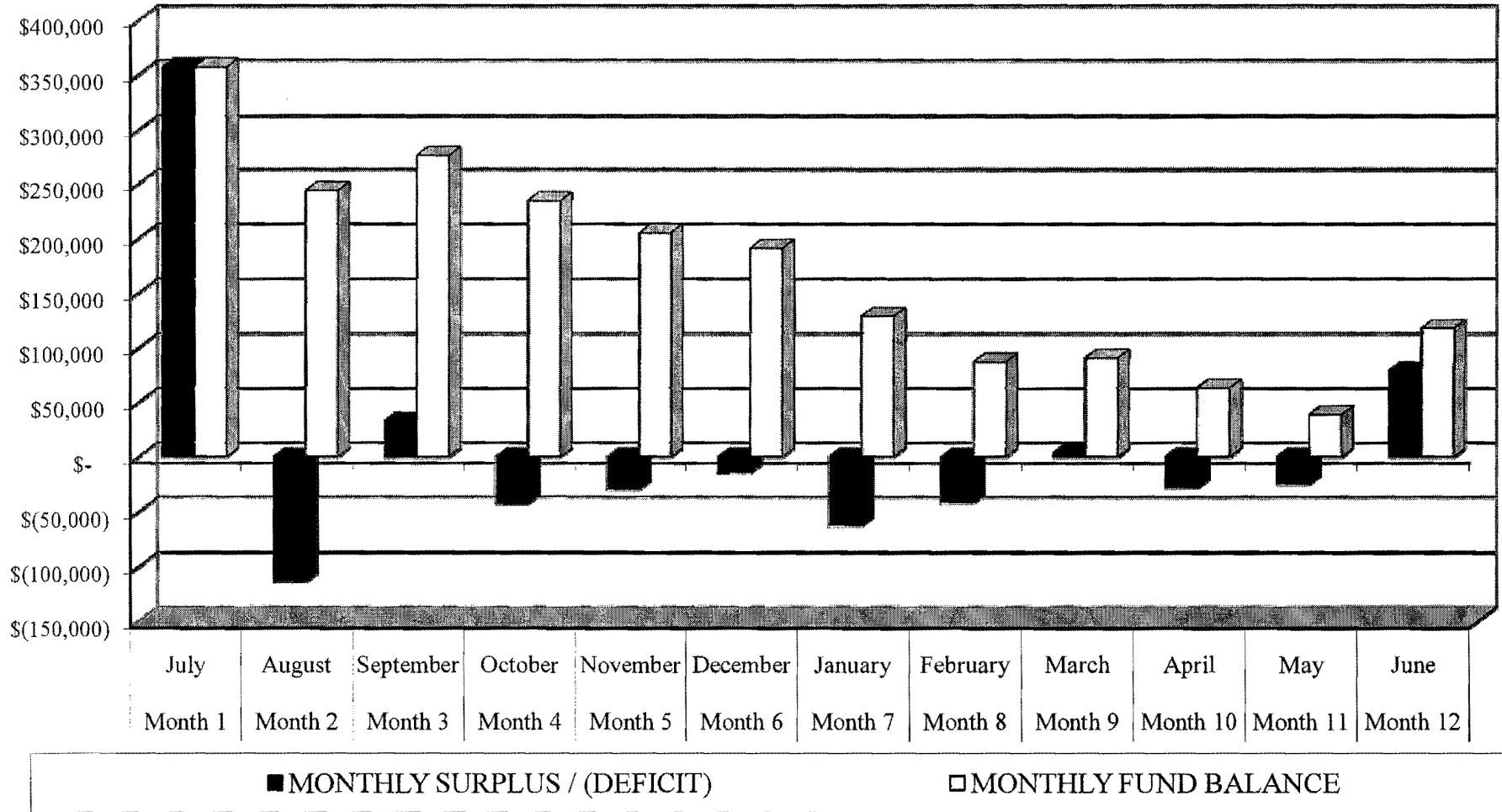


Chart: Personnel Mix

Teachers, Other Certificated, and Non-Certificated

<u>Job Class</u>	<u>Number of FTEs in Year 1</u>
1100 - Teachers	4
1000 Series - Other Certificated	8.1
2000 - Non-Certificated	2
Total Personnel	14.1

