

**East Bay Conservation Corps/  
Civicorps Schools  
Charter Petition  
for the  
Civicorps Middle School**

Respectfully submitted to the State Administrator  
and Board of Education of the Oakland Unified  
School District

October 31, 2007



**Legislative File**

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By \_\_\_\_\_



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October 25, 2007

Mr. Vincent C. Matthews and the Board of Education  
Oakland Unified School District  
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Oakland, CA 94606-2212

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Dear Mr. Matthews and members of the Board of Education:

On behalf of the Board of Directors of the East Bay Conservation Corps (EBCC), soon to be named Civicorps Schools, I am pleased to submit our Charter Petition with financial projections for the Civicorps Middle School. This middle school has been requested by the parents at Civicorps Elementary School. This charter, with its specific middle school approach, is informed by research and practice and is enhanced by the involvement of the experts at New Leaders for New Schools. The middle school is a critical addition to Civicorps Schools because its unique design addresses the particular developmental needs of early adolescents. In particular, the flexible school schedule, school year calendar, assessment systems, and advisory groups are additions at the middle school level.

This Civicorps Middle School Charter Petition has been reviewed and approved by our Board of Directors. If you have further questions or require additional information, please contact Joanna Lennon, Executive Director, at (510) 992-7800.

Thank you for support and consideration of the Civicorps Middle School Charter Petition. We look forward to our continued partnership with the Oakland Unified School District in serving the young people and families of Oakland.

Respectfully,

Amy Slater, Chair  
Civicorps Schools Board of Directors

## TABLE OF CONTENTS

<b>Introduction</b> .....	1
<b>Element A: Educational Program</b> .....	3
<b>Element B: School Wide Student Outcomes</b> .....	23
<b>Element C: Assessment Methods</b> .....	26
<b>Element D: Governance</b> .....	30
<b>Element E: Employee Qualifications</b> .....	38
<b>Element F: Health and Safety Requirements</b> .....	43
<b>Element G: Means to Achieve Racial and Ethnic Balance</b> .....	44
<b>Element H: Admissions Requirements</b> .....	45
<b>Element I: Financial Audit</b> .....	45
<b>Element J: Pupil Suspension and Expulsion</b> .....	49
<b>Element K: Staff Retirement System</b> .....	55
<b>Element L: Attendance Alternatives</b> .....	56
<b>Element M: Employee Rights</b> .....	56
<b>Element N: Dispute Resolution Process, Reporting, and Renewal</b> .....	57
<b>Element O: Labor Relations</b> .....	59
<b>Element P: School Closure Procedures</b> .....	59
<b>Charter-related Issues</b> .....	61
<b>IMPACT ON THE CHARTER AUTHORIZER</b> .....	63

### Appendices:

- Appendix A: Bylaws of the Board of Directors of Civicorps Schools
- Appendix B: Teachers' Employee Handbook
- Appendix C: Examples of Assessments/Parent Communications about Student Progress
- Appendix D: Financial Information

## INTRODUCTION

The East Bay Conservation Corps (EBCC), soon to be Civicorps Schools, is a multi-program nonprofit educational organization located in Oakland, California. Since opening its doors nearly 25 years ago, the EBCC has been a leader in developing innovative models to serve youth and communities through education reform, youth development, environmental stewardship and service. The EBCC's comprehensive program model enhances participants' academic, leadership, career planning and life skills, self-esteem, civic responsibility and environmental awareness. Through service-learning—the practice of linking academic learning with service that meets real community needs—students apply and advance their academic learning through serving their community. This arrives at the heart of the civic mission of public education: educating and preparing individuals to be active, contributing members of our democracy.

In January 2008, the East Bay Conservation Corps will officially adopt a new name, Civicorps Schools. The reason for the name change is because Civicorps Schools is more reflective of the range of programs and services offered at the East Bay Conservation Corps.

Our new mission statement- *Civicorps Schools promote citizenship and build civil society by creating educational models that draw upon service as a way of learning*- has been adapted to better reflect our dedication to service and communities.

Whereas our mission is new, the principles that articulate the values that guide the decisions that we make, will remain the same. These guiding principals are:

- Academic excellence
- Artistic literacy
- Values, ethics, and spiritual development necessary to thoughtful citizenship in a pluralistic, democratic society
- Service as a way of learning
- Participation in the life of the school and the community through stewardship of the environment
- Creative partnerships in sustaining public education

The goal of Civicorps Schools is to create models of educational programs for serving students in grades K through 12; including an alternative high school model. The EBCC received its original K-12 charter in 1995. The first school site, the Corpsmember High School, opened in 1996. The charter was renewed in 2000, and the K-5 school site was launched in 2001. In 2005, the charter was renewed again and was valid for K-8 and the Corpsmember Academy through 2010.

However, last year, the EBCC decided that we could better serve our unique student populations, and better fulfill our goal of creating educational models, by writing distinct charters for each of our schools.

In 2007, the EBCC submitted a charter that would allow the Corpsmember Academy to operate as its own entity, separate from the K-8. This allowed us to adapt the schedule, assessment systems and calendar for the Corpsmember Academy and truly design a school reflective of the population that we are serving.

The submission of this charter, which outlines the educational philosophies, practices and school design of Civicorps Middle School, is reflective of that same logic. Our current K-8 charter legally allows us to serve students in grades five through eight through 2010. However, after careful review of student and adolescent needs, parental input, academic research and school location, the Civicorps Board of Directors has decided that Civicorps Middle School also should have its own distinct charter. This petition allows us to clearly articulate the goals and procedures for Civicorps Middle Schools. We feel that this will allow us to be more accountable to the students, families and communities that we serve, and will allow us to be more accountable to our own goal of educational reform.

The design of the charter for the Civicorps Middle School has infused the best thinking on middle schools into the solid backbone of our guiding principles. Drawing on the work of the National Middle School Association and other leading educational researchers, Civicorps Middle School will reflect best practices for implementing the middle school concept, including a caring school community, heterogeneous grouping, flexible scheduling and advisory groups (Anfara & Lipka, 2003). Service-learning, which has been identified as an essential strategy for engaging this age group (Manning & Butcher, 2005), will continue to be our primary teaching strategy.

Civicorps Middle School will continue to be based on the philosophies of the founding charter but will expand on those concepts to explore the extent to which service and citizenry can serve adolescents in their critical stages of educational and human development.

This petition meets the intent of California charter school law. The practices of academic rigor, service and citizenship, and specifically how those commitments can help to stimulate individuals and communities, serve to unify each of the Civicorps Schools, including the elementary school, middle school, and Corpsmember Academy.

### **Element A. EDUCATIONAL 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.*

*If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California of the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements [California Education Code Section 47605(b)(5)(A)(i) a.*

Civicorps Middle School will offer a rigorous, relevant and attainable educational program for all students that is:

- a.) standards-based;**
- b.) directed to our target population; and**
- c.) based on well-researched educational practices.**

### **Student Population to Be Served**

Central to the civic mission of public education and to providing a rigorous educational experience for students of all abilities, Civicorps Middle School will actively recruit a student body that brings together the socio-economic and ethnic diversity of Oakland and the broader San Francisco Bay Area.

We anticipate that the demographics of Civicorps Middle School will mimic the cultural diversity of our elementary school, Civicorps Elementary School. Civicorps Elementary School currently enrolls a student population that reflects the rich diversity of Oakland; 68% are African-American; 15% are Caucasian; 8% are Latino; 6% are Asian; and 2% are Pacific Islanders. Two-thirds (66%) of our families qualify for either free or reduced school lunch meals according to state income level guidelines. Rigorous and expansive recruitment efforts will be used to ensure a school population that embraces and celebrates this diversity.

Civicorps Middle School seeks to educate and engage a diverse student population with regard to academic proficiency levels. We will actively recruit students who are both at risk of not meeting academic proficiency levels and students that require additional challenges to maintain stimulation and engagement. Through our differentiated instructional program, we will capitalize

on the various strengths, talents, interests and academic levels that our students bring to our school.

The Civicorps Middle School leaders and recruiters will actively recruit students in the surrounding attendance area by holding orientations and information sessions in such venues as Golden Gate Library, Rockridge Library, Rockridge United Methodist Church, and Harmony Baptist Church to name a few. At least one school in that region, Claremont Middle School, is currently in Program Improvement Status with a similar schools API ranking of 2. We will work closely with Claremont Middle School to determine strategies and practices that support the success of students, families, teachers and staff.

We will inform families in the attendance area of the Civicorps Middle School program through local newspapers such as the Temescal Valley Times, Rockridge News as well as websites for local listings such as Parents' Press.

In addition to recruiting students in the specific attendance area of Claremont Middle School, The Civicorps Middle School will focus recruitment efforts on the trend of students currently leaving Oakland Unified School District upon reaching middle school age. As indicated in the "Demographic Update for Oakland Unified School District: Executive Summary," a specific finding related to Middle School students makes it clear that there is a trend for students of middle school age to stop attending school in Oakland. The report states, "middle school students are leaving Oakland altogether or are dropping out of school." Lapkoff & Gobalet Demographic Resarch, 2007). The authors of the report speculate that this trend occurs due to drop out rates amongst middle school students. Students, families, the district, and the community as a whole benefit when these students continue to attend schools in the city in which they reside:Oakland.

It is the intent of Civicorps Middle School to enroll a total of 100 students in the 2008-09 school year (50 students in the fifth and sixth grades), and slowly grow to 75 students per fifth and sixth grades by the 2012-13 school year (while maintaining 50 students in grades seven and eight, for a total enrollment, grades five through eight, of 250. Civicorps Middle School will achieve its estimated full enrollment of 300 students in the 2014-15 school year.

**The following table illustrates Civicorps Middle School's growth plan the five years following its operation:**

2008-09	2009-10	2010-11	2011-12	2012-13
50 5 <sup>th</sup> Graders	50 5 <sup>th</sup> Graders	50 5 <sup>th</sup> Graders	75 5 <sup>th</sup> Graders	75 5 <sup>th</sup> Graders
50 6 <sup>th</sup> Graders	50 6 <sup>th</sup> Graders	50 6 <sup>th</sup> Graders	50 6 <sup>th</sup> Graders	75 6 <sup>th</sup> Graders
0 7 <sup>th</sup> Graders	50 7 <sup>th</sup> Graders	50 7 <sup>th</sup> Graders	50 7 <sup>th</sup> Graders	50 7 <sup>th</sup> Graders
0 8 <sup>th</sup> Graders	0 8 <sup>th</sup> Graders	50 8 <sup>th</sup> Graders	50 8 <sup>th</sup> Graders	50 8 <sup>th</sup> Graders

Total= 100 students	Total=150 students	Total=200 students	Total=225 students	Total=250 students
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### What it Means to be a 21st Century Educated Person

Our mission is based on the fundamental belief that an educated citizenry is the cornerstone of a healthy democracy. To be an educated person in the 21st century, public schools need to instill in our children the notion that life is about giving rather than getting; that rights are tied to responsibilities; and that democracy is not just a philosophical construct but a way of living and getting things done – that the whole is indeed greater than the sum of the parts. Throughout our history as the East Bay Conservation Corps, we have always believed that young people must be an integral part of every solution to our nation's problems. Since 1983 we have espoused the belief that everyone should have the opportunity, support and education to serve and help others. We wish to ensure that all of our citizens can fully participate in the future.

In particular, we believe in Ernest Boyer's description of what it means to be "educated":

It means developing one's own aptitudes and interests and discovering the diversity that makes us unique. And it means becoming permanently empowered with language proficiency, general knowledge, social confidence, and moral awareness. It also means discovering the connectedness of things. It means respecting the miracle of life and responding sensitively to the aesthetic. Being truly educated means putting learning in the historical perspective, understanding groups and institutions, having reverence for the natural world, and affirming the dignity of work. And, above all, being an educated person means being guided by values and beliefs and connecting the lessons of the classroom to the realities of life.

*(Toward a Coherent Curriculum, 1995)*

More specifically, Civicorps Middle School will enable its pupils to become self-motivated, competent, lifelong learners in the 21<sup>st</sup> Century by preparing all students to be proficient in the following:

- **Academic Literacy**—defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision.



- **Artistic Literacy**—defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology.
- **Civic Literacy**—defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.

Proficiency in these three broad academic and civic areas requires that our students develop skills in a number of more detailed school-wide student outcomes, which are catalogued in Element B of this charter petition. (See Element B for more details.)

### **How Learning Best Occurs: Educational Philosophy and Practices**

**Our Educational Philosophy.** The educational philosophy of Civicorps Middle School draws from a passionate belief that public schools were created to educate citizens who actively participate in a democracy. From the writings of educational philosophers such as John Dewey, we draw inspiration for an educational philosophy that is grounded in learning that is active and experiential, interdisciplinary in nature, supportive of students' holistic development and focused on the larger purposes of preparing students to actively participate in society as citizens, workers and environmental stewards.

These educational philosophies will be applied to our school in a unique and innovative fashion. The result: learning more for understanding than for rote memorization; learning that leads to a heightened sense of curiosity about the world and our place in it; and learning that can serve as the foundation for succeeding in rigorous high school programs and in developing the lifelong skills and habits of active citizenship.

**Our Educational Practices.** Our educational practices are based on the research of educational experts specializing in middle school education, the needs of the early adolescent, service as a way of learning and the arts integrated across the curriculum. In addition, resources from the National Middle School Association have informed instructional practices and organizational features including high expectations of all learners, differentiated instruction, focused teacher development, advisory, block scheduling, and a caring school community that deliberately fosters the emotional and social growth of students (NMSA, 1995, 2001). We also pay special attention to how we deliver instruction, expecting our teachers to employ a wide range of teaching strategies that are aligned both to the context (whole group lecture, small group discussion or individual coaching) and to the needs of each student.

In order to achieve these ambitious goals we have designed Civicorps Middle School with the following features in mind:

- a school that is intentionally built on a human scale; specifically, a caring and supportive community that is responsive to each individual learner;
- a program that is both interdisciplinary in scope and respectful of the integrity of each academic discipline;
- instructional methods that are targeted to the early adolescent, to a wide range of learning styles and to integrating service and the arts into the curriculum.

Specifically, the following educational practices reflect both the most current educational research as well as the most time-tested and sensible educational wisdom. What follows are brief descriptions of:

**1.) *The School as Community***

**2.) *The Program and the Block Master Schedule***

**3.) *Key Instructional Methods***

**4.) *The Role of Parents in the Design and the Daily Life of Civicorps Middle School***

**5.) *Clearly Articulated and High Expectations for All Learners***

**1.) *The School as Community.*** In order to ensure that Civicorps Middle School fosters the kind of caring, nurturing environment critical for young adolescents, the school is small by design, so that all students are well known to their teachers and fully appreciated for the gifts they bring to the school. Kathleen Cotton, a leading researcher of small-school communities states, "...a major reason these [small] schools are safer and more successful than large schools is that staff members are much more likely to know all of their students well. When teachers and students are able to build relationships, both are motivated to work and to make a success of the schooling enterprise. Teachers, moreover, can become knowledgeable about students' learning strengths and needs and identify ways to respond to them..." (Cotton, 2001).

At Corpsmember Middle School we also recognize in addition to being small, we must also implement strategies and practices that ensure our school community is caring, nurturing and positive. Specifically, we implement the essential elements of Positive Youth Development, a set of practices developed for risk prevention and to facilitate the success of young adolescents.

We make very conscious attempts to build community at both the classroom and school-wide levels so that students and teachers can participate fully in the life of the school as a community. The manner in which the school is governed, conflicts are managed and resources are allocated becomes central to our sense of community. Participation in school becomes, in effect, a dress rehearsal in participatory democracy, a model community.

Here are some key features of the school as a caring and responsive community:

**Advisory.** Crucial to the formative early adolescent years, students will participate in family-like groups several times per week, called advisory. Facilitated by an adult leader (teachers, administrators, and instructional support staff), advisory will serve as a structured opportunity for students to develop social and emotional skills, build teamwork skills, discuss issues, resolve conflicts, gain leadership skills, develop organizational skills, and receive additional academic support. In order to ensure that the adult facilitator comes to know their student advisory group well, and that the adult comes to be seen as a mentor and a trusted ally, the same adult will stay with a group of students for the entire year, and if logistics permit, up to four years.

**Positive Youth Development.** Positive youth development is a research based set of practices specific to the social and emotional development of adolescent youth, ages 10-15. These practices prevent high risk behavior that adolescent youth are susceptible to as well as develop the social and emotional skills and assets necessary for success in adulthood (Gomez & Ang, 2007).

As indicated by numerous researchers, schools that institute Positive Youth Development see significant increases in positive behavior, healthy decision making, greater sociability, problem-solving and greater assertiveness. (Richard F. Catalano, 1998). The essential points of Positive Youth Development described below are inherent to the core educational practices at Civicorps Middle School and will be integrated throughout the school day. Yet, the school's advisory period will be a time that is set aside to ensure that students are explicitly taught the key elements of Positive Youth Development. These elements include:

- ***Developing positive peer relationships.*** Ensuring that all youth learn the skills related to building positive relationships with adults and peers. Students will engage in activities that build their communication skills, as well as receive support with interpersonal challenges when needed.
- ***Building on students' strengths.*** All adults are committed to building on students' strengths and efforts and those strengths and efforts recognized on a regular basis. Teachers will conference with students regularly to communicate areas of strength based on evidence in student work, school

and classroom behavior and participation. Students and teachers will jointly create Individualized Learning Plans in order to formally recognize students' growth as well as track goals.

- **Adult Mentors.** Every student is connected with a caring adult whom they know they can trust and rely upon for emotional and academic support. Through the school's strategic partnerships, we will develop the capacity to ensure that our youth have positive adults who are available to them on a routine basis by way of our advisory program.
- **Student Leadership.** Students are empowered to assume leadership roles in different realms of the school community and classroom.

1.) *Leadership at the school level:* Student leadership in the school will include students playing important roles such as conflict mediators, or taking office in student governance. Students who take on leadership roles at the school level will be trained specifically for their role and there will be time built in to the weekly schedule for them to reflect on their effectiveness as a leader, so that they may have the opportunity to improve their leadership practice.

2.) *Leadership at the classroom level:* Student leadership at the classroom level will include the explicit teaching and learning of what constitutes excellent leadership. To this end, teachers will highlight community figures that exemplify the qualities and characteristics of excellent leadership and students will link their understanding of leadership to the core academic disciplines of Language Arts and Social Studies. Service Learning projects that take place will naturally be linked to the central concepts of leadership. As students engage in service, they will reflect on their own development as leaders. For example, problem-solving will be identified as a central aspect of quality leadership. A service learning project which challenges students to identify and *solve problems* related to industrial pollution in their local neighborhood will foster problem-solving abilities.

Public speaking, small-group facilitation, and modeling of excellence especially with regard to academic performance are also aspects of student leadership that will be integrated into the daily activities of the classroom. *All* students at Civicorps Middle School will have opportunities to take part in leadership activities and will have continuous opportunities to grow as a leader. All opportunities will build upon students' unique talents and strengths.

**Healthy Risk Taking.** Youth are challenged to take risks in ways that build their competence and their awareness of needed areas of growth and areas of talent and strength. Risk-taking is an essential component of service-learning

instruction and will be integrated in the performing arts program. Risk taking as an aspect of service-learning may require students to speak up about something that they feel is an injustice such as pollution or crime through letter writing or attending a public hearing. Risk taking in the performing arts may require students to present themselves to a large audience, when they may otherwise feel uncomfortable doing so. Reflection will be built into the students risk taking experiences so that they may have the opportunity to monitor their own growth and build upon their successes.

**Teaching and learning healthy habits and behaviors.** Rather than just telling students what to do and what not to do, adults will engage students in dialogue and provide them with data and information that will facilitate critical thinking and informed decision making when it comes to how they take care of their physical and mental health.

