

LEGACIES OF EXCELLENCE CHARTER MIDDLE SCHOOL (LOECS)

**The new site for
Legacies of Excellence Charter Middle
School
(6-8 Grades)**

- **4 commercial kitchens**
- **Computer Labs**
- **School Garden and Lawn**
- **Small and intimate class size**
- **Visual & Performing Arts Spaces**
- **Curriculum based in Agriculture and Culinary arts.**





Legacies of Excellence Charter Middle School Grades 6 - 8

~Serving families and youth organizations of
East Oakland and surrounding neighborhoods.

Opening: 2011

Mission Statement

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

LOECS Curriculum

Our course of study and A-G subject-matter fosters intelligent, hard working, caring and productive citizens who are curious about life and who understand the importance of eating healthy foods and being physically active. All core academic subjects will have a common environmental and agricultural thread.

LOECS

Urban Agriculture Thread

- Practical applications will include **healthy eating** practices focused on **prevention of childhood obesity, type 2 diabetes, hypertension, and heart disease**. These are a few preventable health risk that plague the community served.
- The agricultural thread has a hands on component geared towards **sustainable living practices and community building**. LOECS students be trained in **urban agriculture**.

Visual and Performing Arts & Agriculture Programs



- **Instrumental Music**
- **Dance**
- **Visual Art**
- **Culinary Arts**

Homelessness and Child Abuse: Challenges facing our public schools

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

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

School Safety More Challenges

- 36% of Oakland 7th graders were involved in a fight at school.
- 9% brought a gun to school
- 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.

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

Legacies' Accountability Checklist:

- High expectations for all students
- Frequently Analyze Student Data to Track Progress
- Identify Student Needs for Improve Instruction
- Challenging Curriculum Aligned to California State Standards
- Professional Development to Improve Teacher's Skills
- Partner with Oakland Unified School District and Community Partners for "At-Risk" Populations

The Need

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

-Chet Hewitt, Director of Alameda County Social Services Agency

Addressing the Need

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

Treatment Program Philosophy

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

Clinical Component and Approach

Legacies utilizes two distinct approaches to reaching each child:

- 1.) The Nurtured Heart Approach
- 2.) Aggression Response Training

Both philosophies are strength based as well as evidence based. They integrate seamlessly as the overall goals of compassion, realistic and positive promotion of ones best self are interwoven in the academic efforts of the instructors and expectations of the students.

Nurtured Heart

Designed to turn the challenging child around to a new pattern of success.

- Integrates a social curriculum that transforms students' character and spirit
- Fosters conviction that children, youth and adults can cope with problems and succeed socially and emotionally
- We refer to this personal power as inner wealth.
- Energizes the child's experiences of success while not accidentally energizing his or her experiences of failure

The approach is now used in hundreds of classrooms nationally, and its strategies have been adopted with substantial success as the school-wide discipline plan in dozens of schools nationwide.

Nurtured Heart – Basic Perspectives

- Difficult children are seeking intense relationships.
- Difficult kids quickly learn that they can readily engage and control others through negative behavior. These children can become almost addicted to the rush of this kind of relationship.
- Ordinary parenting and classroom discipline methods make things worse with children like this, because most normal methods demonstrate more relationship and energy when things are going wrong – and in contrast, little energy and relationship when things are going well.
- Children who possess sufficient inner wealth do not need negative relationships, because they can sustain themselves by connecting to the world and to themselves through successes. The more inner wealth, the greater the resiliency.

Nurtured Heart- Basic Principals

- Create rich relationships by creatively energizing success. We call this “time-in.”
- Create an empty, boring “time-out” that consists of the child missing out on life’s energies and relationships. The child is out of the loop; you are refusing to give energy and relationship to negativity. Instead, you are giving an unceremonious consequence.
- Always let students be fully responsible for their problems. Don’t deny them the result of a poor choice – a consequence – when a rule is broken.
- Always treat them as though they are fully competent, **RIGHT NOW**.
- When interacting with students, control your mood and the direction of conversations. Do not leak negativity by giving energy and relationship to poor behaviors.

Aggression Replacement Training

Aggression Replacement Training (ART), and Trauma Focused Cognitive Behavioral Therapy.

- ART is also one of the most effective interventions for Conduct Disordered youth.
- Both interventions are effective in dealing with a wide range of clinical presentations, including PTSD, Depression, and anxiety related disorders.
- A cognitive-behavioral skill-building group that can be conducted simultaneously with academic classes.
- There are several significant benefits to clients and families in the utilization of both of these models, that include:
- A strong foundation of research that demonstrates the effectiveness and treatment gains of the interventions, if delivered with fidelity and adherence.

Aggression Replacement Training Descriptions

Aggression Replacement Training® (ART®) helps children and adolescents improve :

- Social Skill Competence
 - Moral Reasoning
 - Reduce Aggressive Behavior
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- Targets chronically aggressive children and adolescents
 - Developed by Arnold P. Goldstein and Barry Glick, ART®
 - Implemented successfully in schools and juvenile delinquency programs across the United States and throughout the world.
 - Consists of 10 weeks (30 sessions) of intervention training

(ART) Program Components

Social Skills Training

Social skills training teaches youth what to do in threatening or stressful situations. ART® Structured Learning is based upon a social learning process, and activities include modeling, role-playing, and performance feedback.

Anger Control Training

As part of their homework, participants relate examples of anger arousing experiences from situations that had occurred during the previous week. The group facilitator uses a structured reporting checklist (hassle log) to reinforce the skills from the lesson.

Training in Moral Reasoning

This component of ART® aims to raise participants' awareness of others' points of view (perspective taking) and teaches youth to view their world in a more fair and equitable way.

Family and Community Involvement

- Familial and cultural involvement is encouraged and designed into every step
- Community and Family Advisory Board
- School Volunteer Program –setting up community gardens
- School Site Council (SSC)
- Family counseling and support beyond school to foster familial networks
- Partnering with local farmers markets,

PARTNERSHIPS

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

Cultural Links to Academic and Social Success
Family-hood Connection, Inc.
Joy Books for Literacy Achievement, Inc.
100 Black Men, Mentoring & Track Programs
Peacemakers Program
East Bay Wellness Group
UC Davis School of Education & College of Agricultural and
Environmental Sciences
Mo' Better Foods, Oakland
Alameda County Social Services
Oakland Public Schools
Oakland Juvenile Division, Oakland Police Depart.