Personnel Mix

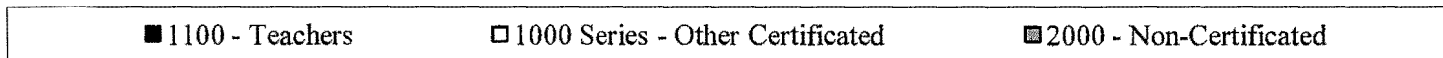
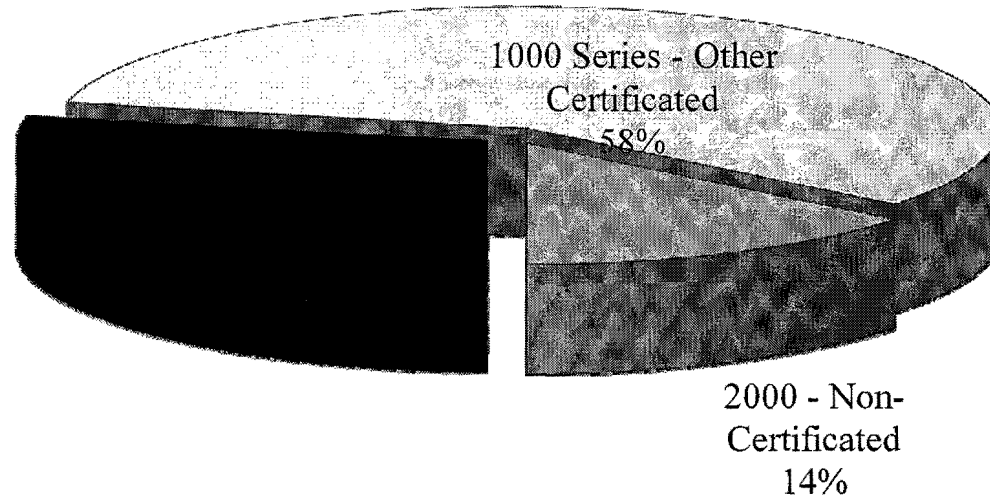
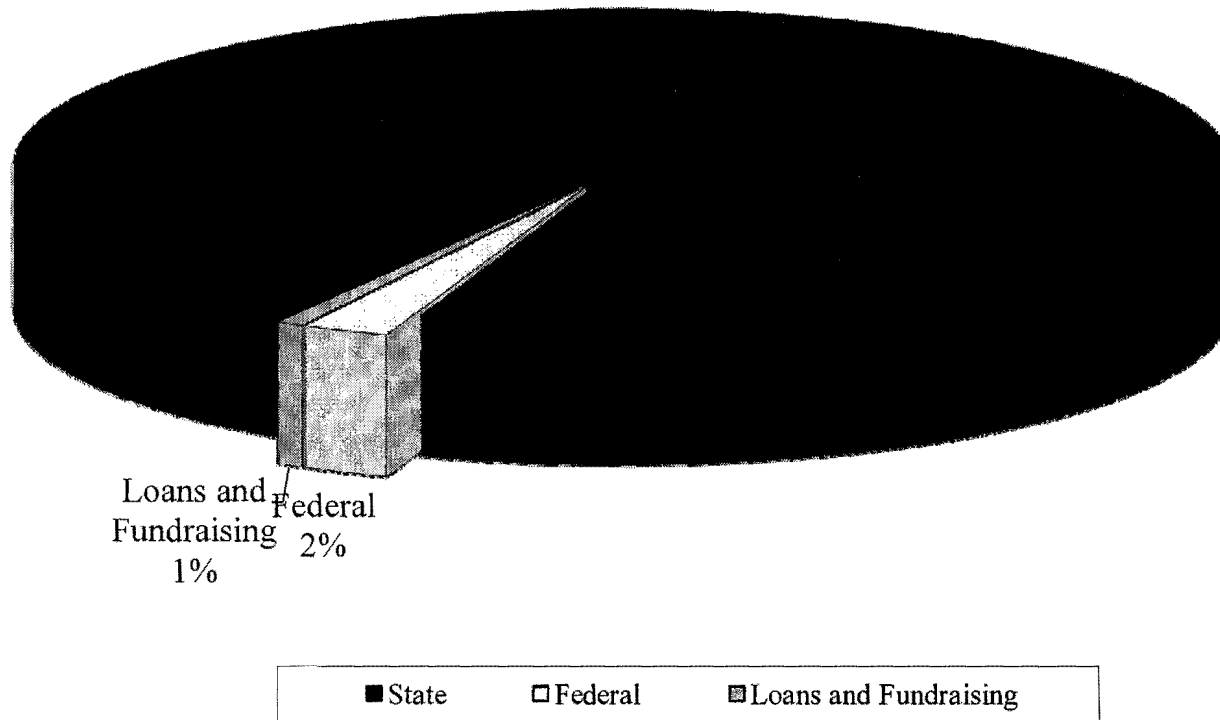