**2.) The Program and the Block Master Schedule.** Integrating the core subject matter areas through block scheduling has shown to significantly increase student achievement, enhances critical thinking skills and allows for depth over breadth learning experiences at the middle school level (Valentine, 2003). Civicorps Middle School will implement block scheduling as a means to provide in-depth learning, subject matter integration, and flexible learning time. Students' classes will be cored Language Arts with Social Studies and History and Math will be cored with Science. Non-core classes will be stand alone and will rotate every other day and/or semester by semester.

Service learning and Civic Literacy will be integrated into the core subject matter areas and block periods. In order to assure that grade level standards are taught comprehensively within the block periods, teachers will be required to carefully scope and sequence their instructional plans and curriculum on a quarterly basis.

The following table shows a sample master schedule and reflects the general framework from which we will design schedules at Civicorps Middle School. Civicorps Middle School plans to offer intensive after school and supplemental programming that follows the academic rigor and philosophy of our day program. The following schedule does not include after-school scheduling nor does it reflect grade level cohort rotations.

<b>Anticipated Civicorps Middle School Schedule 2008-2009</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30 to 10:40</b>	Core Block Language Arts and Social Studies	Core Block Language Arts and Social Studies	Core Block Language Arts and Social Studies	Core Block Language Arts and Social Studies	Core Block Language Arts and Social Studies
<b>10:45 to 12:30</b>	Core Block Math and Science	Core Block Math and Science	Core Block Math and Science	Core Block Math and Science	Core Block Math and Science
<b>12:35 to 1:10</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>1:15 to 2:05</b>	Exploratory A	Exploratory B	Advisory	Exploratory A	Exploratory B
<b>2:10 to 3:00</b>	Exploratory A	Exploratory B		Exploratory A	Exploratory B
<b>3:05 to 3:45</b>	Whole school community meeting.	Advisory		Advisory	Advisory

\*Exploratory A = Visual or Performing Arts/ Music/ Technology Arts

\*Exploratory B= Physical Education

**3.) Key Instructional Methods.** We will incorporate three key instructional methods: Differentiated Instruction; Service-Learning; and Arts Integration.

**Differentiated Instruction.** Differentiated Instruction is the implementation of differing instructional strategies and practices in accordance with students who are at varying levels of academic proficiency and who have diverse interests and entry points in motivation. The National Middle School Association identifies differentiated learning in heterogeneous groups as a key element for the middle school concept (2007).

Civicorps Middle School recognizes that at the middle school level, there is an especially wide range of performance levels, skill levels and differing interests amongst students. This necessitates a strong focus on implementing

differentiated instructional strategies and practices that address the varying needs of our learners (John Van Hoose, 2001).

Specific practices which reflect differentiated instruction will include flexible groupings of students, varying questioning strategies during classroom discussions, consistent use of visual aids such as graphic organizers, a variation of whole group, small group and individual instruction, interest based research assignments and a balance between cooperative and independent learning time. Differentiated instructional practices will align with analysis of students' needs based on systematic and ongoing assessments.

**Service-learning.** Service-learning is the teaching strategy central to Civicorps Middle School's mission. It is a learned activity, involving planning, action, reflection, evaluation, and in certain cases celebration. Service-learning is woven into the fabric of our academic life, providing all students with age-appropriate opportunities to address real needs in their communities and to practice the skills of citizenship.

Service to others acts as a catalyst that alters the dynamics of a traditional classroom, strengthens academic performance and transforms the tone of a school. Our middle school curriculum and its emphasis on project-based learning is an ideal setting for service learning.

**Arts Integration.** We strongly support arts education in at least two ways: first, the arts (visual, performing arts, etc.) are discrete subjects in their own right; and second, the integration of the arts across our core academic disciplines greatly enhances learning, helping students to be more creative and innovative in their thinking and developing in them new knowledge, skills and insights.

Core subjects and the arts will be integrated through the collaborative work of our teachers who will draw upon the arts as instructional tools for math, science, social studies, and language arts. We believe that integrating the arts into the curriculum supports all our students in demonstrating mastery of the state standards and school-wide artistic literacy outcomes.

In the end the arts serve as the connective tissue between and among the core disciplines and breathe spirit, vitality and meaning into the whole process of learning.

**4.) The Role of Parents in the Design and the Daily Life of Civicorps Middle School.** Parents play a central role in the success of our students and in the strong performance of the school. Their voice, their support and their participation are essential. We know this both from our own experience as educators and what we know from educational research. Thus, we encourage parental involvement in the school through a variety of innovative partnerships.

Building systematically upon the experience of Civicorps Elementary School, we will take a proactive approach to parental involvement. In brief, we expect parents to be active and engaged citizens themselves so that these traits can be further enforced for the children for whom they care.

**The Design of the School.** We plan to share the key elements of our program design with our prospective parents and seek their feedback in both formal and informal ways. Formally, we will create a series of "advisory councils" that will bring together parents, school leaders and community leaders around core concerns. Examples include:

- 1.) Service-learning Advisory Council: Council will help to frame our service-learning program, which is designed to involve our students in meeting real community needs. Parents are a natural link between the school and this larger community. Parents can also play a role in transporting students to off-campus sites. Building on the experience of Civicorps Elementary School, parents can help with specially created service days dedicated to improving our own campus and reaching out to others in need.
- 2.) Arts Advisory Council: Council to support and sustain the arts program. Civicorps Elementary School is already a partner in the UC Berkeley program called the Arts Education Initiative, a consortium of educators and researchers who are pursuing tangible ways to advocate for the arts in our schools. Parents can play a natural role in this area, not only assisting our art teacher with classroom projects, but also taking initiative in reaching out to the vital arts community (museums, after school programs, etc.) in the Bay Area.
- 3.) Study Skills Advisory Councils: Parents can support classroom teachers and the school administration in helping students and their families develop strategies for academic success. This council can address specific student needs in the context of the educational program, can make recommendations on strategies, help to train interested individuals and help to organize the efforts of community volunteers, such as Experience Corps members (older Americans) who devote approximately 15 hours per week in public schools.
- 4.) Recruitment and Orientation Council: The last advisory council could take a lead role in the recruitment of students and in orienting them to the mission of Civicorps Middle School. Parents on this council would be trained to address a variety of questions from prospective parents and their children. They could also play an active role in organizing open houses and information sessions in the community.



**The Daily Life of the School.** Once students are enrolled into the school, we will invite their parents to play an active role in their own children's welfare. We expect all our parents to attend key events on the school calendar (for example, Back-to-School Night and parent conferences), to be prompt in delivering their children to school in the morning and in picking them up from school in the afternoon. We expect all parents to support their children at home, providing them with a healthy breakfast before school (either at home or at school through our subsidized breakfast and lunch programs), sending their children dressed in the school uniform every day, and providing them with a quiet place at home to study and work. If parents have difficulty carrying out these expectations, we will work closely with them or refer them to services to ensure that they have the resources that they need to be successful.

We also encourage all parents to play a supportive role in the school community, volunteering on a regular basis, whether on advisory councils, doing paperwork in the school office or as assistants in the classrooms. They will help with "drop-off" in the morning, staffing lunch and recess periods and in assisting our After School program. Civicorps Middle School will keep a log of parental guardians to observe similar expectations to the ones we have developed for our elementary school.

We will also facilitate the creation of a **lead cohort of parents**. Those who show the greatest initiative and talent for leadership will be encouraged to become "parent citizen leaders." Building upon the foundation we are establishing with their children in the classroom and in the larger community, these leaders will play a prominent role in our active Parents' Association as chairs of advisory councils and or in prominent roles on other committees.

To assist parents in the various ways they can support the school, we will support an active Parents Association and will prepare our "Guide for Parent Citizenship at Civicorps Middle School." We expect that all our parents to read this guide and then commit themselves to extensive participation in the life of the school.

**5.) Clearly Articulated and High Expectations for All Learners.** We believe that all students must be held to clearly articulated, high expectations of achievement if they are to succeed. Civicorps Middle School curriculum is built upon clear learning goals and benchmarks for student performance that are aligned with the state content and performance standards Grades 5-8. (See Element B for Measurable Student Outcomes). Student achievement is measured by performance assessments that align to academic curriculum. Student promotion is dependent on several assessment criteria to ensure that CMS students exit the middle school program well prepared for a rigorous high school program and for entrance to the university system. Methods for articulating and communicating high expectations of all of our learners include:

- *Demonstration of Grade Level Exemplars.* Grade level exemplars in the core academic disciplines are essential for informing students and their caregivers of what they are working toward and what is expected of them. For example, it will be common practice at CMS for teachers to introduce genre based writing project with a grade level exemplar, a students' piece of writing which meets all of the components of what is expected in order to meet grade level expectations for a writing assignment based a particular genre.
- *Rubrics.* While rubrics are a tool for assessing, they are also a tool for articulating academic expectations to students. Rubrics allow students to see not only what they are working toward in order to meet grade level standards, they also make clear to students the developmental continuum for getting there, so that they can see where they are on the continuum with regard to a particular assignment and where they need to go. Rubrics are created by teachers in the high leverage standards of problem- solving in math, writing and reading comprehension.
- *Independent Learning Plans.* Students who are held to high expectations must continually engage in goal setting that is relevant to high expectations. They must have opportunities to identify steps toward meeting their goals and reflect on progress with the support of adults. At Civicorps Middle School, every child will have an Independent Learning Plan which allows the students, parents and caregivers, and teachers to collaboratively create academic, social, emotional and physical that are based on high expectations that are framed by grade level standards. Teachers will consistently use the ILP as a tool to assess students' progress toward goals as well as discuss progress with students, parents and caregivers. ILPs will be created, reviewed and updated every marking period which takes place four times per year. All aspects of the ILP will become part of the students' portfolio which will follow them through their four years at CMS, thus serving as a reflection tool for students and their teachers.
- *Providing extended time and support.* At CMS we communicate clearly to students what the grade level expectations are, we provide the time and support necessary for ensuring students meet academic expectations through providing small group or individual tutoring after school, meeting individually with a teacher, and convening meetings with caregivers to identify and address students' support needs. Students who are not meeting academic proficiency levels are required to participate in the identified mandatory time and support activities that ensure their progress, even if this just means staying back from lunch in order to complete an assignment with a teacher. In this way, we communicate to students that

we expect them to succeed not just with our words, but with our actions as well.

**Support for English Language Learners.** All Civicorps Middle School parents will be required to complete a Home Language Survey in the student enrollment packet. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) within the first 30 days to evaluate their listening, speaking, reading and writing abilities in English. Students whose primary language is not English will be tested in their home language within 90 days of enrollment at Civicorps Middle School. The unofficial results of this test are made available to parents and teachers immediately and official results from the state are mailed to parents as soon as they are received by the school.

Academically, Civicorps Middle School will meet the needs of its English Language learners through an inclusion, Sheltered English Immersion model in which students are instructed in English by teachers who are specially trained in SDAIE (Specially Designed Academic Instruction in English). At Civicorps Middle School, we understand that English Language learners have varying levels understanding of syntax and phonology in English, as well as tremendously varying levels of vocabulary knowledge. This leads to the need for teachers who will provide explicit and comprehensive instruction for English Language Learners (Dutro, 2006). Explicit and comprehensive instruction for English language learners is characterized by the following:

**1.) Systematic English Language Development.** It is important that the development of academic English is not left to random experiences and chance encounters. Therefore, time will be set aside specifically for English Language learners to learn, practice and apply the grammatical forms and functions of academic English, and to expand their knowledge of English vocabulary. Teaching strategies relevant to systematic development of English Language Development will take place during the language arts block, and more specifically during small group instruction. Students performing at a "Beginning" level of Academic English as indicated by the CELDT, will receive additional language instruction after school. Teachers will implement ongoing assessments in order to track students' English language needs and subsequent growth.

**2.) Frontloading language to support content instruction.** Frontloading is a way of making students familiar with the language they may experience in a lesson. For example, before teaching a lesson using the concept of compare and contrast, teachers will provide students with the language structures that they will encounter in that lesson, such as: whereas, however, as compared to, etc. Frontloading will take place at the introduction of a lesson or unit. Frontloading strategies will take place in all of the core subject matter areas (English Language Arts, Math, Science and Social Studies).

**3.) Scaffolding the delivery of grade level content.** A range of scaffolding strategies will be used in order to ensure that English Language Learners are able to access the content that is being taught. Such strategies include the explicit teaching of unknown vocabulary, the use of graphic organizers, utilizing a variety of instructional groupings from whole group and small group to working with students individually, and providing multiple levels of reading materials.

Like all students at Civicorps Middle School, English Language Learners will be held to high, clearly articulated expectations. English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program.

**Support for Academically Low-Achieving Students.** Civicorps Middle School holds high expectations for all students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students will be identified early in the year and when possible, before the start of the school year. Initial tools identifying low-achieving students include the previous years' STAR data and subsequently the Diagnostic Assessment for Reading (DAR) in order to identify the specific reading difficulties that a student may be encountering (phonics, fluency, comprehension, limited vocabulary). In order to determine specific mathematical challenges, students will take a beginning of the year assessment that will give insight into specific mathematical challenges (reasoning, problem solving, computation or reading difficulty). Teachers will continually monitor the progress of low-performing students through weekly assessments, anecdotal records; standards based interim assessments and students' class work.

When data indicates that students are performing below grade level, Civicorps Middle School will address the needs of students who are low-achieving by:

**1.) Small group instruction.** We will ensure that there is sufficient time during the school day for small group instruction that addresses the specific academic needs of struggling learners.

**2.) Extended time and support.** We will provide extended time and support both during the academic day and after school for students to receive individual support necessary for making progress.

**3.) Parent and caregiver communication.** Parents and/or caretakers will be alerted of the specific struggles that their child is having through a parent conference and teachers will inform them of the home practices they can employ to ensure that their child makes progress. Home practices will include monitored home reading, use of manipulatives for understanding of mathematical concepts and suggestions and advise around logistical study issues such as keeping a planner well maintained and having a spot for school supplies. Teachers provide

bi-weekly progress reports for students that continue to parents of students that are in academic risk.

**4.) Developing Teacher Capacity.** Teachers' expertise is inextricably linked to the success of their learners. Administration will provide our teachers with the instructional coaching and the professional development necessary for assuring the success of their low-performing students. Instructional coaching and support will take place through observations and immediate constructive feedback to follow, providing model exemplar lessons, and weekly professional development. Teachers will also be supported to observe in classroom teachers who are demonstrating proficiency in meeting the need of low-achieving students. All observations will be followed by written action plans.

**5.) Motivation and Engagement.** We recognize that motivation and engagement are important factors in the achievement levels of middle school students (John Van Hoose, 2001). Therefore, we will be proactive in ensuring that these factors are in place for struggling students as a means to ensure that they sustain their academic progress. These motivational factors include allowing certain levels of student choice, a sense of purpose linked to academic content, and continuous forms of positive reinforcement by adults and caretakers.

If deemed necessary, the faculty will create a student study team (SST) comprised of the principal, teachers, family members, the student (when appropriate) and other support providers to identify strategies to better support the student's success. SSTs will be held as early in the year as possible, so that students' needs are addressed early in the academic year.

**Support for Academically High-Achieving Students.** Academically high-achieving students will be identified through teacher recommendations, progress reports, test scores, and/or other assessment measures. These students will be challenged to meet and exceed grade level standards and school-wide outcomes by creating appropriate goals during Parent-Teacher-Student conferences which occur three times per year. Civicorps Middle School faculty will support these students through differentiated instruction and additional assignments during or after school. Specific classroom strategies particular to high-achieving students will include:

**1.) Questioning strategies.** During class discussions, individual conferences and small group instruction, teachers will use methods outlined in Bloom's Taxonomy. Teachers will use questioning strategies that aid high-achieving students to stay engaged in content as well as to apply the knowledge and think critically. For example, during a class discussion, the teacher may deliberately and frequently ask high achieving students questions which require them to analyze information as opposed to simply recall literal information about a topic.

\*Note that analysis would be expected of *all* learners, at some point in the lesson. None the less, teachers' will acknowledge the readiness of high-achieving students and use questioning methods to respond accordingly.

**2.) Extension Activities.** Activities that allow high-achieving students to apply their knowledge and skills in new and relevant ways will be accessible to students throughout the school day. For example, a student that demonstrates mastery in adding and subtracting fractions will automatically have an extension activity to do which requires the student to apply this skill to an activity which requires them to apply knowledge of the skill such as drawing a map to scale.

**3.) Motivation and Engagement.** Just as with low-achieving students, motivation and engagement are important factors in maintaining achievement for students already performing at grade level (John Van Hoose, 2001). Therefore, we will be proactive in ensuring that motivational factors of allowing student choice, a sense of purpose linked to academic content, and continuous forms of positive reinforcement are in place for high-achieving students.

**Special Education:** The developers of Civicorps Middle School understand that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

During its first year of operations, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of OUSD for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support district wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the district shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education. In addition, Civicorps Middle School will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act, including 613a5's provision that LEAs are required to provide services and funding for children with disabilities in charter schools that are public schools of the LEA in the same manner in which services and funding are provided to children with disabilities in other schools in the LEA

*Provision of Services*

CMS and OUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special

education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below, the school anticipates that during its first year of operation, most special education services would be provided by district staff. If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, with appropriate adjustments to the mix of funding and services provided under the terms of Education Code section 47646(b).

#### *Child Find*

The school plans to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in the child find systems of the special education local plan areas (SELPA) in which its students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

#### *Student Success Team*

The school also plans to implement a "student success team" (SST) model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian, and others. The team will oversee development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The team will monitor students' progress.

#### *Referral and Assessment*

In the event that formal interventions provided through the SST are not successful, the school would seek to secure a formal and appropriate

assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the staff who perform such services for the district. If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms of applicable special education law, the school anticipates working with appropriate district staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings.

*Individualized Education Plans and Service Delivery*

The school would participate actively and as appropriate in planning and conducting the IEP team meetings and processes. Student plans will ensure the "least restrictive environment" and mainstreaming techniques will be utilized. The school would commit to implementing all special education and related services called for by the IEP in partnership with the district and/or SELPA. The school understands that student progress toward the goals specified in the IEP would be monitored regularly and formally reviewed by the IEP team on at least a triennial basis.

*Due Process*

In the event of a due process claim to enforce provisions of applicable special education law, the school is committed to working in cooperation with the district to the maximum extent permitted under law to respond to and defend the school and the district in the process.

*Section 504 Special Needs*

The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

*Right to Pursue LEA Status*

As noted above, the school initially anticipates functioning as an arm of the district for purposes of special education. The school shall also retain the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

**Systematic Assessment.** Critical to our success—both with each of our students and as a school—is a well designed and executed system of formal assessment. Civicorps Middle School is committed to a strong cycle of inquiry to



inform instruction and practice. Our staff will use data from a variety of standards-based assessments, including standardized tests, school-developed assessments of civic and artistic literacy, and teacher-developed performance and content tasks to evaluate and improve their instruction and curriculum and to document students based on grade-level, standards-based rubrics.

We are also strong advocates of regularly scheduled standards-based interim assessments, which become powerful tools for heightened student achievement when they are tightly coupled internally with our own instructional program and when they are closely aligned externally with both state mandated assessments (e.g., STAR testing) and state content standards in all subject areas. (See *Element C* for a more detailed explanation about our use of assessments for and of student learning.)

**Transfer of Courses and College Entrance Requirements.** Civicorps Middle School will prepare all of our students for rigorous high school programs in the Bay Area. If our students move to another middle or high school, we will communicate with the partnering school to ensure the successful transfer of course work and student records.