Chart: Revenue Mix
State, Federal and Fundraising

Funding Source	Total Revenue in Year 1
State	\$ 1,370,803
Federal	32,592
Loans and Fundraising	10,000
TOTAL REVENUES	\$ 1,413,395

Revenue Mix



Graph: Revenue Mix over Time
State, Federal and Fundraising

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
State	\$ 1,370,803	\$ 1,876,811	\$ 2,559,821	\$ 2,846,030	\$ 3,018,028
Federal	32,592	75,899	122,197	135,507	140,250
Loans and Fundraising	10,000	10,000	10,000	10,000	10,000
TOTAL REVENUES	\$ 1,413,395	\$ 1,962,709	\$ 2,692,018	\$ 2,991,537	\$ 3,168,278

Revenue Mix over Time

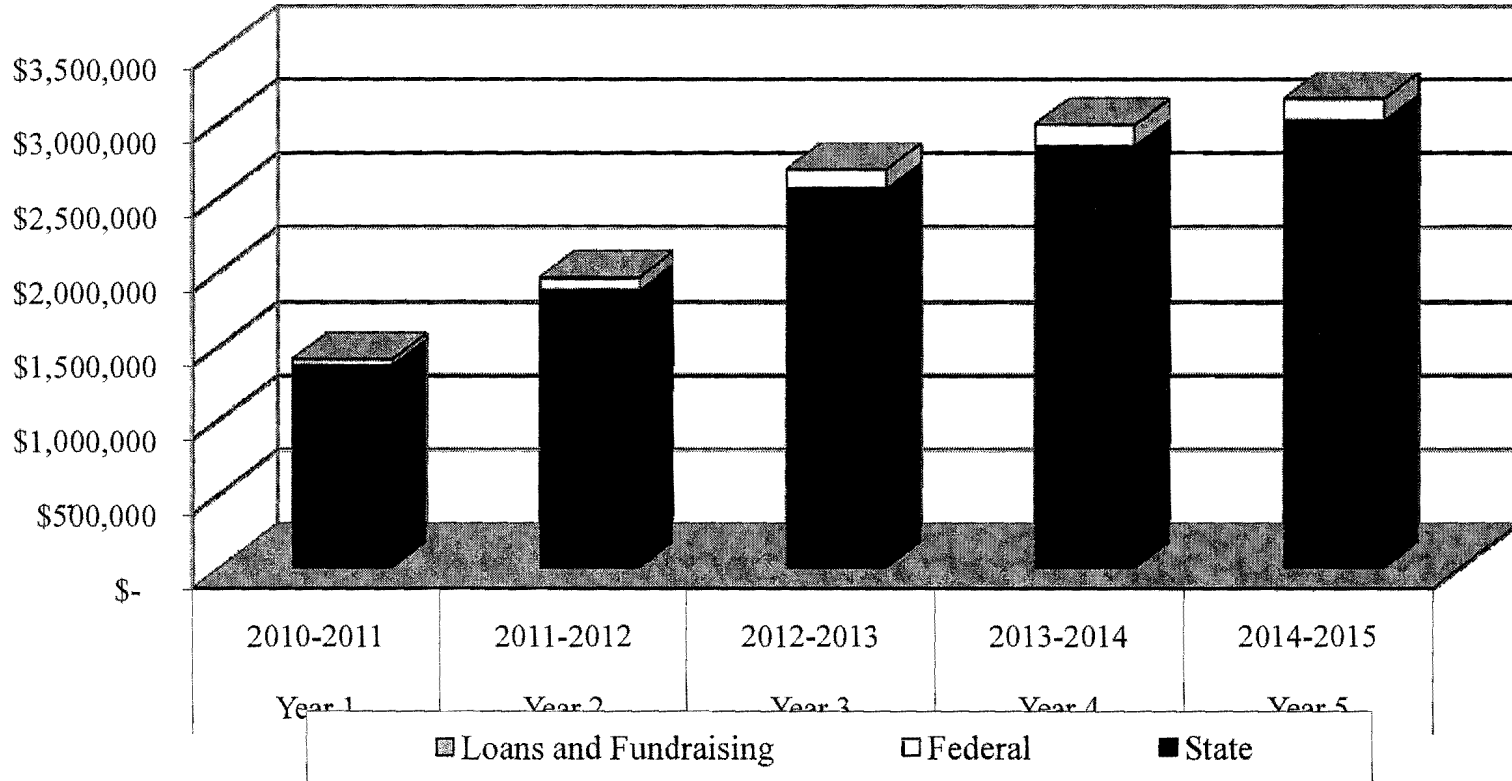


Chart: Salary Mix

Teachers, Other Certificated, and Non-Certificated

<u>Salary Type</u>	<u>Aggregate Salary in Year 1</u>
1100 - Certificated Instructional Salaries	\$ 250,310
1000 Series - Other Certificated Salaries	407,050
2000 - Non-Certificated Salaries	80,000
TOTAL ALL SALARIES	\$ 737,360

Salary Mix

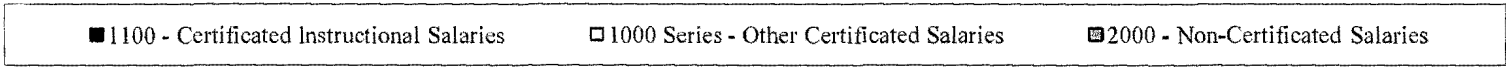
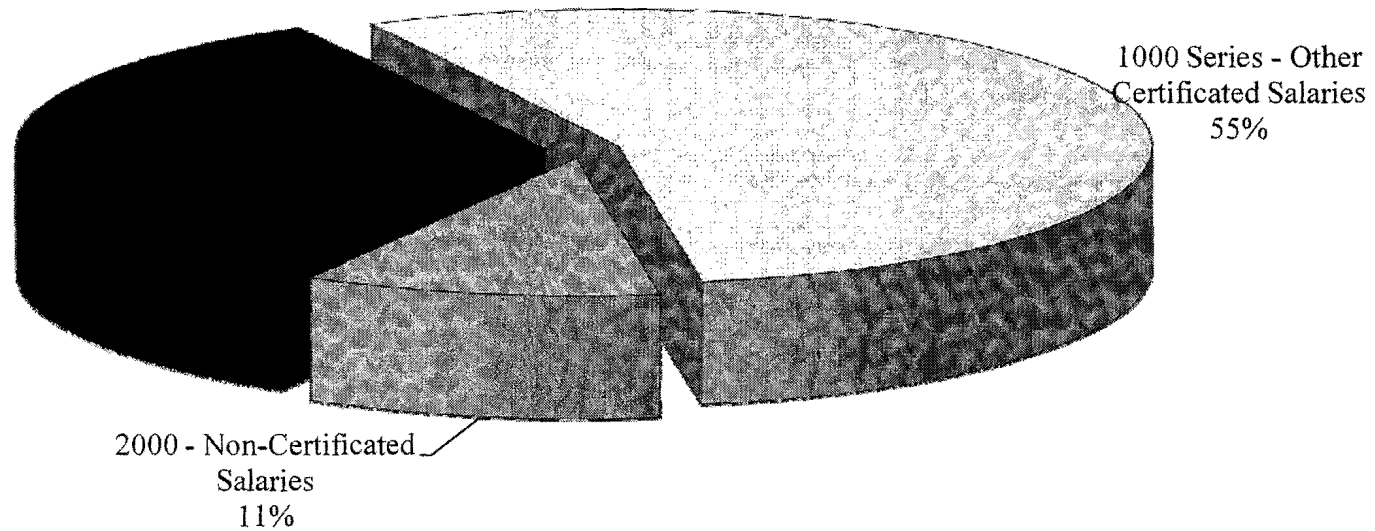