**Civicorps Middle School Core Curriculum.** In its first year, Civicorps Middle School anticipates using a combination of state-adopted curriculum materials supplemented by other research based sources and curriculum. Specifically, Civicorps Middle School is currently considering the following options:

Math: Connected Mathematics Project  
Reading: High Point (for interventions purposes only)  
Science: Full Options Science System (FOSS)  
Social Studies: Prentice Hall Social Studies Series

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### **Element B. SCHOOL WIDE STUDENT OUTCOMES**

*A description of the measurable pupil outcomes, i.e. the skills, knowledge, and attitudes that students will have attained upon leaving the charter school [California Education Code Section 47605(b)(5)(B)].*

The student outcomes for Civicorps Middle School are aligned with the California State Standards and with the mission of the school – to prepare young people for their lifelong roles as citizens by instilling in students academic, artistic and civic literacy.

To realize our mission Civicorps Middle School has developed ten school-wide student outcomes—outlining what we intend for all students to know and be able to do upon promotion from our school. These ten outcomes are organized around our three types of literacy.

**Academic Literacy—the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision.** All students will demonstrate academic literacy through the mastery of content (what students will know) and performance (what students will be able to do) standards in all core

academic areas: English/Language Arts, Mathematics, Social Studies, and Science as defined by the following four student outcomes:

- **English/Language Arts: Reading Skills.** Students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
- **English/Language Arts: Communication Skills.** Students will also understand and demonstrate the ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.
- **Mathematics.** Students will understand and demonstrate problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.
- **Science.** Students will understand and demonstrate the processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), and real-world applications of scientific concepts, thinking skills, technologies, and processes.
- **Social Studies.** Students will understand and demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives and apply historical concepts, thinking skills, and processes to real-world situations.

**Artistic Literacy—the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology.** Students will demonstrate artistic literacy through mastery of a range of outcomes that include the skillful understanding and use of technology as well as mastery of visual and performing arts standards as defined by the following student outcomes:

- **Visual and Performing Arts.** Students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.
- **Technology Arts.** Students will understand and demonstrate an appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.

**Civic Literacy—the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community**

**with concern for the common good.** Students will demonstrate mastery of the following three civic literacy outcomes:

- ***Physical Education, Health, Wellness.*** Students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.
- ***Civic Engagement and Citizenship.*** Students will understand and demonstrate an appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.
- ***Diversity, Respect, Community Participation, Career/Life Development.*** Students will understand and demonstrate an appreciation of the diversity of “ways of being” in the world as well as skills for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.

The Civicorps Middle School Student Outcomes described above will be subdivided into a list of specific, measurable grade level standards and skills that are aligned to the California State Content and Performance Standards. These will be combined with other outcomes and benchmarks deemed appropriate by Civicorps Schools Board of Directors and staff. Each grade level standard/outcome will be further delineated into developmentally appropriate benchmarks that are described by means of in-depth grade level rubrics and/or performance tasks.

These grade level standards, rubrics and benchmarks will be provided to all students and families at the start of every school year. Student progress towards meeting grade level benchmarks will be monitored and reported to and discussed with students and families a minimum of three times per school year. An example of the fifth grade report card, a fifth grade math rubric sample, and a communication for parents is included in the appendix.

All students at Civicorps Middle School, including individuals with special needs, English Language Learners, and/or students identified as “under-performing” will be expected to meet these outcomes in order to successfully complete a course of study at the school. Students will be provided additional support and/or accommodations to meet these outcomes as needed and/or legally required by an Individual Education Plan.

In order to best serve our students and community, Civicorps Middle School will continue to examine and refine the list of student outcomes over time to reflect the school’s mission and any changes to state or school standards that support this mission. Civicorps Middle School will submit a description of any significant

changes to the above student outcomes as an amendment of the charter to the district board any time prior to expiration of the charter.

**Element C. ASSESSMENT METHODS**

*A description of "the method by which pupil progress in meeting the pupil outcomes will be measured" [California Education Code Section 47605(b)(5)(C)].*

Systematic assessment is central to the teaching and learning at Civicorps. Time and structures will be built into the fabric of the school to enable teachers to collaboratively analyze and reflect on assessment data on a regular basis in order to align and adjust teaching practice in accordance with students' academic needs. The following table illustrates the types of assessments that will be given and how often.

<b>Subject</b>	<b>Internal Assessments</b>	<b>External Assessments</b>
<b>Academic Literacy</b>	Cite the publisher: Diagnostic Reading Assessments (DRA)  New Leaders for New Schools Standards aligned interim assessments every six weeks (English language arts and math)  Student writing with grade level rubrics Three times per year  Teacher created final projects Three times per year	STAR Tests (currently CST, CAT 6)  <i>One time per year.</i>
<b>English Language Development</b>	ELD Assessments Research-based; teacher adapted <i>Ongoing</i>	CELDT <i>One time per year</i>
<b>Social and Emotional Literacy</b>	Student attitudinal survey and observation checklists: <i>Ongoing and to be synthesized every marking period</i>  Student attendance and behavior: <i>Ongoing and to be synthesized every marking period</i>	
<b>Service Learning Competency</b>	End of unit projects as measured by rubric service learning rubrics  Three times per year	

	Journal reflections  Teacher's cumulative anecdotal records  <i>Ongoing and to be synthesized every marking period</i>	
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**External Assessments**

As mandated by California Education Code Section 47605(c) (2), Civicorps Middle School will annually administer the state mandated assessments that currently include the STAR (CST, CAT-6, Aprenda 3, and CAPA) and California English Language Development Test (CELDT).

**Internal Assessments**

To monitor student progress in achieving academic, English language development and social and emotional literacy, Civicorps Middle School will employ the following forms of internal assessments every six weeks. Our teaching staff will re-examine the frequency of such assessment use after each academic year to ensure we are using assessments in the most effective way possible."

- **California State Standards Aligned Interim Assessments.** To monitor student progress toward standards in English Language Arts and Math, Civicorps will implement standards based interim assessments to monitor student progress in achieving proficiency. Interim assessments will be taken from the New Leaders for New School interim bank that the Director of Instruction at Civicorps Middle School played a key role in creating. Interim assessments will be given every six weeks and will be aligned to a standards map that clarifies the scope and sequence of when to teach what standards.
- **Writing Assessments.** Writing assessments will be given every eight weeks and will be scored in correspondence to a standards aligned rubric. Teachers will utilize exemplar writing that reflects proficiency in order to norm the scoring of students' writing and to assure that there is common understanding of what constitutes proficiency.
- **Content Assessments (Science and Social Studies).** Teachers will measure student progress toward content and performance standards through teacher-created assessments on an on-going and regular basis. This on-going work (i.e. essays, labs, journals, quizzes, reports and

projects) will be evaluated on a pre-determined scale, and all scores will be averaged to attain an overall content assessment score.

- **Progress Reports.** School progress reports will be developed to help parents understand what has been taught at the school and to help teachers reflect upon how students are performing relative to the school's mission and state content standards in all subject areas. The progress reports will serve as a tool for pulling all of the assessment data together in order to get a holistic picture of students' progress during the school year.
- **Attitudinal Surveys and Observational Checklists.** In order to assess students' social and emotional development, teachers will use school-wide assessments such as student observation checklists, to monitor student's communication and conflict resolution skills, and a survey that measures students' knowledge of positive social and emotional dispositions.
- **Student Retention and Promotion.** Student promotion to the next grade level or retention will be determined through careful examination of each student's overall achievement on state testing, student progress reports and teacher recommendations. Passage from one level to the next will be based on a formal system of evaluation that includes demonstration of content mastery in each core subject area. For students with special needs and English Language Learners, mastery and promotion will be dependent on their respective IEP and/or English proficiency levels.

**School-wide Performance Goals**

In addition to the school-wide student outcomes and grade level standards and benchmarks specified above, Civicorps Middle School aims to meet the following outcomes for achievement:

Assessment Method	Student Outcome
CST	Civicorps Middle School will increase the number of students scoring at or above proficient/advanced levels every year in accordance with state and federal standards.
Value Added	More than 70% of all students will demonstrate growth in their STAR results from one year to the next.
API Ranking	Civicorps Middle School will score a 4 or better in its overall similar school ranking from one year to the next.
Reading, Writing and Math Interim Assessments	90% of all students will meet their internally identified growth targets in the

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**Civic Literacy**

school's reading, writing and math interim assessments in any given year.

90% of students will meet the standards as outlined on Civicorps' Civic Literacy Rubric when graduating from 8<sup>th</sup> Grade.

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\*Benchmarks for attendance rates and promotion rates will also be established and reviewed by the Middle School Planning team and the Board of Directors.

Civicorps Middle School holds high expectations for all students and is committed to supporting students who are not achieving at the level of expected outcomes. Academically low-achieving students are identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. When students appear to require additional academic support and time, the school ensures that students receive after school tutoring and/or additional small group work. If deemed necessary, the faculty will create a student study team (SST) comprised of teachers, family members, the student (when appropriate) and other support providers to identify strategies to better support the student's success.

In addition, our focus on differentiated instruction as a staple of our curricular program will play a major role in meeting the needs of students during the school day. Structures and routines will be built into the literacy and math block to ensure that struggling students are receiving small group instructional time with their core content area teachers.

**Methods for assessing instructional practice and informing teachers of areas that need improvement**

The Director of Instruction will systematically utilize observation and supervision methods (A major source is Jon Saphier of *Research for Better Teaching, Inc.*) to both coach and evaluate teachers' delivery of instruction. In addition to regular classroom observation, the Director of Instruction and teachers will collaboratively reflect on students' assessment data every six weeks. The Director of Instruction will guide teachers to analyze data and decide on needs for instructional adjustments and improvement. Follow up plans will be initiated between teachers and the Director of Instruction in order to ensure accountability and alignment with improvement plans. Teachers will also have access to BTSA (the Beginning Teaching Support and Assessment) program which provides cognitive coaching for teachers.

**DATA MANAGEMENT, ANALYSIS, AND CONTINUOUS IMPROVEMENT**

Civicorps Middle School will make effective use of data to establish, evaluate, and improve policies and progress toward identified student outcomes. The



school will identify or develop a school information system (e.g. Powerschool) that has the capacity to collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom-level analyses. The staff will be trained on how to interpret standardized test data and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Civicorps Middle School become complacent with the examination of assessment findings. The goal will be to foster continuous improvement to achieve the highest quality educational program that is possible. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Civicorps Middle School will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis will also include attendance rates and comparative data as appropriate. Civicorps Middle School will also annually survey major stakeholder groups (e.g., parents/guardians, students and teachers) about our effectiveness and opportunities for improvement.

#### **Element D. GOVERNANCE**

*A description of "the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."*

[California Education Code Section 47605(b)(5)(D)].

The governance structure of the Civicorps Middle School will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors
- An Executive Director and Supporting Administrators
- A Civicorps Middle School Advisory Committee

The Civicorps Middle School will operate as a program of Civicorps Schools, a California Public Benefit Corporation pursuant to California Law and will have

IRS 501(c)(3) tax exempt status. The school will be governed pursuant to the bylaws adopted by the board, as subsequently amended pursuant to the process specified in the bylaws. Civicorps Middle School will thereby be governed by the Civicorps Schools Board of Directors, comprised of an array of influential educators, community members and experts in their fields. Board members' areas of expertise include curriculum and instruction; charter schools development; public and private school administration; fundraising; and business and organizational development.

The Board of Directors currently has eight members and will build to a maximum of 25. Each board member is elected for a three-year term from different start dates. New members are recruited and screened by a nomination committee composed of board members. Each new member must be approved by a simply majority of those already on the board.

#### *Board Training and Sustainability*

Civicorps is committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the board will seek appropriate training and educational opportunities, both as a full board and individually. Such training experiences may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Training and education for new board members will also be critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New board members will go through an initial orientation and will be given a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. The school will maintain in effect general liability and board errors and omissions insurance policies.

Our board is composed of leaders in education, business, and the community. These volunteers provide valuable strategic guidance to Civicorps Schools. Over the last twenty-four years our Board has displayed both the knowledge and the leadership in public education that is needed to oversee and support Civicorps Middle School. The Oakland Unified School District is entitled to a representative on the Civicorps Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the District representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the Charter School and District.

#### **Civiciorps Schools/Civicorps Middle School Board of Directors 2007-8**

- **Amy Slater, President.** After completing law school at Hastings College of Law, Ms. Slater worked for various law firms in San Francisco and served as the General Counsel of Ask Jeeves, Inc. Ms. Slater has been a

member of the EBCC, now Civicorps Schools, Board of Directors since 2003. She is also a director of the East Bay Community Foundation and a member of the Development Council of Médecins Sans Frontières/Doctors Without Borders.

- **Thomas Mead, Vice President.** Thomas Mead is a Senior Vice President with Webcor Builders, the largest Bay Area commercial general contractor. Mr. Mead is responsible for all hospitality projects as well as many high-rise residential and institutional projects. A 30-year veteran of the construction industry, Mr. Mead is active in international construction and community-based projects.
- **Robbie Yohai, Treasurer.** Mr. Yohai is a licensed real estate broker and developer. Currently, he is the Managing General Partner for Linden Associates and President of Schaefer Heights, Inc. of Oakland, California. Mr. Yohai has been helping Civicorps to help secure a new site for the organization.
- **Stephen Davenport, Secretary.** Stephen Davenport, who received his BA from Oberlin College in English Literature and MA in Literature from Trinity College, has had a long career in education including teaching, serving as the Head of School for the Country School in Connecticut and the Athenian School in Danville, California, and consulting for independent schools. Mr. Davenport has published articles in The New York Times and received the Capital Area Teacher of the Year award. Mr. Davenport's most recent work, "Saving Miss Oliver's," is a novel of leadership, commitment, and change at a private girl's school.
- **Craig Y. Bloom.** Dr. Bloom is currently in private practice in Oral and Maxillofacial Surgery (OMS) in Berkeley, California and serves as Chief of OMS at Alta Bates-Summit Medical Center. He is currently an associate professor of OMS at the University of the Pacific and Highland Hospital Alameda Medical Center in Oakland.
- **Rita Isaacs.** Rita Isaacs spent eight years in international film sales, followed by four years of consultancy in corporate and systems design and administration for international film, television, and video start-up companies in Los Angeles. She has served on the parent boards of preschool, elementary, middle school, and high schools and in various parent organizations for the city of Piedmont. She also served as Vice President of the Board of Directors at Temple Sinai in Oakland, assisted on their capital campaign, and chaired their Endowment Campaign.
- **Yolanda Peeks.** Yolanda Peeks has been a member of the Civicorps Schools Board since 1995 and was an active supporter for many years earlier in her role as district liaison to the partnership between the Oakland Unified School District and EBCC. Ms. Peeks served Oakland students for over 30 years as teacher, principal, assistant then associate superintendent of curriculum and instruction, and executive director. Ms. Peeks has volunteered for many years with Partners in School Innovation,

the Marcus A. Foster Educational Foundation, East Bay Reading Association, and Bay Area and National Writing Projects.

- **Eric Premack.** Eric Premack is the founder and co-director of the Charter Schools Development Center (CSDC), a leading provider of policy expertise and technical assistance to charter schools, charter-granting agencies, and policy makers. Mr. Premack has played a leading role in the development of charter schools and has helped draft and implement charter school legislation in over 25 states, at the federal level, and overseas. Prior to founding CSDC, Mr. Premack provided consulting services to hundreds of California school districts and served as a non-partisan education policy analyst for the California Legislature. He is a graduate of the Harris Graduate School of Public Policy at the University of Chicago.

Specifically, the board is constituted in such a way that there are no conflicts of interest. In addition, there are differentiated roles and responsibilities for board members and staff. There are sufficient internal fiscal controls and effective practices for the oversight of finances. Moreover, the board is well positioned to ensure that the staff uses data to establish, evaluate and improve the education program and school policies. The full Board of Directors meets every other month and the committees of the board meet during the months that the full board does not. The Board of Directors oversees major Civicorps Middle School policies including:

- **Financial Oversight:** The board approves the school's annual operating budgets and their impact on the overall finances of the organization.
- **Strategic Planning:** The board informs itself as to the long and short-term plans for the development and operation of the school.
- **Oversight:** The board informs itself as to the welfare and integrity of Civicorps Schools and the degree to which it is meeting its goals and achieving its mission through information provided primarily from the Executive Director.
- **Advocacy:** The board is responsible for advocating for the Civicorps Middle School including raising funds.
- **Hiring:** The board hires, supports, evaluates and advises the Executive Director of Civicorps Schools.

### **Civicorps Schools Board of Directors' Committee Structure 2007-8**

#### **Executive Committee**

(Committee Chair, Amy Slater; Staff Liaison, Joanna Lennon)

The executive committee is comprised of board members (not necessarily officers) who help guide the organization programmatically and financially. It also holds both the board and the CEO accountable to the following:

- Program and fiscal goals

- Scrutinizes strategic issues and opportunities before they are submitted to the Board for full discussion and decision
- Plans for future Board meetings
- Offers guidance to the organizational strategic planning process

### **Finance Committee**

(Committee Chair, Robbie Yohai; Staff Liaison, Stephen Hu)

The purpose of the finance committee of the board is to stay abreast of financial issues facing the organization and communicate fiscal issues and propose financial policies to the full Board. The finance committee approves all major contracts and grants. Within the purview of the committee are monitoring the following:

- Budget and forecasts
- Annual audit
- Investment strategies
- Overall fiscal health of programs, services offered and potential new ventures

### **Audit Committee**

(Committee Chair, Craig Bloom)

California law and the agency's bylaws require that the board appoint an audit committee to assist the Board of Directors in fulfilling its oversight responsibilities by monitoring:

- The overall systems of internal control and risk mitigation
- The integrity of the financial statements of Civicorps School.
- Compliance with legal and regulatory requirements and ethical standards
- The independence and performance of the agency's internal and independent auditors

### **Development Committee**

(Committee Chair, Rita Isaacs; Staff Liaison, Rebecca Grove)

The purpose of the development committee is to plan and implement development strategies in collaboration with staff that build and broaden our donor outreach. The committee is also a resource for staff-driven activities such as foundation/institutional giving and direct mail solicitation. It is the committee's responsibility to steward donors so that they will stay involved with the organization and grow their commitment to Civicorps Schools' mission. The committee's scope of work includes:

- Growing individual, corporate and in-kind gifts;
- Direct solicitation of major donors and corporate sponsors, special events, and board giving; and
- Managing the Director Emeritus status members

**Nominating Committee.** The Nominating Committee is comprised of Board Members.

(Committee Chair, Amy Slater; Staff Liaisons Joanna Lennon, Rebecca Grove)

The purpose of this committee is to develop and grow the board of directors. Specifically, the committee will:

- Organize the recruitment and orientation of new board members.

**Program Committee**

(Committee Chair, Steve Davenport Staff Liaisons, Kate Mahar and Clint Wilkins)

The program committee's purpose is to provide overall guidance to staff on Civicorps Schools' various programs. The committee works with staff in the ongoing creation, updating and assessment of the organization's strategic plan (including department plans). The program committee establishes and approves all major educational and operational policies. The performance of the heads of school is evaluated by this committee as well as school and student performance. The committee reviews performance data from the programs quarterly (January, April, July, and October). The committee focuses specifically in these program areas:

- Civicorps Elementary School;
- Civicorps Middle School;
- Civicorps Academy;
- Project YES (Youth Engaged in Service) This is a service-learning partnership with certain Oakland public middle schools.)
- The Institute for Citizenship Education and Teacher Preparation. This is the "think tank" for Civicorps Schools. It is dedicated to providing our charter schools with best practices in the field of service learning and helping to train teachers in the field of service-learning.

The Civicorps Middle School Advisory Committee will be no smaller than five and no larger than fifteen participants and will be composed of parents, students, social service providers, nationally acclaimed educators; local community leaders, and other community stakeholders. The committee will determine its meeting schedule.

**Legal.** The school complies with all applicable federal, state and local laws. Civicorps Schools, Inc. retains its own legal counsel when necessary. The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations; does not charge tuition; and does not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability. The Civicorps Schools Board of Directors is constituted and conducts its affairs as specified in its bylaws which may be

amended as provided for in the bylaws and in accordance with any applicable state open meetings laws (e.g. the Brown Act) to foster community building and parental and stakeholder involvement.

The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the charters of Civicorps Schools.

The charter school is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at anytime students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus during school hours must have a current TB test on file with the charter school.

#### *Special Education Governance*

The Civicorps Middle School and the OUSD pledge to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

During its first year of operations, the Civicorps Middle School intends to function as a public school of the OUSD for purposes of providing special education and related service pursuant to Education Code Section 47641(b). The Civicorps Middle School and the district shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding.

After its first year of operations, Civicorps Middle School shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the charter school to do so. In the event that CMS opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 46741(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

**Oversight of Finances.** Civicorps Schools, through Board of Directors' oversight and through Civicorps Schools' experienced financial managers engage in best financial practices which include the following elements:

**Financial Records and Internal Controls.** An annual audit by independent auditors is required with findings reported directly to the audit committee of the Board of Directors. Such auditors are engaged and retained by the Board at the recommendation of the Audit Committee. These audited financial reports are also provided to charter related organizations such as the Oakland Unified School District and the California Department of Education, as well as financial supporters and the general public.

Financial management of the organization includes senior staff who are or have been certified public accountants, experienced in the non-profit sector. Additionally, there is staff adequate to insure proper segregation of duties.

The annual budget is approved and monitored by the Board. The budget is tied to program outcomes and program management is provided periodic reports on planned and actual revenues and expenditures in their area of responsibility. Budget variances are reviewed by the Board.

Financial statements, prepared using generally approved accounting principles (GAAP), are reviewed and approved regularly. Additionally, the organization has an adequate system of internal controls that are reviewed and updated, as necessary.

The organization has a diversified funding base. In addition to receiving educational funds from Federal, state and local agencies, Civicorps Schools generates support from local and national foundations, board members, individual donors as well as supporters of conservation activities.

**Board Organization and Oversight.** While the full Board of Directors reviews and approves budgets and financial reports of Civicorps Schools, The Board also has a Finance Committee and an Audit Committee.

The members of the Finance Committee is comprised of three board members, two who have extensive experience in finance and business, and the third, Eric Premack, Co-Director – Charter School Development Center, is a leader in charter school finance and law.

Prior to full board review, the Finance Committee reviews in detail the organization's financial reports and financial activities, as well as monitoring its financial sustainability and capacity building.

The Audit Committee operates under the requirements of California's Nonprofit Integrity Act of 2004.

**Board Conflict of Interest.** The Civicorps Schools Board has Governance Policies to guide the board members in their board responsibilities. The policies



include a code of conduct that requires avoidance of "any conflict of interest". Such conflicts cover issues of self-interest, agency employment of themselves, family members and close associates. Additionally, on an annual basis, board members are required to disclose involvements with organizations, vendors or other associations that might produce a real or perceived conflict of interest.

**Operations.** Civicorps Schools Inc. maintains and augments as necessary its general liability (including board errors and omissions), property, workers compensation, unemployment, and automotive/vehicle insurance policies. Any liability claims against the charter school will be handled pursuant to the terms of the Civicorps Schools' insurance policies.

Civicorps Middle School will be responsible for all supplies and equipment that it purchases. Any District property used by the charter shall be protected by insurance satisfactory to the District. The District shall have no responsibility for student losses, and the charter shall hold the District harmless from any such losses.

#### **Element E. EMPLOYEE QUALIFICATIONS**

*A description of "the qualifications to be met by individuals to be employed by the school" [California Education Code Section 47605(b)(5)(E)].*

Civicorps Middle School has four categories of staff members: Administrators, Teachers, Instructional Support Staff and Non-Instructional Support Staff. For all positions, Civicorps Middle School seeks to employ professional, qualified candidates who are strongly committed to the mission of the school and to nurturing the academic, artistic and civic development of a diverse student population. All employees will meet the applicable qualifications required by state and federal laws for their positions and will demonstrate understanding of youth development and/or service-learning. We will also seek individuals who have extensive experience working in diverse, urban communities. As provided for in the California Charter Schools Act, Civicorps Middle School may choose not to require credentials for teachers in non-core, non-college preparatory courses. The school will conduct background checks of all prospective employees to ensure the health, safety and success of all students.

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

**Administrators.** Administrators include the principal who serves as the instructional leader of the school site, we don't really have anyone else listed in our 5 year plan, right?: and other program managers such as school partnerships manager and workforce development manager who support the principals in achieving the outcomes outlined in this charter petition. Qualifications for the principal position includes at least five years of teaching and/or administrative

experience; Masters degree and/or administrative credential; and demonstrated leadership in the areas of curriculum, instruction and/or assessment. Qualifications for the other administrative positions will include three to five years of teaching or administrative experience relevant to their positions and a minimum of a Bachelor's degree.

#### *Leadership Competence*

- The ability to articulate and support the philosophy and direction of the CMS academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

#### *Administrative Competence*

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

*Overall Qualifications (Desired/Preferred but not required)*

- Professional Administrative Credential and/or Masters Degree in Education or equivalent;
- At least 5 years experience in the education field;
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

**Teachers.** Teachers are responsible for teaching the core curriculum. Qualifications for the Teachers of the core curriculum (language arts, mathematics, history/social sciences, foreign language, visual/performing arts and college preparatory electives) include minimum Bachelor's degree; appropriate teaching certificate, permit or other document required by the Commission on Teacher Credentialing; subject matter competence by exam or coursework; and at least three years of teaching experience.

Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a CLAD credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the CMS team to ensure continuous improvement for students, staff and CMS community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.

- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

**Instructional Support Staff.** Instructional Support Staff, including Teacher Interns and Operations Staff, work with teachers of the core and non-core curriculum to assist students in achieving the outcomes outlined in this petition. Teacher Interns work in classrooms with individual students and small groups to support student success. Operations Staff is responsible for preparing and correcting educational material, tracking attendance and performance, and tutoring students under the direction of the teachers. Teacher Interns will hold a minimum of a Bachelor's degree and be enrolled in a teacher credentialing program.

**Non-Instructional Support Staff.** The non-instructional support staff provide a variety of support services to the administrative and teaching staff. The following positions are located at the headquarters of our umbrella organization: Civicorps Schools. The Development Staff are responsible for developing funding to support the school. The Recruiting Staff recruits students. The Human Resources Staff is responsible for defining and enforcing policies and procedures dealing with staff and students. The Fiscal/Accounting Staff is responsible for tracking all fiscal matters including accounts receivable, accounts payable and fund management. The Facilities Staff is responsible for maintaining the agency's facilities and equipment. The Office Staff is responsible for handling reception and intra-office and external communication. The Counseling Staff is responsible for providing guidance in the school and in the students' personal lives.

Qualifications for each of these positions include strong organizational and communication skills; relevant educational experience (e.g. minimum of Associate's degree for Office Staff and Masters degrees for Development or Human Resources managers); and relevant work experience of at least three to five years in their fields.

**Teacher Hiring.** Civicorps Middle School recognizes the importance of recruiting and retaining a diverse faculty and staff who value teamwork and collaborative decision making and who are passionate about making the school's mission come alive. Over the last 20 years, our organization has successfully recruited staff members from the following sources and strategies, including job postings in local and national publications and in charter school-specific job

banks as well as recruitment from local networks including local teacher education programs. In addition to seeking candidates committed to the school's mission, Civicorps Middle School will continue to seek candidates who are highly qualified and meet the requirements of the No Child Left Behind (NCLB) Act.

For each opening we inform a number of teaching agencies, job listserve, graduate programs in education (UC Berkeley, Mills College, Stanford University, for example) and other nonprofit agencies.

We have worked closely with teacher placement agencies such as RISE (Resources for Indispensable Schools and Educators). For example, RISE specializes in placing teachers committed to working with underserved students in years two to five in a teacher's career. Once we have identified prospective teachers, we expect them to complete a thorough application and go through an extensive interview process, culminating in their teaching a model lesson in one of our classrooms, observed by the principal and other teachers. In addition, we check references very carefully.

We also seek to retain our high performing teachers with a competitive salary and solid benefits. We believe that a stable teaching staff is the key to the long-term success of the school and the long-term benefit of our students.

**Professional Development.** Civicorps Schools is highly committed to staff professional development and continuous improvement. All staff members participate in professional development and collaborative planning time each year including (1) intensive summer training and planning related to the data-driven identified priorities for student achievement, team and vision building and revision of school policies and procedures; (2) weekly professional development sessions focused on improving teaching practice and the overall school community and culture; and (3) daily horizontal and vertical collaboration meetings to plan, reflect on, and improve curriculum and instruction. Teachers at Civicorps Middle School are also encouraged to improve their practice through individualized professional development.

**Teacher Evaluations.** Civicorps Schools uses an annual evaluation process (see Appendix D) for teachers that focuses on creating a professional culture of collaboration, reflection, and continuous improvement within the school community; assisting educators to formulate professional goals to improve student learning and teacher practice; and assessing the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks. Teachers' evaluations will be organized around four main areas: Classroom Environment, Curriculum, Instruction, and Learning Community. These four coaching, reflection, and evaluation areas are aligned to and reflect both the six California Standards for the Teaching Profession.

All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file with the charter school.

*General Requirements, Hiring and Performance Review*

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CMS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. CMS will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Principal and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process. CMS will pay for such services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

**Element F. HEALTH AND SAFETY REQUIREMENTS**

*A description of "the procedures that the school will follow to ensure the health and safety of pupils and staff" [California Education Code Section 47605(b)(5)(F)].*

Civicorps Middle School has existing health, safety and risk management guidelines and policies currently in use by Civicorps Schools. The charter school will update these guidelines as necessary in consultation with Civicorps Schools insurance carriers and risk management experts. To the extent required by non-charter schools, these guidelines and policies address, at a minimum, the following topics:

- Employee background checks and criminal record summary as required by Section 44237 and California Education Code Section 47605 (b)(5)(F);
- Documentation of immunization records for student enrollment and employees;
- Regular student screening for tuberculosis, vision, hearing and scoliosis;
- Administration of prescription drugs and other medications;
- Response to natural disasters and emergencies such as earthquakes and fires including staff training in first emergency response such as basic first aid and CPR;

- Family contact information in case of an emergency; and
- Maintenance of a drug, alcohol, and tobacco free workplace.

These policies are incorporated into the school's staff and family handbooks which will be reviewed by the faculty and staff and approved by the board on an on-going basis.

**Element G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

*Describe "(t)he means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted" [California Education Code Section 47605(b)(5)(G)].*

In order to ensure that there is a racial and ethnic balance at the school reflective of the Oakland Unified School District and the larger East Bay community, Civicorps Middle School is committed to a student and family recruitment strategy that includes, but is not necessarily limited to, the following elements:

- Outreach to and networking with community-based organizations such as churches, neighborhood groups and public and private agencies that serve the various racial, ethnic, and interest groups of the Oakland community;
- Distribution of promotional materials and announcements in a variety of media including print, TV and/or radio targeted toward diverse populations and in a variety of languages, if needed;
- Inclusion in the district's annual open enrollment process for Oakland parents.
- Recruitment of a diverse faculty and staff through outreach and networking with a variety of agencies that reflect the racial and ethnic make-up of Oakland and the Bay Area.
- Recruitment of a diverse faculty and staff through outreach with leading universities and teacher training programs.
- Recruitment of a diverse faculty and staff through partnerships with such organizations as RISE (Resources for Indispensable Teachers and Educators), which targets teachers in years 2-5 of their careers with a commitment to underserved students, and with other teacher placement agencies.

#### **Element H. ADMISSIONS REQUIREMENTS**

*Describe "admission requirements, if applicable" [California Education Code Section 47605(b)(5)(H)].*

Civicorps Middle School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. To fully achieve its mission to nurture active, engaged citizens, Civicorps Middle School will seek to recruit for diversity within its student population that reflects the population of within the larger San Francisco Bay Area and from a community of families who are committed to the school's mission, instructional and operational philosophy and practices.

Admission to the school shall be open to any resident of the State of California, although admission preferences will be given in the following order:

- Admission preference shall first be given to students attending the charter school and students with siblings admitted to the school.
- Next preference will be given to children of a member of the school faculty, staff, founders or board (no more than 10% of total enrollment).
- Next preference will be given to all remaining students residing within the Oakland Unified School District.

Each year, Civicorps Middle School will begin collecting applications in January. The school will accept all students who apply but will seek a gender balance in its classrooms. In order to be admitted into the Civicorps Middle School applicant pool, a student and her or his family must participate in an orientation process that will include an introduction to the school's mission and policies.

If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into Civicorps Middle School via the public lottery session or by phone or mail if they are not present at the lottery. Based on the lottery, an annual wait list will be formed and as openings become available, students on the waitlist will be given preference to enroll in the school. Once admitted, students need not apply each year. However, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

#### **Element I. FINANCIAL AUDIT**

*Describe "(t)he manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which the audit exceptions and deficiencies shall be resolved to the*



*satisfaction of the chartering authority*" [California Education Code Section 47605(b)(5)(I)].

The Civicorps Schools Board of Directors uses sound budgetary monitoring and oversight processes including the development of balanced budget plans prior to each fiscal year as well as cash flow plans and projections. In compliance with California Education Code section 47605(b)(5)(I), Civicorps Schools, at its own expense, contracts for the services of an independent, certified public accountant to conduct an annual financial audit of Civicorps Schools' financial statements, internal controls, and attendance accounting records and practices. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Audit rules for charter schools got something of an upgrade lately. Each audit shall be made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller's Office as active to conduct audits of local education agencies. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school's financial statements, average daily attendance and enrollment accounting practices, and review the school's internal controls. By December 15<sup>th</sup> of each year, the annual audit will be completed and a copy of the auditor's findings will be forwarded to the charter-granting agency, the county superintendent of schools, the State Controller, and the Superintendent of Public Instruction.

The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. In addition, the school and the charter granting agency will consider an audit exception or deficiency to be resolved once the auditor considers the item resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter.

Civicorps Middle School will receive funding "directly" as allowed by California Education Code, and any funds due to the school from the District shall be forwarded to Civicorps Schools in a timely manner. During the term of this charter petition, Civicorps Schools and the District will attempt to negotiate in

good faith to develop a memorandum of understanding (MOU) that clarifies the financial relationship between the two entities. Pursuant to the terms of the Charter School Act, the District shall perform oversight duties necessary for the implementation of this charter for a fee that will not exceed the District's actual oversight costs, which shall not exceed one percent of the General Purpose and Categorical Block Grant funds provided to the School, unless the District begins to provide rent-free facilities for the school, in which case the cap on oversight fees would be the lesser of actual costs or three percent of the revenues specified above.

The below are additional financially related items that don't have an obvious place elsewhere in the petition:

#### *Financial Plan*

A financial plan for the school is attached. This plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, as outlined in the following tables. Some of the most basic assumptions include:

1. 100 students in Year 1, with an ADA rate of 95%, growing to 250 students by year 5.
2. Funding rates as outlined on Table V.
3. Class size ratios of 25:1 in all grades.

#### *Budget and Financial Reporting Schedule*

Civicorps Middle School will annually prepare and submit to OUSD:

- On or before July 1<sup>st</sup>, a final budget
- On or before December 15<sup>th</sup>, an interim financial report which reflects changes to the final budget through October 31<sup>st</sup>
- On or before March 15<sup>th</sup>, a second interim financial report which reflects changes to the final budget through January 31<sup>st</sup>
- On or before September 15<sup>th</sup>, a final unaudited financial report for the prior full fiscal year

#### *Other Financial Reports*

Civicorps Middle School will implement an attendance recording and accounting system which complies with state law.

The Civicorps Middle School currently anticipates applying for the Charter School Revolving Loan Fund. If it does so, Civicorps understands that it must comply with Education Code section 41365 if it receives funds.

The Civicorps Middle School will be a directly funded charter school. The Civicorps Middle School anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

The Civicorps Middle School will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

The OUSD shall not be required to provide coverage to the Civicorps Middle School under any of the district's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect CMS from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Civicorps Middle School from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the OUSD and the Board of Education of OUSD as additional insureds.
3. Fidelity Bond coverage shall be maintained by Civicorps Middle School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

#### Insurance Certificates

Civicorps shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the district. Facsimile or reproduced signatures are not acceptable. The district reserves the right to require complete certified copies of the required insurance policies.

#### Optional Insurance

Should Civicorps deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the district and its purchase shall be the responsibility of the charter school.

#### *Indemnification*

With respect to its operations under this charter, Civicorps shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the district, its

officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of Civicorps Schools or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors and employees. The district shall be named as an additional insured under all insurance carried on behalf of Civicorps Schools as outlined above.

With respect to its operations under this charter, the district shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend Civicorps Schools, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the district or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of Civicorps Schools, its officers, directors and employees.

#### **Element J: PUPIL SUSPENSION AND EXPULSION**

*A statement describing "the procedures by which students can be suspended or expelled" [California Education Code Section 47605(b)(5)(J)].*

Civicorps Middle School is responsible for all disciplinary matters independent of the OUSD. Student discipline, including suspension and expulsion, will be handled by the charter school administration, in accordance with the Civicorps Middle School Family Handbook and the policies of Civicorps Schools. These policies include detailed written guidelines that describe expectations for staff and student conduct with regard to attendance, performance, respectful communication, alcohol and substance abuse, and violence. Students who violate these guidelines may be subject to expulsion or other disciplinary action as articulated in the family and staff handbooks. All disciplinary policies reflect relevant laws protecting the constitutional and statutory rights of students generally, and of disabled and other protected classes of students. All students and their parents/guardians will be introduced to the School's discipline policies during parent and student orientations. The policies will be reviewed periodically and modified when necessary. The school will notify the District of any expulsions and will account for suspended or expelled students in its average daily attendance as required by law.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, Civicorps Middle School will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Principal shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. Civicorps Middle School will follow all federal and

state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

*Grounds for Suspension and Expulsion of Students*

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at the charter school or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity. A Civicorps Middle School student *shall be* recommended for suspension or expulsion for the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school Head of School or designee's concurrence.
- 3) Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
- 6) Made terrorist threats against school officials and /or school property.
- 7) Committed sexual harassment as defined in Education code Section 212.5.
- 8) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233. (e)

An Civicorps Middle School student *may be* recommended for suspension or expulsion for the following acts:

- 9) Committed or attempted to commit robbery or extortion.
- 10) Caused or attempted to cause damage to school property or private property.
- 11) Stole or attempted to steal school property or private property.

- 12) Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 13) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 14) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5
- 15) Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 16) Knowingly received stolen school property or private property.
- 17) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 18) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
- 19) Intentionally harassed, threatened or intimidated a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

#### *Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

##### *Informal Conference:*

Suspension shall be preceded by an informal conference conducted by the charter school Principal or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school Principal.

The conference may be omitted if the charter school Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

##### *Notice to Parents/Guardians:*

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing

of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

### ***Authority to Expel***

Only the charter school Board of Directors upon the recommendation of the expulsion panel may expel a student. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion."

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

### ***Expulsion Procedure***

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school Principal or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

The hearing will be presided over by the charter school Principal who will make a recommendation to the expulsion panel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;



- 3) A copy of charter school's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status in charter school to any other district in which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

***Record of Hearing:***

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

***Presentation of Evidence:***

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school Board of Directors which will make a final determination regarding the expulsion.