Chart: Operating Expenditures Mix
Supplies, Utilities, Operating, Service and Facilities

<u>Expenditure Type</u>	<u>Aggregate Expenditures in Year 1</u>
4000 - Books and Supplies	\$ 17,000
5000 - Utilities	15,200
5000 - Operating	64,700
5000 - Professional Service	79,410
5000 - Facilities	64,759
TOTAL	\$ 241,069

Expenditures Mix

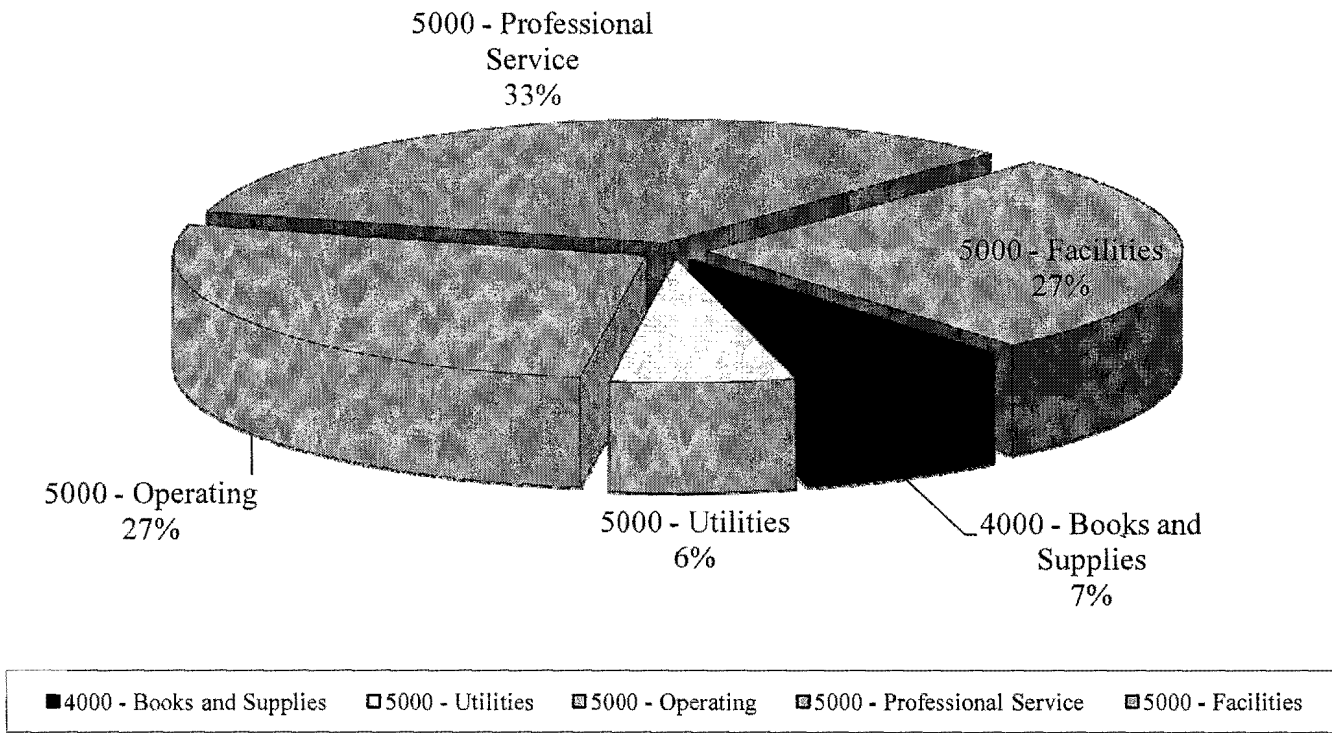
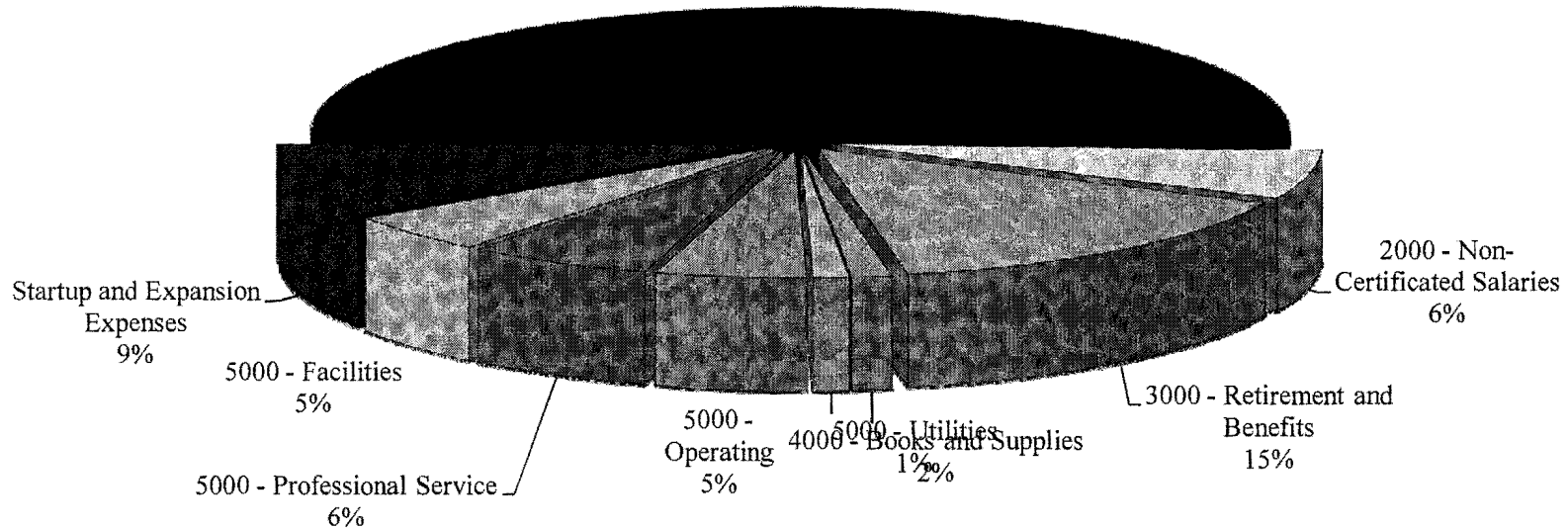