***Written Notice to Expel:***

The charter school Principal or designee following a decision of the charter school Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student from the acts listed in "Grounds for Suspension and Expulsion" above
- 2) Notice of the right to appeal the expulsion
- 3) Notice of the student's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

The charter school Principal or designee shall send written notice of the decision to expel to the Student's district of residence and the district office of Education. This notice shall include the following:

- 1) The student's name
- 2) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion" above.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

#### **Element K. STAFF RETIREMENT SYSTEM**

*A statement of whether charter school staff will participate in California's State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or federal social security" [California Education Code Section 47605(b)(5)(K)].*

Civicorps Schools has established a retirement system in lieu of existing public employment retirement systems, according to the policies established by Civicorps Schools Board of Directors. The Staff Retirement System consists of the federal social security system and a 403(b) plan through Nation Wide Trust. All employees are eligible for the 403(b) plan once they have attained age 21 and have completed one year of service during which 1,000 or more hours of service were completed. All eligible employees can make voluntary contributions on a pre-tax basis. In addition, Civicorps Schools will contribute up to 7% of the eligible employee's annual salary following the fulfillment of the eligibility requirements, depending on funds available.

Civicorps Schools retains the option to elect to allow eligible charter school staff to participate in the State Teachers Retirement System and/or Public Employees Retirement System in the future. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall apply to the district a reasonable fee for the provision of such services. If the school elects to

have teachers participate in the STRS or PERS systems, then all teachers will do so.

**Element L. ATTENDANCE ALTERNATIVES**

*A statement that students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or a description of other attendance alternatives [California Education Code Section 47605(b)(5)(L)].*

Students who opt not to attend Civicorps Middle School or who leave the charter school may attend other district schools in accordance with the existing enrollment and transfer policies of the district of their residence. Civicorps Middle School will transfer student records to and from the appropriate schools to follow student progress.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Civicorps Middle School, except to the extent that such a right is extended by the OUSD.

**Element M. EMPLOYEE RIGHTS**

*A description of the rights and return rights of district employees who leave the district to work in a charter school [California Education Code 47605(b)(5)(M)].*

Civicorps Middle School staff are employees of Civicorps Schools. The right of employees to leave the District to work at the School as well as the right to return to the District for School employees who were previously employed by the District will be specified in District policies or collective bargaining agreements regarding this issue. The right of other employees to leave another LEA or organization and the right to return to those organizations will be specified by the policies or collective bargaining agreements of the previous LEA or organization.

OUSD employees cannot be required to work at Civicorps Middle School, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to district transfers without written consent of that employee.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the charter school board of directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school Principal and Principal will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the district when necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures.

**Element N. DISPUTE RESOLUTION PROCESS, REPORTING AND RENEWAL**

*A statement describing "the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter" [California Education Code 47605(b)(5)(N)].*

The intent of Civicorps Middle School Dispute Resolution Process is to resolve disputes within the school pursuant to the school's policies and to ensure a fair and timely resolution to disputes relating to provisions of this charter. The staff and governing board members of the School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

*Internal Disputes*

Disputes arising from within the school, including those among and between students, staff, parents, volunteers, community partners, consultants and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The district shall not intervene in any such internal disputes without the consent of the governing board of the school. The district shall refer any complaints regarding such disputes to the governing board/or executive director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or the governing board of the school has requested the district to intervene in the dispute. *Please see Appendix E for a more detailed description of the dispute resolution process contained in Civicorps Schools Staff Handbook regarding internal disputes.*

*External Disputes*

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing board members of the School and District agree to first frame the issue in a written format and to refer the issue to the Superintendent of the District and Executive Director of Civicorps Schools, or their designees. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Executive Director and Superintendent, or their representatives, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Executive Director of Civicorps Schools and Superintendent to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Executive Director and Superintendent shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Executive Director and Superintendent and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

*Oversight, Reporting, Revocation, And Renewal*

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic performance report. Within two months of the receipt of

this report, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years, subject to satisfactory completion of charter renewal requirements.

**Element O. LABOR RELATIONS**

*A declaration of whether the charter school or local school district will be the employer for EERA (labor relations) purposes [California Education Code 47605(b)(5)(O) and 47611.5].*

The Board of Directors of Civicorps Schools has officially declared that the school shall be deemed the exclusive public school employer of the employees of the school for the purposes of the Education Employment Relations Act.

Under the EERA, Civicorps Middle School employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

**Element P. SCHOOL CLOSURE PROCEDURES**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records [California Education Code 47605(b)(5)(P)].*

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in

which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- 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.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided

for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

## **CHARTER-RELATED ISSUES**

**Term of Charter Petition.** The term of this Charter shall be 1<sup>st</sup> of July 2008 through the 30<sup>th</sup> June 2013. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

The charter may be revoked pursuant to California Education Code Section 47607. Any amendments to this charter shall be made by mutual agreement of the Board of Directors of Civicorps Schools and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in California Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

**Severability.** The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid, the remainder of



the charter shall remain in effect unless mutually agreed otherwise by the Oakland Unified School District and Civicorps Schools Board of Directors. The District and the School agree to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

**Revocation of Charter.** The District agrees to act in good faith to notify the School in writing of any violation that may result in the revocation of the Charter for the reasons described in California Education Code Section 47607. If the violation does not constitute a severe and imminent threat to the health or safety of the students, the School is provided a reasonable opportunity to correct the violation. In such a situation, Civicorps Middle School and the District shall follow the laws and procedures in the California Education Code.

**Facilities.** Civicorps Middle School is currently seeking a site from the Roman Catholic Arch Diocese. Civicorps Middle School, however, reserves the right to apply for district facilities through the Proposition 39 process and/or relocate to other suitable facilities. In the event of a move, Civicorps Middle School would seek any necessary amendments to this Charter.

**Administrative Services.** Civicorps Schools has experienced administrative, payroll and accounting staff and will be responsible for its own personnel plans, provisions and costs. If any administrative services are to be provided by the District, details and conditions will be agreed upon in a Memorandum of Understanding between Civicorps Schools and the District.

**Potential Civil Liability Effects.** Civicorps Schools provides the charter school's liability insurance; it does not expect the District to assume the debts or liabilities of the school. Civicorps Schools maintains and augments as necessary its general liability (including board errors and omissions), property, workers compensation, unemployment, and automotive/vehicle insurance policies. Any liability claims against the school will be handled pursuant to the terms of Civicorps Schools existing and longstanding insurance policies.

Civicorps Middle School will be responsible for all supplies and equipment that it purchases. Any District property used by the charter shall be protected by insurance satisfactory to the district. The District shall have no responsibility for student losses, and the charter shall hold the district harmless for any such losses. The school will track attendance and performance and will provide the District with ADA and performance records. Civicorps Schools will assume all potential civil liability and will hold the District free of such responsibility.

**Financial Statements.** See Appendix D for one year cash flow statement and financial projections for three years.

**Communications.** All official communication between Civicorps Middle School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Civicorps Schools  
1021 Third Street  
Oakland, CA 94607

Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606

### **IMPACT ON THE CHARTER AUTHORIZER**

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of the Civicorps Middle School on the OUSD. It is intended to assist the OUSD in understanding how the Civicorps Middle School may affect the OUSD but it is not intended to govern the relationship of the school and OUSD. Further details regarding the relationship between Civicorps Middle School and OUSD will be detailed in an annual memorandum of understanding between the charter school and the district.

#### *Administrative Services*

The Civicorps Middle School will be constituted as a California Public Benefit Corporation and will be governed by a board of directors as described above. A school Principal will enjoy lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it will provide most of its own administrative services independent of the OUSD. These include financial management, personnel, and instructional program development. If the Civicorps Middle School desires to purchase any administrative services from OUSD, it will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the OUSD. In addition, OUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

#### *Facilities*

The Civicorps Middle School is currently far along in negotiations with the Roman Catholic Arch Diocese to secure a site in North Oakland. Civicorps has already secured a 20 year lease for its elementary school at 1086 Alcatraz Avenue and will secure a middle school site in the same area from the Arch Diocese. No

matter which facility the Civicorps Middle School secures, the charter school anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs. The petitioners believe that the facilities impact on the OUSD will be minimal because the charter school intends to secure its own facility independent of the OUSD's current and long-term facilities plans.

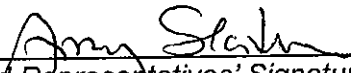
*Civil Liability*

The Civicorps Middle School will be formed as a California public benefit corporation with IRS 501c3 tax exemption status. As such, the school's founders presume that the OUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the OUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, the OUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate OUSD personnel.

## Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for the Civicorps Middle School to be located at 1021 Third Street, Oakland, CA is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Ed. Code § 47605 (c)(1)]
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of title 4 of Title 1 of the Government Code. [Ref. California Ed. Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Ed. Code § 47605(d)(1)]
4. Will not charge tuition. [Ref. California Ed. Code § 47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Ed. Code § 47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Ed. Code § 47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review § 11967.51(f)(5)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Ed. Code § 47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

  
Authorized Representatives' Signature

10/25/07  
Date





## Parent Signatures to Support the Civicorps Middle School Charter Petition

We the undersigned believe that the Civicorps Middle School charter petition merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Civicorps Middle School. The Civicorps Middle School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are parents who are meaningfully interested in sending their children to the school.

**By the Lead Petitioner:**

Joanna Lennon

October 29, 2007

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**Name (please print)**

**Signature**

**Date**

1021 Third Street, Oakland

CA

94607

510.992.7800

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**Address**

**City**

**State**

**Zip Code**

**Phone No.**


joanna.lennon@cvcorps.org

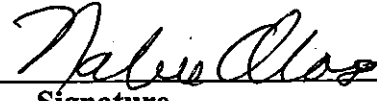
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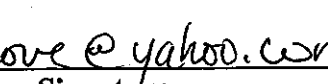
**Email Address**

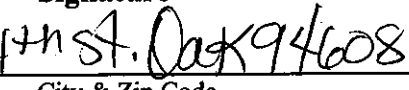
The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board.

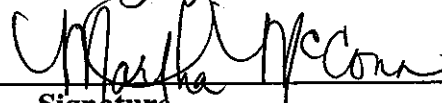
**By the Petitioners:**

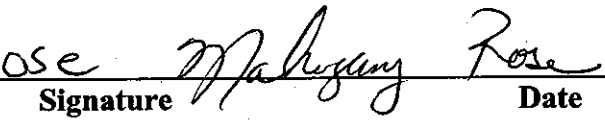
① Shirlene A Sizemore  10/29/07  
Name (please print) Signature Date  
2051 Key Blvd El Cerrito CA 510 478 7136  
Address City & Zip Code Phone No.  
asjazkee@yahoo.com  
Email Address

② NABORINA Aronso Naborina  10-29-06  
Name (please print) Signature Date  
657 41st Oakland CA 228909  
Address City & Zip Code Phone No.  
calousonaborina@yahoo.com  
Email Address

③ Wahida Luma  (510) 478-3513  
Name (please print) Signature Date  
Wahida Luma (510)  
Address City & Zip Code Phone No.

④ Joyce Keller  978-0660  
Name (please print) Signature Date  
806-54th St. Oak 94608 (510)  
Address City & Zip Code Phone No.  
mak221@yahoo.com Joyce Keller 10-29-07  
Email Address

⑤ Martha McConn  10/29/2007  
Name (please print) Signature Date  
910 - 66th avenue #109 Oakland 94621 (510) 635 3115  
Address City & Zip Code Phone No.  
none  
Email Address

⑥ Mahogany Rose  10/29/07  
Name (please print) Signature Date  
910 - 66th ave #9 - Oakland 94621 712-9221  
Address City & Zip Code Phone No.  
  
Email Address

⑦ John McConn John McConn 10-29-07  
Name (please print) Signature Date  
921-37th Street Oakland 94608 428 1200  
Address City & Zip Code Phone No.

Email Address

⑧ Nicole Roles Nicole Roles 10/29/07  
Name (please print) Signature Date  
1311 Excelsior Ave #3 94602 (510)530-8328  
Address City & Zip Code Phone No.

Email Address

⑨ STENNIS SURDOLIS LR [Signature] 10-29-07  
Name (please print) Signature Date  
1724 89th AVE OAKLAND CA 94621 510-387-9873  
Address City & Zip Code Phone No.

Godinmass@yahoo.com  
Email Address

⑩ Kathryn Gilbert Kathryn Gilbert 10-29-07  
Name (please print) Signature Date  
2908 Acton Berkeley CA 94702 510-8653411  
Address City & Zip Code Phone No.

www.LitingRobinson.com  
Email Address

⑪ Denika Lane Denika Lane 10-29-07  
Name (please print) Signature Date  
745 South 40th Street Apt #1 Richmond CA 94804 (510)575-7895  
Address City & Zip Code Phone No.

N/A  
Email Address

⑫ Lemon Harmon Lemon Harmon 10-26-07  
Name (please print) Signature Date  
1328 Burnett Berkeley CA 510 395-6017  
Address City & Zip Code Phone No.

Email Address



(13) JAINA JACKSON-PETE JAINA JACKSON-PETE 10-29-07  
Name (please print) Signature Date  
112 VARIZ ST Hercules CA 94547 724 1143  
Address City & Zip Code Phone No.  
Jainadack@yahoo.com  
Email Address

(14) Marja Karzai Marja Karzai 10/29/07  
Name (please print) Signature Date  
5855 Horton St 604 Emeryville CA 94608  
Address City & Zip Code Phone No.  
MarjaKarzai@aol.com 510-672-4165  
Email Address

(15) JOHN L DOWNS JOHN L DOWNS 10/29/07  
Name (please print) Signature Date  
Address City & Zip Code Phone No.  
0458 Wenzel Street Berkeley CA  
Email Address

Name (please print) Signature Date  
Address City & Zip Code Phone No.  
Email Address

Name (please print) Signature Date  
Address City & Zip Code Phone No.  
Email Address

Name (please print) Signature Date  
Address City & Zip Code Phone No.  
Email Address

**Appendix A:**  
**Bylaws of the Board of Directors**  
**of Civicorps Schools**

## BYLAWS OF CIVICORPS SCHOOLS

### MEMBERS

1. Corporation Without Members. This corporation has no members. Any action which would otherwise require membership approval shall require only approval of the Board of Directors.

### BOARD OF DIRECTORS

2. Number. The authorized number of directors of this corporation shall not be less than five nor more than twenty-five. The exact number of directors shall be fixed by resolution of the Board of Directors. The indefinite number of directors may be changed or a definite number fixed without provision for an indefinite number by an amendment to the Articles of Incorporation or these Bylaws.

3. Powers. Subject to the limitations imposed by law or contained in the Articles of Incorporation or these Bylaws, the activities and affairs of the corporation shall be conducted by, and all corporate powers shall be exercised by or under the ultimate direction of, the Board of Directors.

4. Election, Term of Office and Vacancies. Except as hereafter provided, all directors of the corporation shall be elected to terms of two years. The terms of directors are to be staggered so that, in so far as is practicable, the terms of approximately half of the directors expire at the end of each calendar year. Initially, the President shall determine the expiration of the term of each director so as to achieve this objective, with approximately half of the directors thus having terms that expire at the end of one year. Thereafter all terms shall be for two years except as hereafter provided. Elections for directors shall be held annually for those directors who are nominated and wish to continue to serve and whose terms expire in the succeeding calendar year. At these annual elections new directors may also be elected. The initial terms of new directors may be either one or two years as determined by the President in order to achieve the objective stated above. New directors may be elected at regularly scheduled or specially called meetings other than the meeting at which annual elections are held, in which case the initial terms of such directors may be set for less than a full term as determined by the President in order to achieve the objective stated above. Thereafter if such directors are reelected they shall serve for a term of two years unless they are removed or resign. Directors shall be selected on the basis of their knowledge of and commitment to the programs and activities of the corporation and on their experience, skills or training that will assist the corporation in carrying out its primary purpose; provided however, that each school district that charters a school operated by the corporation shall have the right to nominate a person for election to the Board of Directors of the corporation and, upon the expiration of such director's term or in the event of such director's resignation or removal for any reason, shall have the right to nominate a successor for election to the Board of Directors of the corporation. No reduction in the authorized number of directors shall have the effect of removing any director prior to the expiration of such director's term of office.

5. Removal.

(a) For Cause. The Board of Directors may declare vacant the office of any director (i) who has been declared to be of unsound mind by final court order; (ii) has been convicted of a felony; (iii) has been found by final court order or judgment to have breached any duty under Chapter 2, Article 3 (relating to standards of conduct) of the California Nonprofit Public Benefit Corporation Law; (iv) has been determined by the Board to be an interested person as defined in Section 9; or (v) has missed more than 33-1/3% of the meetings of the Board of Directors held in the last full calendar year.

(b) Without Cause. Any director may be removed without cause if such removal is approved by a majority of the directors then in office.

6. Resignation. Any director may resign by giving notice to the President or the Secretary of the Board of Directors. The resignation of a director shall be effective when notice is given unless the notice specifies a later time. The resignation shall be effective regardless of whether it is accepted by the corporation. Except upon notice to the Attorney General of the State of California, no director may resign when the corporation would be then left without a duly elected director or directors in charge of its affairs.

7. Compensation. If the Board of Directors so resolves, directors shall receive reasonable compensation and expenses for attendance at meetings of the Board of Directors and committees.

8. Restrictions on Interested Directors.

(a) During Term. No person serving on the Board of Directors may be an interested person. For purposes of this Section 8 an interested person is either (i) any person currently being compensated by the corporation for services rendered to the corporation within the previous twelve months, whether as a full-time or part-time employee, independent contractor, employee of an independent contractor, or otherwise excluding any reasonable compensation paid to a director as a director; (ii) any person having any personal financial interest, direct or indirect, in any entity currently being compensated by the corporation for services rendered to the corporation within the previous twelve months; or (iii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any person described in the above subparagraphs (i) and (ii); provided, however, an interested person as defined in subparagraphs (i) and (ii) above or a related family member as defined in subparagraph (iii) above may serve if the Board of Directors approves the interested person's engagement by the corporation as a person compensated under subparagraph (i) or (ii) above as being in the best interests of the corporation.

(b) After Term. For a period of twelve months following the termination of any person's service on the Board of Directors, the corporation shall not (i) contract with or otherwise arrange for such person, or any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such person, to render services to the corporation for compensation, whether as a full-time or part-time employee, independent contractor, employee of an independent contractor, or otherwise, or (ii) contract with or otherwise arrange for any entity in which any

person described in subparagraph (i) above has any personal financial interest, direct or indirect, to render services to the corporation for compensation; provided however, an interested person as defined in subparagraphs (i) and (ii) of paragraph (a) above or a related family member as defined in subparagraph (iii) of paragraph (a) above may serve if the Board of Directors approves the interested person's engagement by the corporation as a person compensated under subparagraphs (i) or (ii) above as being in the best interests of the corporation.

9. Committees.

(a) Audit Committee. The Board of Directors shall appoint an Audit Committee which shall comply with the requirements of, and exercise the powers authorized by, the California Nonprofit Integrity Act of 2004 (Act) as the Act may be amended from time-to-time. Appointment of the Audit Committee shall be by resolution adopted by a majority of the directors then in office, provided a quorum is present. The Audit Committee shall be separate from any finance committee of the Board. No member of any finance committee shall be designated chair of the Audit Committee and only a minority of the members of the Audit Committee may serve concurrently as members of any finance committee of the Board. Persons other than directors may serve on the Audit Committee except that no "interested person" or "related family member" as defined in paragraph 8(a) above shall so serve.

(b) Committees of the Board. The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, create one or more committees of the Board, including, without limitation, an executive committee, each consisting of two or more directors, to serve at the pleasure of the Board. Appointments to any such committee shall be by a majority vote of the directors then in office. The Board may appoint one or more directors as alternate members of any such committee who may replace any absent member at any meeting of the committee. To the extent permitted in the resolution of the Board, any such committee may exercise all of the authority of the Board except:

(i) the approval of any action which, under the California Nonprofit Public Benefit Corporation Law, would also require approval by the members or by a majority of all members, were this a corporation with members;

(ii) the filling of vacancies on the Board or any committee which has the authority of the Board;

(iii) the fixing of compensation of the directors for serving on the Board or any committee;

(iv) the adoption, amendment or repeal of the Bylaws;

(v) the amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(vi) the appointment of committees of the Board or the members of such committees; and

(vii) the approval of any self-dealing transaction except as provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law. Unless specifically permitted to do so by resolution of the Board, no committee may authorize the expenditure of more than \$50 of the corporation's funds in any one transaction.

(c) Other Committees. Pursuant to specific resolution, the Board of Directors may delegate to any committee any power or powers other than those set forth in subparagraphs (i) through (vii) of paragraph (b) above; provided, however, that all such delegated powers shall be exercised under the ultimate direction of the Board. Persons other than directors may be appointed to such committees.

10. Inspection of Records and Properties. Each director may inspect all books, records, documents and physical properties of the corporation at any reasonable time. The right of inspection includes the right to copy and make extracts.

11. Time and Place of Meetings and Telephone Meetings. Regular meetings of the Board of Directors shall be held at such times as the Board may determine. All meetings of directors shall be held at the principal office of the corporation or at such other place as shall be designated in the notice of the meeting or in a resolution of the Board of Directors. Directors may participate in a meeting through use of conference telephone or similar communications equipment, provided that all members so participating can hear each other.

12. Right to Call a Meeting. Special meetings of the Board of Directors may be called by the Chair of the Board, the President, the Secretary, any Vice President or any two directors.

13. Notice. Regular meetings of the Board of Directors may be held without notice if the time and place of such meetings has been fixed in these Bylaws or by the Board. Special meetings shall be held upon four days' notice by first class mail or 48 hours' notice delivered personally or by telephone or telegraph, and regular meetings shall be held upon similar notice if notice is required for such meetings. Neither a notice nor a waiver of notice must specify the purpose of any regular or special meeting. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of adjournment is taken, but if a meeting is adjourned for more than 24 hours, notice of the adjourned meeting shall be given prior to the time of such meeting to the directors who were not present at the time of the adjournment.

14. Meeting Without Regular Call and Notice. The transactions of any meeting of the Board of Directors, however called and noticed and wherever held, are as valid as though had at a meeting duly held after regular call and notice if a quorum is present and if, either before or after the meeting, each of the directors not present signs a written waiver of notice, a written consent to the holding of the meeting or an approval of the minutes of the meeting. For such purposes, a director shall not be considered present at a meeting if, although in attendance at the meeting, the director protests the lack of notice prior to the meeting or at its commencement.

15. Action Without Meeting. Any action required or permitted to be taken by the Board of Directors may be taken without a meeting, if all of the members of the Board (except any “interested director”) individually or collectively consent in writing to such action.

16. Quorum and Required Vote. Five directors shall constitute a quorum for the transaction of business provided that if the number of directors then in office is less than eight, a majority of the directors then in office shall constitute a quorum. Subject to Section 5212 (creation of and appointment to committees), Sections 5233 and 5234 (self-dealing transactions), Section 5235 (compensation of directors or officers) and Section 5238(e) (indemnification of corporate agents) of the California Nonprofit Public Benefit Corporation Law, every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if an action taken is approved by at least a majority of the required quorum for such meeting. A majority of the directors present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place..

17. Committee Meetings. The principles set forth in Sections 11 through 16 of these Bylaws shall apply to committees of the Board and to actions taken by such committees.

18. Indemnification of Directors, Officers, Employees and Certain Others.

(a) Right of Indemnity. To the full extent permitted by law, this corporation shall indemnify its directors, officers, employees and other persons described in Section 5238(a) of the California Nonprofit Public Benefit Corporation Law, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any “proceeding” as that term is used in such Section, including, without limitation, an action by or in the right of the corporation, an action brought under Section 5233 (self-dealing transactions) of the California Nonprofit Public Benefit Corporation Law and an action brought by the Attorney General for any breach of duty relating to assets held in charitable trust by reason of the fact that such person is or was a person described by such Section. “Expenses,” as used in this Bylaw shall have the same meaning as in Section 5238(a) of the California Nonprofit Public Benefit Corporation Law.

(b) Approval of Indemnity. Upon written request to the Board of Directors by any person seeking indemnification under Section 5238(b) or Section 5238(c) of the California Nonprofit Public Benefit Corporation Law, the Board shall promptly determine in accordance with Section 5238(e) whether the applicable standard of conduct set forth in Section 5238(b) or Section 5238(c) has been met, and, if so, the Board shall authorize indemnification.

(c) Advancement of Expenses. To the full extent permitted by law and except as is otherwise determined by the Board of Directors in the specific instance, expenses incurred by a person seeking indemnification under this Bylaw in defending any proceeding covered by this Bylaw shall be advanced by the corporation to the final disposition of the proceeding upon receipt by the corporation of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified therefor by the corporation.

## OFFICERS

19. Titles. The officers of the corporation shall include a Chair of the Board, a Vice-Chair of the Board, a President, a Secretary, and a Treasurer. The President and the Chair of the Board shall be the same person. The Board of Directors may also appoint one or more Vice-Presidents, additional Vice-Chairs of the Board, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President or Chair of the Board. All officers shall perform their duties and exercise their powers subject to the direction of the Board of Directors.

20. Appointment, Term of Office and Vacancies. The officers of the corporation shall be appointed by the Board of Directors for such terms as the Board, in individual cases, deems advisable. The Board may appoint officers or fill vacant offices at any time. The Chair and any Vice-Chair of the Board shall be, and any other officers may be, members of the Board of Directors. The officers shall hold office until their successors are chosen, except that the Board of Directors may remove an officer at any time subject to such officer's rights, if any, under a contract of employment.

21. Resignation. Any officer may resign at any time upon written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. The resignation of an officer shall be effective when notice is given unless the notice specifies a later time. The resignation shall be effective regardless of whether it is accepted by the corporation.

22. Chair of the Board; President. The Chair of the Board, or in his or her absence, the Vice-Chair shall preside over all meetings of the Board of Directors. The Board of Directors may prescribe the duties and powers of the President.

23. Secretary. Unless otherwise determined by the Board of Directors, the Secretary shall have the following powers and duties.

(a) Record of Corporate Proceedings. The Secretary or an Assistant Secretary shall attend all meetings of the Board of Directors and its committees and shall be responsible for recording all votes and the minutes of such meetings in a book to be kept at all times at the principal office of the corporation or at such other place as the Board may determine. The Secretary or an Assistant Secretary shall at all times keep, at the corporation's principal office, the original or a copy of the corporation's then current Articles of Incorporation and Bylaws.

(b) Notices. The Secretary shall be responsible for giving such notices as may be required by law or these Bylaws.

24. Treasurer; Chief Financial Officer. Unless the Board of Directors designates another Chief Financial Officer, the Treasurer shall be the Chief Financial Officer of the corporation. Unless otherwise determined by the Board of Directors, the Treasurer shall be responsible for; (a) custody of corporate funds; (b) for keeping adequate and correct accounts of the corporation's properties and business transactions; (c) disbursing such funds of the corporation as may be ordered by the Board (taking



proper vouchers for such disbursements); and (d) rendering to the Board, at regular meetings of the Board or whenever the Board may require, an account of all transactions and the financial condition of the corporation.

25. Other Officers. The Board of Directors shall appoint the Executive Director. The other officers of the corporation and the Executive Director shall exercise such powers and perform such duties as the Board of Directors shall prescribe.

26. Salaries. The Board of Directors shall fix the salary of the Executive Director and may fix the salaries of other employees of the corporation including the other officers. If the Board does not fix the salaries of the other employees and officers, the President shall fix the salaries of officers other than himself, and the Executive Director shall fix the salaries of employees other than officers.

### REPORTS

27. (a) Annual Report. The corporation shall furnish annually to all directors a report containing the following information in appropriate detail and accompanied by a report of independent accountants or, if there is no report of independent accountants, the certificate of the Treasurer or other authorized officer that such information was prepared without audit from the books and records of the corporation:

- (i) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (ii) the principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (iii) the revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (iv) the expenses or disbursements of the corporation, for both general and unrestricted purposes, during the fiscal year; and
- (v) any information required by paragraph (b) below.

(b) Annual Statement. For purposes of this paragraph (b), "a covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following "interested parties" had a direct or indirect material financial interest (other than a mere common directorship); (i) any director or officer of the corporation, its parent or its subsidiary; (ii) any holder of more than 10 percent of the voting power of the corporation, its parent or its subsidiary. The corporation shall include in the annual report to directors required by paragraph (a) above a statement briefly describing:

- (i) any covered transaction during the previous fiscal year involving more than

\$50,000, or which was one of a number of covered transactions in which the same interested person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than \$50,000. The description shall include the names of the interested person or persons involved in such transaction, such person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practicable, the amount of such interest; and

(ii) the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation.

FISCAL YEAR

28. Term. The fiscal year of the corporation shall run from July 1 through June 30.

BYLAWS

29. Amendment of Bylaws. Bylaws may be adopted, amended, or repealed by the Board of Directors; provided, however, that no action may be taken with respect to any proposed modification of these Bylaws except by the unanimous written consent of the directors then in office or unless notice of the substance of such modification has been communicated to each director then in office at least five days prior to the taking of such action. Any amendment, adoption, or repeal of a Bylaw attempted in violation of this Section 29 shall be null and void.

This is to certify that the foregoing is a true and correct copy of the Bylaws of Civicorps Schools and that they were duly adopted on \_\_\_\_\_, 2007.

Dated: \_\_\_\_\_, 2007

\_\_\_\_\_  
Secretary

**Appendix B:**  
**Teachers' Employee Handbook**

**Employee Handbook**  
**East Bay Conservation Corps**  
**Teaching and Non-Teaching School Staff**

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**Revised January, 2007**

<b>Essential Legal Provisions.....</b>	<b>1</b>
Introductory Statement .....	1
Mission and Values.....	1
At-Will Employment Status .....	2
Integration Clause and the Right to Revise .....	2
EEO with ADA Provision.....	2
Unlawful Harassment.....	3
Child Abuse & Neglect Reporting .....	4
Domestic Partner Definition .....	4
Criminal Record Search Policy.....	4
<b>Employment Policies and Practices .....</b>	<b>5</b>
Non-Exempt Employees .....	5
Exempt Employees .....	5
Full-time Employees .....	5
Part-time Employees .....	5
Temporary Transfers .....	5
Job Duties .....	6
Work Schedules.....	6
Meal and Rest Periods .....	6
Timekeeping Requirements.....	6
Payment of Wages .....	6
Call-In Pay for Non-exempt Employees .....	7
Pay for Mandatory Meetings/Training.....	7
Overtime for Non-exempt Employees .....	7
Reduced Salary for Exempt Employees.....	8
Advances .....	8
Personnel Records .....	8
Personal Information.....	8
Employment Verifications .....	8
Performance Evaluations.....	9
Employment of Relatives .....	9
Conflicts of Interest .....	9
Reductions in Force.....	9
Involuntary Termination and Discipline.....	10
Voluntary Termination.....	10
<b>Standards of Conduct.....</b>	<b>10</b>
Prohibited Conduct .....	10
Off-Duty Conduct .....	11
Drug and Alcohol Abuse .....	11
Punctuality and Attendance .....	12
Dress Code and Other Personal Standards.....	12
Confidentiality .....	13
Business Conduct and Ethics .....	13
News Media Contacts.....	14

<b>Operational Considerations .....</b>	<b>14</b>
Employer Property .....	14
Use of Electronic Media.....	14
Cell Phone Policy.....	15
Prohibited Use of Company Cell Phone While Driving.....	15
Conducting Personal Business.....	15
Off-Duty Use of Facilities .....	15
Employee Property .....	15
Security/Workplace Violence .....	15
Health and Safety .....	16
Ergonomics.....	16
Smoking.....	16
Housekeeping.....	16
Parking.....	16
Solicitation and Distribution of Literature.....	16
Vehicle Safety Program for Employees Who are Required to Drive.....	16
Expense Accounts.....	17
Bulletin Boards.....	17
<b>Employee Benefits .....</b>	<b>18</b>
Holidays .....	18
Winter Leave.....	18
Spring Leave.....	19
Summer Leave (Teaching Staff).....	19
Summer Leave (Non-Teach Staff).....	19
Insurance Benefits .....	19
Leaves of Absence .....	20
Family/Medical Leave Eligibility.....	21
Requests for Leave.....	21
Certification by Health Care Providers .....	21
Coordination with Health Insurance.....	22
Use of Accrued Paid Leave Time for Family/Medical Leave.....	22
Return from Family/Medical Leave.....	22
California Paid Family Leave Insurance.....	22
Family Leave and Pregnancy .....	23
Requests for Pregnancy Disability Leave.....	23
Return from Pregnancy Disability Leave .....	24
Coordination with Family Leave .....	24
Sick Leave .....	24
Bereavement Leave.....	25
Military Leave.....	25
Jury Duty and Witness Leave .....	25
Time Off for Voting.....	25
School Activities.....	25
External Employee Education .....	26
Recreational Activities and Programs.....	26
Workers' Compensation .....	26
Handbook Acknowledgement.....	28

# Essential Legal Provisions

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## Introductory Statement

Welcome! As an employee of the East Bay Conservation Corps (EBCC), you are an important member of a team effort. We hope that you will find your position with the East Bay Conservation Corps rewarding, challenging and productive.

Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of the East Bay Conservation Corps.

This employee handbook is intended to explain the terms and conditions of employment of all full-time and part-time employees. Written employment contracts between the East Bay Conservation Corps and some individuals may supersede some of the provisions of this handbook.

This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your supervisor or Human Resources will be happy to answer any questions you may have.

## Mission and Values

The mission of the East Bay Conservation Corps is to promote youth development through environmental stewardship and community service and to further education reform and social change. Through service-learning, the EBCC engages young people from all walks of life in their education and development while addressing environmental and social issues. The EBCC's comprehensive program model enhances participants' academic, leadership, employment and life skills, self-esteem, civic responsibility and environmental awareness.

In addition, we hold ourselves accountable to the following values in order to fulfill the EBCC's vision, mission and strategic goals:

**Safe and Respectful Place:** We are committed to providing a place where all students, participants and staff feel respected and safe emotionally, physically and intellectually to perform their best.

**Rigorous Expectations:** As a learning community committed to excellence, we expect the best from every student, participant and staff member of the EBCC community.

**Inclusive Decision-Making:** We strive to make informed decisions through the open exchange of ideas and the participation of those who are most impacted and most knowledgeable about the situation at hand.

**Effective Communication:** We are committed to clear, timely and thorough sharing of information, particularly regarding decisions that affect staff and participants.

**Balance:** We are most effective in our work when there is balance between our passion and our discipline.

**Continuous Improvement:** We flourish on creativity, new ideas and diversity of thought and continuously seek to stretch the limits of what is possible.

**Responsibility:** As an agency and as individual staff, we hold each other and ourselves accountable for our actions.

## **At-Will Employment Status**

EBCC personnel are employed on an at-will basis. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or the EBCC. Nothing in this handbook shall limit the right to terminate at-will employment. No supervisor or employee of the EBCC has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the Executive Director of the EBCC has the authority to make any such agreement, which is binding only if it is in writing.

## **Integration Clause and Right to Revise**

This employee handbook contains the employment policies and practices of the EBCC in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

The EBCC reserves the right to revise, modify, delete or add to any and all policies, procedures, work rules or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Changes may be made with or without advance notice to employees and become effective immediately unless otherwise stated. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the entire agreement between you and the EBCC as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

## **Equal Employment Opportunity and Americans With Disabilities Act**

The EBCC is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available person in every job. EBCC policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

The EBCC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the EBCC and prohibits unlawful discrimination by any employee of the EBCC, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the EBCC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. The EBCC will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. The EBCC will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the EBCC will make the accommodation.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to Human Resources or the Chief Financial Officer. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. The EBCC will immediately undertake a thorough and objective investigation and attempt to resolve the situation. If the EBCC determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense, up to, and including, termination. Appropriate action also will be taken to deter any future discrimination. The EBCC will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.



## Unlawful Harassment

**EBCC maintains a zero tolerance policy that prohibits harassment in any form against any person involved in the operations of EBCC. This prohibition includes sexual harassment.**

EBCC maintains a strict policy of prohibiting sexual harassment and harassment because of gender, race, color, age, national origin, ancestry, religious creed, marital status, sexual orientation, political belief or activity, veteran status, pregnancy or medical condition, physical or mental disability, or any other characteristic protected under federal and state laws and regulations. Our non-harassment policy applies to **all persons involved in the operations of EBCC**, including all agents, company vendors, suppliers and customers. Harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. It is a violation of this policy for males to harass females or other males, and for females to harass males or other females.

### **Harassment defined:**

Harassment includes, but is not limited to, the following forms of offensive behavior:

- ◆ Verbal conduct such as making or using derogatory comments, offensive jokes, slurs, and inappropriate comments about an employee's body or attire;
- ◆ Verbal sexual advances or propositions; verbal abuse of sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; visual conduct such as leering or making gestures;
- ◆ Displaying sexually suggestive objects or pictures, derogatory posters, photography, cartoons, drawings or gestures; web-surfing sexually explicit sites;
- ◆ Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work;
- ◆ Threats and demands to submit to sexual requests in order to retain employment or avoid some other loss; offers of job benefits in return for sexual favors;
- ◆ Flirtation and sexual innuendoes which could be perceived as sexual harassment even when well intended;
- ◆ Retaliation for having reported or threatened to report harassment; making or threatening reprisals after receiving a negative response to sexual advances.
- ◆ Using peer pressure to discourage harassment victims from complaining

### **Complaint process**

If you are the victim of, or a witness to, harassment in the workplace you are required by the EBCC to take Step #2, below, and may take Step #1:

#### **1. If appropriate, confront the harasser and ask him/her to stop.**

The harasser may not realize that his/her conduct is offensive. *If it is appropriate and sensible for you to do so*, you may tell the harasser the behavior is unwelcome and ask him/her to stop.

#### **2. Report the harassment to Human Resources or the Chief Financial Officer.**

Harassment in any form should be reported verbally or in writing. You should report it even if you were not the subject of the harassment. Any written notes you may have will be very helpful to EBCC in the investigation. Such details as place, time, date, witnesses, exact behavior or words etc would be helpful. These investigations are kept as confidential as possible to protect the privacy of all parties involved.

### **The EBCC's responsibility**

The following steps will be taken after a report of harassment:

**1. Investigation** – EBCC will investigate, in a discreet manner, all reported incidents of harassment. Interviews may be conducted with the person reporting the incident, any person(s) who was subjected to the reported harassment, any person(s) reported as being harassers, and others, as needed.

**2. Appropriate Action** – Where evidence of harassment in any form is found, appropriate disciplinary action, up to and including termination, will be taken. The action taken in a given case will depend on the particular facts at hand.

**In addition, EBCC will take appropriate measures – up to and including termination – against any**

**employee or contractor who engages in any form of harassment, including sexual harassment, or who condones or knowingly permits harassment to take place.**

### **Child Abuse & Neglect Reporting**

Mandatory reporting of suspected child abuse or neglect is required under the California Child Abuse and Neglect Reporting Act by any mandated reporter. "Child" is defined as a person under the age of 18 years. A mandated reporter is any individual who is an employee of a youth organization or public school. The term "child abuse or neglect" includes sexual abuse; neglect defined as the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare including both acts and omissions on the part of the responsible person; willful cruelty or unjustifiable punishment; unlawful corporal punishment or injury; and abuse or neglect in out-of-home care. Child abuse or neglect does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer.