Chart: All Expenditures Mix

Salaries (by type), Benefits, Supplies, Utilities, Operating, Service and Facilities

Expenditure Type	Aggregate Expenditures in Year 1
1000 - Certificated and Instructional Salaries	\$ 657,360
2000 - Non-Certificated Salaries	80,000
3000 - Retirement and Benefits	196,863
4000 - Books and Supplies	17,000
5000 - Utilities	15,200
5000 - Operating	64,700
5000 - Professional Service	79,410
5000 - Facilities	64,759
Startup and Expansion Expenses	120,583
TOTAL	\$ 1,295,876

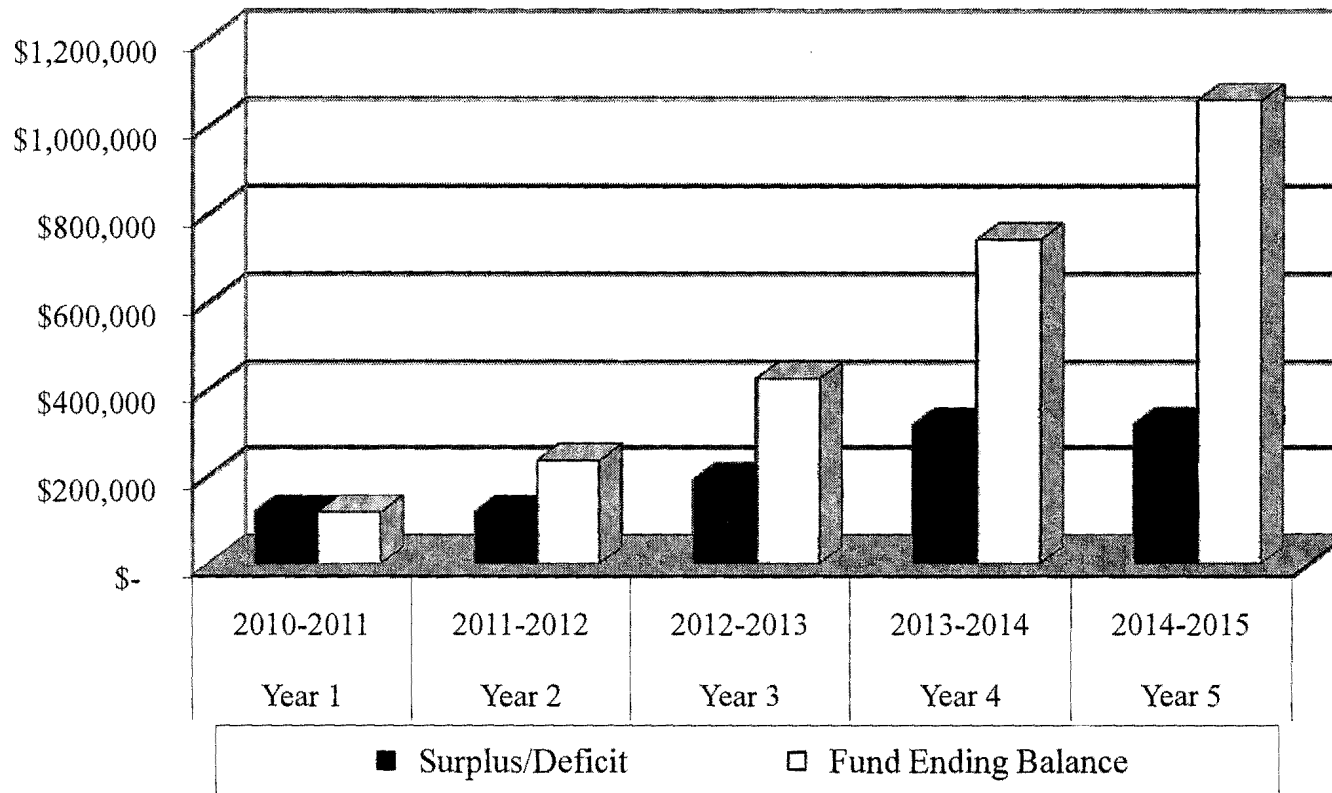
All Expenditures Mix



Graph: Operating Surplus / Deficit and Fund Balance over Time

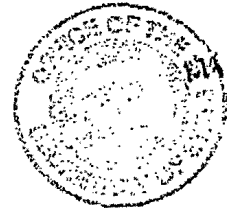
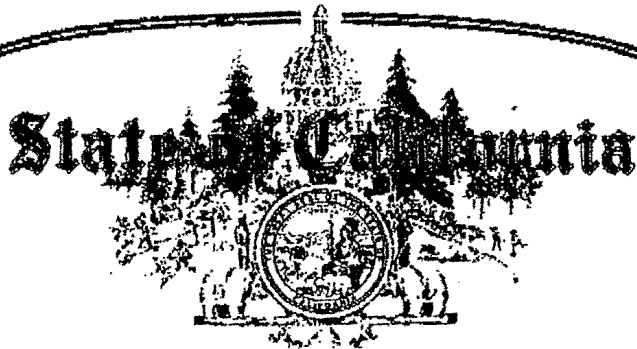
	Year 1	Year 2	Year 3	Year 4	Year 5
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Surplus/Deficit	\$ 117,519	\$ 116,519	\$ 190,289	\$ 316,355	\$ 318,154
Fund Ending Balance	117,519	234,038	424,327	740,682	1,058,836

Operating Surplus / Deficit and Fund Balance over Time





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

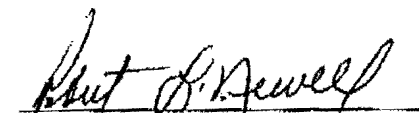
ARTICLE IV

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.


Name: Robert L. Newell
Director



Internal Revenue Service

Date: April 29, 2006

LEGACIES OF EXCELLENCE
c/o ROBERT NEWELL
PO BOX 1622
EL CERRITO CA 94530-4822 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 8:30 p.m. ET
877-829-5500
Fax Number:
513-263-3758
Federal Identification Number:
33-1607767
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 Period*.

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

CERTIFICATION STATEMENT

Proposed Charter School Name LEGACIES OF EXCELLENCE

Proposed School Location (City) OAKLAND

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 Robert Coleman Date 4-4-10

(Please label the copy that has original signatures.)

Print/Type Name Robert Coleman

Address 10530 MacArthur Blvd Oakland, CA 94605

Daytime Phone 510-908-4681 Fax: 510-635-9025

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.

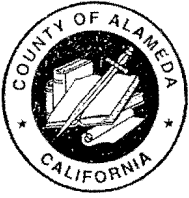
Your support will enable these commitments to youth with multiple needs to come to fruition, and we are deeply grateful for your consideration of Mr. Coleman's request.

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



BOARD OF SUPERVISORS

KEITH CARSON
SUPERVISOR, FIFTH DISTRICT

April 13, 2010

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

Dear President Yee:

I am writing this letter in support for the Legacies of Excellence program proposal to provide a charter school in Oakland. 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 educational services.

The Legacies of Excellence is a model that should be effective in Oakland due to its inclusive approach to support and serve the needs of our youth. 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 important 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
Alameda County Supervisor
Fifth District



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

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

Assembly California Legislature



SANDRÉ R. SWANSON
ASSEMBLYMEMBER, SIXTEENTH DISTRICT

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

April 13, 2010

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,

A handwritten signature in black ink that reads "Sandré R. Swanson".

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





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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

Chet P. Hewitt
Agency Director

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



CHARTER PETITION

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

The charter school estimates that 5 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) 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 Legacies of Excellence Charter School pursuant to Education Code Section 47605 beginning July 1, 2010, with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Legacies of Excellence Charter School, 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
Mark Melancon	<i>Mark Melancon</i>	5-12-2010	(510) 206-3392	Multiple Subject	2015
Haywood Douresseau	<i>Haywood Douresseau</i>	5-12-2010	510-533-2333	VOC ED	2012

*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)*

Form May Be Copied To Accommodate All Required Signatures

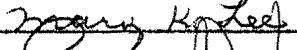
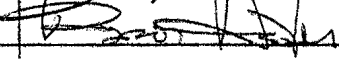
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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Mary K. Lee		5-12-10	510 235-9986	Elem, Jr. High, SPED	Life
Bryan Hunter		05-09-10	(510) 927-1855	Biological Science/SEB	2012

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)

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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 Legacies of Excellence Charter School pursuant to Education Code Section 47605 beginning July 1, 2010, with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
David Roach	David D. Roach	5/12/2010	510-776-4178	Emergency 30-Day	5/12/2011

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)

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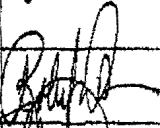


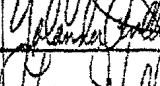
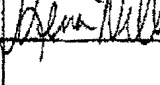
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We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Legacies of Excellence Charter School pursuant to Education Code Section 47605 beginning July 1, 2010, with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Roberta Parker		5-12-10	(510) 927-0517	Multiple-Subject	2015*
Virginia Johnson		5-12-10	(510) 964-0447	Multiple Subject	2015*
Shirley Hart		5-12-10	(510) 633-2427	Multiple Subject	2015*
Volanda Anthony		5-12-10	(510) 334-2825	Multiple Subject	2011
Lena Williams		5-12-10	907 655-6150	Multiple Subject	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)

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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 Legacies of Excellence Charter School pursuant to Education Code Section 47605 beginning July 1, 2010, with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Alvin Burns	<i>Alvin Burns</i>	05/10/2010	(510) 536-4660	Designated Subject	07/01/2012

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)

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