All employees of the EBCC must also comply with the reporting responsibilities outlined in the California Child Abuse and Neglect Reporting Act in reporting the concern immediately or as soon as is practicably possible (within 36 hours) by telephone, to child protective services, any police department, sheriff's department, county probation department, if designated by the county to receive mandated reports, or the county welfare department. School district police or security departments are not considered acceptable reporting agencies. The individual making the report must also prepare and send a written report to the reporting agency within 36 hours of receiving the information concerning the incident.

Employees shall not contact the child's family or any other persons to determine or investigate the cause of the suspected abuse or neglect. Any personal interview of the child should be conducted in a professional manner, after consulting with Human Resources. In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child.

### **Domestic Partner Definition**

All references in these policies to "spouse" shall include "domestic partner". A domestic partner relationship exists when:

- The employee and the domestic partner are each other's sole domestic partner and intend to remain so indefinitely;
- Neither person is married to or legally separated from anyone else nor have had another domestic partner within the prior six months;
- Both are at least eighteen (18) years of age;
- The employee and the domestic partner reside together in the same residence and intend to do so indefinitely;
- The employee and the domestic partner are engaged in a committed relationship of mutual caring and support and are jointly responsible for their common welfare and living expenses; and
- The employee and the domestic partner are not in the relationship for the purpose of obtaining benefits.

In order to enroll a domestic partner in any group benefits, an employee must fill out an "Affidavit of Domestic Partnership", available through Human Resources. EBCC wishes to make it clear that it cannot guarantee confidentiality of the relationship once a domestic partner is covered under our policy.

### **Criminal Record Search Policy**

As mandated by the California Education Code the EBCC is required to conduct a criminal record check for each applicant we are seriously considering for employment who will be in a position requiring contact with minor pupils.

The EBCC is not allowed to employ any person who has been convicted of any sex offense, controlled substance offense, crime of violence, or serious or violent felony.

The criminal record check is conducted by the California Department of Justice and the Federal Bureau of Investigation and overseen by the California Department of Justice. You will be required to be fingerprinted in order to conduct the investigation.

Results from the investigation will be destroyed and all that will remain in the Human Resources department is a database of ID numbers, which correspond to the results of the investigation held at the Department of Justice. Only Human Resources and their designees will have access to Criminal Offender Record Information (CORI) and will be committed to protect CORI from unauthorized access, use or disclosure.

## **Employment Policies and Practices**

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### **Employment Classifications**

For purposes of salary administration and eligibility for overtime payments and employee benefits, EBCC classifies its employees as defined below. If you change positions during your employment, you will be informed of any change in your status. Please direct any questions you may have to Human Resources or your direct supervisor.

#### ***Nonexempt Employees***

Employees who are entitled to be paid overtime in accordance with applicable federal and state wage and law hours. They may be either full-time or part-time employees.

#### ***Exempt Employees***

Employees who are not required to be paid overtime in accordance with applicable federal and state wage and hour laws. Executives, professional employees (including teachers), outside sales representatives, and certain employees in administrative positions are typically exempt.

### **Employment Status**

#### ***Regular Full-time Employees***

Employees hired to work EBCC's normal, full-time, 40 hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above.

#### ***Regular Part-time Employees***

Employees hired to work fewer than 40 hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above.

#### ***Temporary Employees***

Employees engaged to work full-time or part-time with the understanding that their employment may be terminated on or before completion of a specific assignment. A temporary employee may be offered and may accept a new temporary assignment with EBCC and still retain temporary status.

People hired from temporary employment agencies are employees of the agency and not of EBCC.

#### **Temporary Transfers**

Employees who request a temporary transfer for medical and/or family medical leave reasons will be considered for that transfer if a position exists at the time the transfer is requested and the employee is qualified to perform the job. The employee will be paid in accordance with the responsibilities and duties of the temporary job.

## **Job Duties**

Your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the EBCC. Your cooperation and assistance in performing such additional work is expected.

The EBCC reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions or assign additional job responsibilities.

## **Work Schedules**

The EBCC is normally open for business between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday. Your supervisor will assign your individual work schedule. All employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

## **Meal and Rest Periods**

Non-exempt employees are provided with a 30-minute to 1-hour unpaid meal period to be taken approximately in the middle of the workday, and also are allowed a 10-minute paid rest period for every four hours of work or major portion thereof. Your supervisor will schedule your meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than 10 minutes for each rest period. You may leave the premises during your meal period.

## **Timekeeping Requirements**

All non-exempt employees are required to record time worked on a timesheet (Non-Exempt Daily Timesheet) for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the lunch break. Employees also must record their time whenever they leave the building for any reason other than EBCC business. Any errors on your timesheet should be reported immediately to your supervisor. Your supervisor must initial any changes on the timesheet. Do not use whiteout to make changes. Completing another employee's timesheet, allowing another employee to complete your timesheet, or altering a timesheet is not permissible and is subject to disciplinary action.

Exempt employees are required to complete the Exempt Employee Work Performed Record Sheet for the purpose of indicating whether or not they worked and what type of payment they should receive.

Due to the limited time frame in which payroll must be processed, all employees are required to complete and submit their timesheets on the designated days. Failure to submit a timesheet is grounds for disciplinary action.

## **Payment of Wages**

Paychecks are normally available by 12:00 p.m. and must be picked up from your supervisor. If you observe an error on your check, please report it immediately to your supervisor.

Paydays are scheduled on the 5th and 20th of the month for the semi-monthly pay periods ending on the 15th day of the month and the last day of the month, respectively. If a regular payday falls on a Saturday, employees generally will be paid on the previous Friday and if it falls on a Sunday, employees generally will be paid on the following Monday. If a regular payday falls on a holiday, employees will generally be paid on the previous business day and if not, the following business day.

The EBCC offers direct payroll deposit for all employees. You may begin and stop direct payroll deposit at any time.

To begin direct payroll deposit, you must complete the Direct Deposit form (available from payroll) and return it to payroll no later than the final day of the pay period (15th or the last day of the month) that the service is to

begin.

To stop automatic payroll deposit, complete the Direct Deposit form (available from payroll) and return it to payroll no later than the final day of the pay period (15th or the last day of the month) that the service is to end. You will receive a regular payroll check on the first pay period after the receipt of the form, provided it is received no later than the final day of the pay period (15th or the last day of the month) that the service is to end.

Teachers typically are paid over a twelve-month period beginning August 1<sup>st</sup> each year, and ending July 31<sup>st</sup> of the following year. Teachers who complete the school year and then terminate their employment will continue to be paid and receive benefits through July 31<sup>st</sup>. Teachers who do not complete the school year will be paid based upon the number of school days taught out of the total number of school days in the year.

### **Garnishments and Support Orders**

EBCC must comply with all legal claims against the wages of employees. If the Organization receives a wage garnishment from taxing authorities, child support order, or some other legal claim against your wages, you will be notified about the amount and details of the order.

### **Call-In Pay for Non-exempt Employees**

The EBCC will pay a minimum of two hours' compensation to employees who are required to report to work on a day other than their normally scheduled workday.

The EBCC will pay employees for half of the regularly scheduled workday if employees report to work as scheduled but no work is available.

The EBCC will not pay employees for reporting under the following circumstances:

1. Interruption of work because of the failure of any or all public utilities; or
2. Interruption of work because of natural causes or other circumstances beyond the EBCC's power to control.

### **Pay for Mandatory Meetings/Training**

The EBCC will pay non-exempt employees for their attendance at meetings, lectures and training programs under the following conditions:

- Attendance is mandatory;
- The meeting, course or lecture is directly related to the employee's job; and
- The employee who is required to attend such meetings, lectures or training programs is notified of the necessity for such attendance by his or her supervisor.

The employee will be paid at their regular rate of pay for attendance at meetings, lectures and training programs, including travel time beyond their normal commute time to work. If an overnight stay is required, employees will be paid for the number of hours each day that they would normally be at work plus overtime pay where required by law.

### **Overtime for Non-exempt Employees**

Non-exempt employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The EBCC will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must previously authorize all overtime work. The EBCC provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

- All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Monday at 12:01 a.m.

- Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one-and-one-half times the employee's regular rate of pay.
- Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to exempt employees.

### **Reduced Salary for Exempt Employees**

Salaried exempt employees will receive their salary for any week in which they perform any work. For purposes of this salary pay policy, a week is Monday 12:01 a.m. through Sunday midnight. An employee will receive his or her full salary for any week in which an employee does any work, subject to the following rules:

- An employee's salary may be reduced for complete days of absence due to vacations, holiday or personal business, before sick leave benefits accrue or after they are exhausted, and incomplete initial and final weeks of work.
- An employee's salary will not be reduced due to a partial week of work due to service as a juror, witness or in the military, or for lack of work.

### **Advances**

The EBCC permits advances against paychecks. Employees may receive advances only against money that has been earned, but is unpaid. Advances can be given no more than two times per calendar year and are dependent upon the financial health of the agency. Paycheck advances require the approval of the director and the CFO or COO. The EBCC does not permit advances against accrued vacation.

### **Personnel Records**

You have a right to inspect certain documents in your personnel file, as provided by law, in the presence of Human Resources at a mutually convenient time. Employees wishing to review their personnel file must put the request in writing.

The personnel file must be inspected at the Human Resources department. Employees are not allowed to remove any document from their file nor may they make any changes in their file. An employee may take notes during the review of their file. No copies of documents in an employee's file may be made, with the exception of documents that the employee has previously signed. The employee will be required to sign a receipt for any copies of documents. If an employee disagrees with or challenges any information in their file, they can submit a written request explaining why such a change should be made. This procedure does not apply to documents concerning disciplinary matters, pay and promotion or performance appraisals. Disagreements concerning these matters are provided for in applicable procedures.

The EBCC will attempt to restrict disclosure of your personnel file to authorized individuals within the EBCC. Any request for information from personnel files must be directed to Human Resources.

Disclosure of personnel information to outside sources will be limited. Only payroll or Human Resources are authorized to release information about current or former employees. However, the EBCC will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

### **Personal Information**

Since changes in personal information affect such things as your tax withholding, receipt of tax forms, and benefits, please notify Human Resources of any change in your name, home address, telephone number, marital status, number of dependents, beneficiaries, or the individuals to notify in case of an emergency.

### **Employment Verifications**

All requests for employment verifications must be directed to Human Resources. No other manager, supervisor

or employee is authorized to release verifications for current or former employees. By policy, the EBCC discloses only the dates of employment and the title of the last position held by former employees. With written authorization from the employee, the EBCC will release salary or wage information to institutions such as banks or credit unions, or prospective employers.

### **Performance Evaluations**

EBCC strives to conduct performance reviews for all of its employees at least once a year. Teachers typically will be reviewed twice each school year.

Your performance evaluations may cover factors such as job criteria, critical duties and tasks of a job, attainment of goals, and the EBCC values. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the EBCC and depend upon many factors in addition to performance, including availability of funds. After the review, you will be required to sign the evaluation report to acknowledge that it has been presented to you, that you have discussed it with your supervisor and that you are aware of its contents.

### **Employment of Relatives**

East Bay Conservation Corps may refuse to hire relatives of present employees if doing so could result in actual or potential problems in supervision, security, safety or morale, or if doing so could create potential conflicts of interest. East Bay Conservation Corps defines "relatives" as spouses, children, siblings, parents, in-laws and step-relatives. Under most circumstances one relative may not supervise another.

If two employees marry or become related, causing actual or potential problems such as those described above, only one of the employees will be retained with East Bay Conservation Corps, unless reasonable accommodations can be made to eliminate the actual or potential problems. The employees will have 30 days to decide which relative will stay with East Bay Conservation Corps. If this decision is not made within the time allowed, the department director will make the decision, taking the employment history and job performance of both employees into account.

### **Conflicts of Interest**

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a partnering or sponsoring agency, supplier, or subordinate employee of East Bay Conservation Corps, which impairs an employee's ability to exercise good judgment, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment and morale problems. In addition, all staff must avoid fraternizing with participants or students.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Human Resources, for a determination of whether a potential or actual conflict exists. If an actual or potential conflict is determined, East Bay Conservation Corps may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

### **Reductions in Force**

Under some circumstances, the EBCC may need to restructure or reduce its workforce. In such cases, the EBCC will attempt to provide advance notice to help prepare affected individuals. If possible, employees subject to layoff will be informed of the nature of the layoff and the foreseeable duration of the layoff, whether short-term or indefinite.

In determining which employees will be subject to layoff, the EBCC will take into account, among other things, operation and requirements, the skill, productivity, ability, and past performance of those involved, and also, when feasible, the employee's length of service.

### **Involuntary Termination and Discipline**

Violation of EBCC policies and rules may warrant disciplinary action. The EBCC has established a system of discipline that may include verbal warnings, written warnings and suspension. The system is not formal and the EBCC may, at its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment. The EBCC's policy of discipline in no way limits or alters the at-will employment relationship.

### **Voluntary Termination**

Voluntary termination results when an employee voluntarily resigns his or her employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor. All EBCC-owned property, including vehicles, keys, cell phones, pagers, gas cards and credit cards must be returned immediately upon termination of employment.

## **Standards of Conduct**

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### **Prohibited Conduct**

The following conduct is prohibited and will not be tolerated by the EBCC. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and the EBCC's operations also may be prohibited.

- Falsification of employment records, employment information, or other EBCC records;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsification of any time card, either your own or another employee's;
- Theft or deliberate or careless damage or destruction of any EBCC property or the property of any employee or customer;
- Removing or borrowing EBCC property without prior authorization;
- Unauthorized use of EBCC equipment, time, materials, or facilities including computers, telephones, cell phones, pagers, email, faxes, mail system or other employer-owned equipment;
- Provoking a fight, fighting or threatening violence during working hours or on EBCC property;
- Carrying firearms or any other dangerous weapons on EBCC premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating or participating in a disruption of any kind during working hours on EBCC property;
- Insubordination, including but not limited to failure or refusal to obey the instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive language at any time on EBCC premises;
- Failure to notify a supervisor when unable to report to work;
- Unreported absence of three (3) consecutive scheduled workdays;
- Failure to obtain permission to leave work for any reason during normal working hours;
- Failure to observe working schedules, including rest and lunch periods;
- Failure to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Working overtime without authorization or refusing to work assigned overtime;
- Violating any safety, health, security or EBCC policy, rule or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;



- Committing or involvement with any act of unlawful harassment or discrimination of another individual;
- Possession, distribution, sale, transfer or use of alcohol, illegal drugs or controlled substances in the workplace, while on duty, when acting as a representative of the EBCC, or while operating employer owned vehicles or equipment; and
- Violation of personnel policies.

This statement of prohibited conduct does not alter EBCC's policy of at-will employment. Either you or the EBCC remains free to terminate the employment relationship at any time, with or without reason or advance notice.

### **Off-Duty Conduct**

While the EBCC does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may affect the EBCC's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the EBCC's or their own integrity, reputation or credibility. Please be aware that while in uniform, whether on- or off-duty, employees are expected to act as a representative of the EBCC and conduct should be reflective of this. Off-duty conduct by an employee that adversely affects the EBCC's legitimate business interests or the employee's ability to perform his or her job will not be tolerated.

### **Drug and Alcohol Abuse**

The EBCC is concerned about the use of alcohol, illegal drugs or controlled substances as it affects the workplace. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety and health. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes the EBCC to the risks of property loss or damage, or injury to other persons.

The use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and may seriously impair the employee's value to the EBCC.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well being of others, must notify a supervisor immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on EBCC property or during the workday (including meals and rest periods). Behavior that violates EBCC policy includes:

- Possession or use of an illegal or controlled substance or alcohol, or being under the influence of an illegal or controlled substance or alcohol while on the job;
- Driving an EBCC vehicle while under the influence of an illegal or controlled substance or alcohol; and
- Distribution, sale or purchase of an illegal or controlled substance or alcohol while on the job.

Violation of these rules and standards of conduct will not be tolerated. The EBCC also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, the EBCC reserves the right to conduct searches of EBCC property or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off EBCC property will not be tolerated because such conduct, even though off duty, reflects adversely on the EBCC. In addition, the EBCC must keep people who sell or possess controlled substances off the EBCC's premises in order to keep the controlled substances themselves off the premises.

The EBCC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. The EBCC is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, the EBCC is not obligated to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is the EBCC obligated to re-employ any person who has

participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect the EBCC's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

In addition, employees must notify their supervisor, the Executive Director or Human Resources of any criminal drug statute conviction for any violation occurring in the workplace no later than five (5) days after such a conviction. The EBCC shall in turn notify any federal or state agency funding the activities of said employees within ten (10) calendar days after receiving notice from an employee or otherwise receiving such notice of an employee's conviction. Any activity leading to such conviction will be subject to disciplinary action and rehabilitation treatment as detailed in this policy.

### **Punctuality and Attendance**

As an employee of the EBCC, you are expected to be punctual. Any tardiness or absence causes problems for your fellow employees. When you are absent, others must perform your assigned work.

Employees are expected to report to work as scheduled, on time and prepared to start work. Employees also are expected to remain at work for their entire work schedule except for meal periods or when required to leave on authorized EBCC business. Late arrival, early departure or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day you must under all but the most extenuating circumstances call your supervisor and leave a voice mail message at least one hour before the time you are scheduled to begin working that day. If you call less than one hour before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. In all cases of absence or tardiness, employees must provide their supervisor with an honest reason or explanation. Employees also must inform their supervisor of the expected duration of any absence. Excessive absenteeism or tardiness will not be tolerated and may be grounds for termination.

If you fail to report for work without any notification to your supervisor and your absence continues for a period of three days, the EBCC will consider you to have abandoned your employment.

### **Dress Code and Other Personal Standards**

Each employee is a representative of the EBCC and, therefore, it is important that each employee report to work wearing appropriate dress. The EBCC uniform symbolizes the service that we provide to the community. In addition, staff serves as role models and educators to participants and therefore should model professional behavior through appropriate work attire.

Although some departments may wear a different uniform than others, all employees must wear a uniform as described below. The uniforms are designed to fit the needs of the job, and above all, make the statement of our solidarity and our commitment to providing a service to the community. There may be circumstances where it is appropriate to wear something other than one of the uniforms described below. The manager of each department has the discretion to diverge from this policy as appropriate, and also has the responsibility to ensure that their staff follows the guidelines set out by this policy.

The following departments must wear the field uniform:

Field Program

- Operations
- Recycling
- National Service and Service Learning (AmeriCorps) Environmental Team

The field uniform consists of black issued pants, long or short-sleeved gray work shirts, gray EBCC T-shirt, work boots, and work jacket. The EBCC sweatshirt may be worn with the gray work shirt as well as the EBCC

baseball hat or beanie. EBCC T-shirts may be worn in the field only when crews are working in remote areas out of the public eye or at the discretion of the supervisor as conditions dictate for health and safety reasons. The following departments must wear the in-house uniform.

- Youth Development

The in-house uniform is the EBCC emblemed polo shirt or sweatshirt and a black or khaki colored skirt or slacks. The following departments must wear the in-house uniform or, with approval from their manager, may wear professional attire. However, the EBCC strongly encourages all managers and staff to wear the in-house uniform.

- Administration
- Development
- Executive Management
- Finance
- Human Resources
- K-5 Charter School
- High School Staff
- National Service and Service Learning (AmeriCorps & Project Yes)
- Technology

If wearing professional attire, items that are not acceptable include blue jeans, shorts, mini-skirts and ripped, torn or dirty clothing, flip flops, sneakers, and beach shoes.

At the time of hire, employees will receive their initial set of uniforms as follows:

<u>Field Uniforms:</u>	<u>In-House Uniforms:</u>
2 Shirts	2 Shirts
2 pairs of Pants	2 pairs of Pants
1 Work Jacket	
1 pair of Work Boots	
1 pair of Suede Work Gloves	
1 Baseball Hat or Beanie	

Annually, on the anniversary date of the employee's hire date, the following uniform allotment will be authorized:

<u>Field Uniforms:</u>	<u>In-House Uniforms:</u>
2 Shirts	1 Shirt
2 pairs of Pants	1 pair of Pants
1 resole of Work Boots or if necessary, a new pair	

Employees, at any time, may also purchase additional pieces of the uniform at their own cost.

### **Confidentiality**

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of your work, you may have access to confidential information regarding the EBCC, its suppliers, its business partners or even fellow employees. You have a responsibility not to reveal or divulge any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information is on a "need-to-know" basis and must be authorized by your supervisor. Any breach of this policy will not be tolerated and legal action may be taken by the EBCC.

### **Business Conduct and Ethics**

Employees should avoid accepting sizeable or excessive gifts or gratuities from any customer, vendor, supplier or other person doing business with the EBCC because doing so may give the appearance of influencing business decisions, transactions or services. If you are ever unsure whether a gift or gratuity is appropriate,

please discuss it with your supervisor.

### **News Media Contacts**

Employees occasionally may be approached for interviews or comments by the news media. Only employees designated by the Executive Director may comment to news reporters on East Bay Conservation Corps policy or events relevant to East Bay Conservation Corps.

## **Operational Considerations**

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### **Employer Property**

Lockers, computers, desks, vehicles and other employer-owned property are EBCC property and must be maintained according to EBCC rules and regulations. They must be kept clean and are to be used only for work-related purposes. The EBCC reserves the right to inspect all EBCC property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

EBCC voice mail and/or electronic mail (e-mail) are to be used for business purposes only. The EBCC reserves the right to monitor voice mail messages and e-mail messages to ensure compliance with this rule, without notice to the employee and at any time, not necessarily in the employee's presence.

No personal locks may be used on EBCC-provided lockers unless the employee furnishes a copy of the key or the combination to the lock to both Human Resources *and* the employee's supervisor. Unauthorized use of a personal lock by an employee may result in losing the right to use the locker.

The EBCC may periodically need to assign and/or change passwords and personal codes for voice mail, e-mail, alarm systems or computer access. These communication technologies, related storage media and databases are to be used only for EBCC business and they remain the property of the Organization. The EBCC reserves the right to keep a record of all passwords and codes used and may override any such password system.

Prior authorization must be obtained before any EBCC property may be removed from the premises.

For security reasons, employees should not leave personal belongings of value in the workplace. Personal items are subject to inspection and search, with or without notice, and with or without the employee's prior consent.

Terminated employees should remove any personal items at the time they leave the agency. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

### **Use of Electronic Media**

The EBCC uses various forms of electronic communication including, but not limited to computers, e-mail, telephones, faxes, radio and paging systems, voice mail, cell phones and the Internet. All electronic communications, including all software, databases, hardware and digital files remain the sole property of the EBCC and are to be used only for EBCC business and not for any personal use.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against EBCC policy or not in the best interest of the EBCC.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment or related actions will be subject to discipline and/or immediate termination.

Employees may not install personal software on EBCC computer systems.

All electronic information created by any employee using any means of electronic communication is, and remains, the property of the EBCC. Personal passwords may be used for purposes of security, but the use of a personal password does not affect the EBCC's ownership of the electronic information.

The EBCC will override all personal passwords if necessary for any reason.

The EBCC reserves the right to access and review electronic files, messages, mail and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of EBCC policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by EBCC management.

Employees who use cell phones, cordless phones, portable computers and fax communications should not use these methods for communicating confidential or sensitive information or any trade secrets.

Access to the Internet, websites, and other types of EBCC-paid computer access are to be used for EBCC-related business only. Any information about the EBCC, its products or services, or other types of information that will appear in the electronic media about the EBCC must be approved by the Executive Director or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to Human Resources.

### **Cell Phone Policy**

Cell phones are to be used for EBCC business only. Outgoing personal calls, except in an emergency, are not allowed. Downloading or accessing the Internet generates additional charges and is therefore also not allowed. Any user found to be exceeding average minutes (a figure based on all users) may face disciplinary actions, which may include losing cell phone privileges, re-paying the Company for unauthorized usage costs and/or other disciplinary action.

Incoming calls to users from callers outside the company are reported as minutes used on the account and could push a user over the average minute usage; therefore, employees should not use their EBCC cell phones to receive personal calls except in emergencies.

### **Prohibited Use of Company Cell Phone While Driving**

In the interest of the safety of our employees and other drivers, East Bay Conservation Corps employees are prohibited from using cell phones while driving on East Bay Conservation Corps business and/or EBCC time.

If your job requires that you keep your cell phone turned on while you are driving, you must use a hands-free device and safely pull off the road before conducting company business. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on EBCC business and/or time.

### **Conducting Personal Business**

We recognize that employees may need to conduct some limited personal business (e.g. personal phone calls) during work hours. Employees should make all efforts to conduct personal business during their breaks and lunch period. Excessive use of work hours for personal business will not be tolerated and disciplinary action will be taken to control abuse of this policy. Employees may not conduct business for another employer during their scheduled working hours.

### **Off-Duty Use of Facilities**

Employees are prohibited from remaining on EBCC premises or using EBCC facilities while not on duty. Employees are expressly prohibited from using EBCC facilities, EBCC property or EBCC equipment for personal use.

### **Employee Property**

An employee's personal property, including, but not limited to, packages, purses and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of EBCC property.

### **Security/Workplace Violence**

The EBCC has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your

workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities, or when keys, security passes or identification badges are missing.

### **Health and Safety**

The EBCC is committed to the safety and health of all employees. Maintaining a safe work environment requires everyone's cooperation.

When in doubt about how to safely perform a job, please ask your supervisor for assistance. Immediately report any suspected unsafe conditions and all injuries that occur on the job. Compliance with safety rules is a condition of employment.

In compliance with Proposition 65, the EBCC will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Ergonomics**

The EBCC is subject to Cal/OSHA ergonomics standards for minimizing workplace Repetitive Motion Injuries (RMIs). The EBCC will make necessary adjustments to reduce exposure to ergonomic hazards through modifications to equipment and processes and employee training. The EBCC encourages safe and proper work procedures and requires all employees to follow safety instructions and guidelines.

The EBCC believes that reduction of ergonomic risk is instrumental in maintaining an environment of personal safety and well being and is essential to our business. We intend to provide appropriate resources to create a risk-free environment. If you have any questions about ergonomics, please contact Human Resources.

### **Smoking**

Smoking is allowed only in designated smoking areas.

### **Housekeeping**

All employees are expected to keep their work areas clean and organized. People using common areas such as lunchrooms and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly.

### **Parking**

Employees may park their vehicles in any EBCC marked space, if space permits. If space is unavailable, employees must park in permissible public areas on the streets in the vicinity of the EBCC property. Employees may not use parking areas specifically designated for visitors, other companies or EBCC vehicles. The EBCC is not responsible for any loss or damage to employee vehicles or contents while parked on EBCC property.

### **Solicitation and Distribution of Literature**

Employees are expected to avoid solicitations and distribution of literature that disrupt the efficient operation of the EBCC's business and/or their co-worker's productivity. No employee shall represent the EBCC in support of any cause or organization unless directed to do so by his or her manager. Any employee who is in doubt concerning the application of these guidelines should consult with his or her supervisor.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on EBCC property.

### **Vehicle Safety Program for Employees who are Required to Drive**

Many employees operate agency owned, rented or personal vehicles as part of their jobs. Employees are expected to operate vehicles safely to prevent accidents/damage which may result in injuries and/or property loss. It is the policy of the EBCC to provide and maintain a safe working environment to protect our employees and the citizens of the communities where we conduct business from injury and property loss. The EBCC is committed to promoting a high level of safety awareness and responsible driving behavior in its employees. Our efforts and the commitment of employees will prevent vehicle accidents and reduce personal injury and property

loss claims.

The EBCC will obtain and review a Motor Vehicle Record (MVR) prior to employment for those individuals seeking positions that require driving an EBCC or rented vehicle.

Once employed, the EBCC will receive from the DMV at least every 12 months an updated MVR for every employee insured under our plan.

Each MVR will be evaluated using either an applicant or employee point system and will be retained in the employee's driver file. Applicants with a disqualifying score will be ineligible for hire. Employees with a disqualifying score will lead to immediate revocation of driving privileges. In most cases, revocation of driving privileges will lead to termination.

Applicants and employees who drive their personal vehicles on behalf of EBCC business, are required as part of our general liability insurance, to submit proof of auto insurance and registration. This policy covers any individual who will submit mileage reimbursement for the use of a personal vehicle in the course of work or volunteering for EBCC. Each person is required to furnish proof of auto insurance and registration annually.

Employees who drive their own vehicles on EBCC business will be reimbursed at a rate per mile that may be adjusted from time to time.

Employees are required immediately to report to their supervisors any of the following:

- Any type of moving violation, speeding ticket, parking ticket or accident either while driving an EBCC or non-EBCC vehicle;
- Any type of violation that would affect the employee's driving status (i.e., court ordered drivers license suspension for child support violations); and
- Loss or denial of personal auto insurance or registration.

Failure to inform the EBCC of any of the above described incidents that would affect the employee's driving status may lead to revocation of driving privileges for EBCC business. In most cases, revocation of driving privileges will lead to termination. In addition, employees agree to the following:

- To complete daily vehicle inspections. If there are any safety problems with the vehicle, the vehicle should not be driven and the Operations Supervisor must be notified immediately;
- To operate all vehicles in a safe manner; to wear seat belts whenever the vehicle is in motion and require other occupants to do so; to use a spotter at all times; to remove all tools and equipment from the vehicle daily with the exception of those items assigned to the vehicle; and to not use a cellular phone or similar device unless the vehicle is safely parked;
- To clean the interior of vans daily and wash the exterior weekly, before Friday afternoon;
- Only insured EBCC employees/participants operate agency vehicles;
- To maintain a valid California driver's license;
- Employees are responsible for the coverage of passengers while driving personal vehicles to conduct agency business.

For a complete description of this policy, please review the Vehicle Safety Program handbook.

### **Expense Accounts**

Employees who have expense accounts or who have incurred business expenses must submit required receipts and the Expense Reimbursement and/or Mileage Form to the Accounts Payable Administrator in the Finance department. In order to process requests for reimbursements, employees must have their department manager sign the appropriate form.

If you have any questions about the EBCC's expense reimbursement policy, contact the Controller.

### **Bulletin Boards**

East Bay Conservation Corps maintains staff bulletin boards located at the 1021 and 984 3<sup>rd</sup> Street buildings, the elementary charter school and the recycling center.

Bulletin boards are used to provide information to employees concerning internal job announcements, the monthly employee newsletter and other information pertinent to staff.

Employees may post items on East Bay Conservation Corps bulletin board after they have been approved by Human Resources.

## Employee Benefits

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### Holidays

Regular full- and part-time employees who work a minimum of 30 hours per week are eligible for holiday pay. Part-time employees will be paid proportionately to the number of hours they normally work. Temporary employees are not eligible for holiday pay.

The EBCC observes the following paid holidays:

- January 1<sup>st</sup> - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4<sup>th</sup> - Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day and the Friday after
- December 25<sup>th</sup>
- Extra Holiday

The Extra Holiday will be announced at the beginning of each calendar year. The Extra Holiday will be treated as any other holiday in that employees will only be able to take the holiday on the date specified. It is not to be treated as a "Floating Holiday" that may be taken at any time. The Extra Holiday will not necessarily be designated on the same day each year.

When a holiday falls on a Saturday, generally it will be observed on the preceding Friday and when it falls on a Sunday generally it will be observed on the following Monday.

To be eligible for a paid holiday you must be regularly scheduled to work on the day on which the holiday is observed and must work your regular schedule on the days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor. If you are required to work on a paid scheduled holiday, you will receive your regular pay and be permitted to take those hours off within the following two pay periods to make up for the time worked on the holiday. Employees who are on unpaid leave at the time of the holiday will not receive holiday pay.

### Winter Leave

All regular full- and part-time teaching and non-teaching school staff are eligible for Winter Leave. Temporary employees are not eligible for Winter Leave pay. Winter Leave will be announced at the beginning of each school year. Generally, the EBCC Charter School will not be in session for approximately two weeks during the time frame of December 25<sup>th</sup> and New Year's Day. Employees will be eligible for their regular rate of pay for each of the days they would have normally worked during the Winter Leave. Part-time employees will be paid proportionately to the number of hours or days they normally work. December 25<sup>th</sup> and New Year's Day (January 1) will be paid as outlined in the holiday policy. Winter Leave may only be used during the dates outlined above. It cannot be carried over from year to year nor can it be converted to cash. Employees on leave without pay status on the working day immediately preceding and immediately following the Winter Leave



will not receive the leave pay.

### **Spring Leave**

All regular full- and part-time employees are eligible for Spring Leave. Temporary employees are not eligible for Spring Leave pay. Spring Leave will be announced at the beginning of each school year. Generally, the EBCC Charter School will be closed either the week before or the week after the Easter holiday. Employees will be eligible for their regular rate of pay for each of the days they would have normally worked during the Spring Leave. Part-time employees will be paid proportionately to the number of hours or days they normally work. Spring Leave may only be used during the dates outlined above. It cannot be carried over from year to year nor can it be converted to cash. Employees on leave without pay status on the working day immediately preceding and immediately following the Spring Leave will not receive the leave pay.

### **Summer Leave (Teaching Staff)**

All regular full- and part-time teaching staff are eligible for Summer Leave. Temporary employees are not eligible for Summer Leave pay. Summer Leave will be announced at the beginning of each school year. Generally, the teaching staff will begin Summer Leave one week after school ends and will return three weeks prior to school starting. Employees will be eligible for their regular rate of pay for each of the days they would have normally worked during the Summer Leave. Part-time employees will be paid proportionately to the number of hours or days they normally work. Summer Leave may only be used during the dates outlined above. It cannot be carried over from year to year nor can it be converted to cash. Employees on leave without pay status on the working day immediately preceding and immediately following the Summer Leave will not receive the leave pay.

### **Summer Leave (Non-Teaching School Staff)**

All regular full- and part-time non-teaching employees are eligible for Summer Leave. Temporary employees are not eligible for Summer Leave pay. Summer Leave will be announced at the beginning of each school year. Generally, Summer Leave will begin one week after school ends and will end 2 weeks prior to school starting. Non-teaching staff will be eligible for one week of Summer Leave during that time frame and will be required to work the remainder of time in which the school is closed. Summer Leave schedules must be coordinated and cleared with the Head of School. Non-teaching staff will be eligible for their regular rate of pay for each of the days they would have normally worked during the one-week of Summer Leave. Part-time employees will be paid proportionately to the number of hours or days they normally work. Summer Leave may only be used during the dates outlined above. It cannot be carried over from year to year nor can it be converted to cash. Employees on leave without pay status on the working day immediately preceding and immediately following the Summer Leave will not receive the leave pay.

## **Insurance Benefits**

**Medical Benefits** The EBCC offers a comprehensive medical insurance plan for eligible employees. Eligible employees will also be provided, at no cost to the employee, with disability and life insurance coverage even if the employee chooses to waive coverage for the medical plan.

Regular full- and part-time employees, who work at least 30 hours per week are eligible for medical insurance on the first day of the month following completion of 30 days of service. Temporary employees are not eligible for medical benefits.

Currently, the employee pays the first \$75 per month of the premium for employee medical benefits. The EBCC pays the remainder of the premium for eligible employees up to the designated benchmark. Eligible employees will be responsible for a portion of the monthly premium costs for their dependent's coverage and any amount above the designated benchmark.

For employees, who are currently on the EBCC benefit plan, and whose hours are reduced below the 30 hour minimum for benefits, the EBCC will pay the full premium (less the \$75 employee contribution) amount for the entire month in which the employees' hours were reduced. Employees may elect to continue coverage at their own expense and according to COBRA regulations once EBCC discontinues its contributions.

In the event of an increase in medical insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about medical insurance coverage are available in a separate publication from Human Resources.

**Section 125 Premium Only Plan** The EBCC provides, at no cost to employees a Premium Only Plan (POP) which allows employees to pay for monthly health premiums with pre-tax dollars. This means your health premiums are subtracted from your gross pay before federal, state and social security (FICA) taxes are applied.

**Section 132 Commuter Choice Tax Benefit** Employees are able to deduct pre-tax up to \$105 per month (\$1,260 per year) to use towards alternative forms of commute, including BART, buses, and van pools.

**Disability Insurance** Each employee contributes to the State of California to provide disability insurance mandated by the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at the EBCC or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Human Resources department.

**Workers' Compensation** You are protected by the EBCC's workers' compensation insurance policy while employed by the EBCC, at no cost to you. The policy covers you in case of occupational injury or illness. Specific rules and regulations governing workers' compensation insurance are available from the Human Resources department.

**Retirement Plan** The EBCC provides a 403(b) plan for eligible employees in order to assist in planning for their retirement. All employees age 18 or over are eligible upon hire to begin contributing their own money on a pre-tax basis.

For information regarding eligibility, contributions, benefits and tax status, contact the Human Resources department.

## **Leaves of Absence**

### **Personal Leave of Absence**

The EBCC may grant leaves of absence to employees in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or Human Resources during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or the Human Resources office, the EBCC will assume that you do not plan to return and that you have terminated your employment.

Upon returning from a leave of absence, you will be offered the same position you held at the time your leave began, if available. If your former position is not available, a comparable position will be offered if legally mandated. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. The EBCC makes no guarantees of reinstatement, and your return will depend on your qualifications for existing openings.

Any leave taken under this provision qualifying as leave under the state and/or federal family/medical leave acts will be counted as family/medical leave and charged to your entitlement of 12 workweeks of family/medical leave in a 12-month period. California workers' compensation laws govern work-related injuries and illnesses leaves. California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions.

## **Family Medical Leave Act (FMLA)/California Family Rights Act (CFRA)**

### **Eligibility for FMLA/CFRA Leave**

Employees who have more than 12 months of service, who have worked at least 1,250 hours during the previous 12-month period before the date the leave is to begin, and who are employed at a work site where the EBCC maintains on the payroll (as of the date of the leave request) at least 50 part- or full-time employees within 75 miles (measured in road miles) of the work site where the employee requesting the leave works, are eligible under federal (FMLA) and state (CFRA) family leave laws to take up to a maximum of 12 workweeks of unpaid family/medical leave within a 12-month period. Family/medical leave time is permitted for the birth of the employee's child, or placement of a child with the employee for adoption or foster care, to care for the employee's spouse, child or parent who has a serious health condition, or for a serious health condition that makes the employee unable to perform his or her job.

### **Requests for FMLA/CFRA Leave**

Please contact Human Resources as soon as you realize the need for family/medical leave.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the EBCC at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the EBCC. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the employee's child, parent or spouse.

If the employee cannot provide 30 days' notice, the EBCC must be informed as soon as practical.

If the FMLA/CFRA request is made because of the employee's own serious health condition, the EBCC may require, at its expense, a second opinion from a health care provider that the EBCC chooses. The health care provider designated to provide a second opinion will not be one who is employed on a regular basis by the EBCC.

If the second opinion differs from the first opinion, the EBCC may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the EBCC and the employee.

When both parents are employed by the EBCC and request simultaneous leave for the birth, adoption or foster care of a child, the EBCC will not grant more than 12 workweeks total of family/medical leave for each employee.

Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12-workweek entitlement in a 12-month period. The 12-month period is measured forward from the date any employee's first family/medical leave begins. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Employees may take FMLA/CFRA leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the employee's child, parent or spouse, or of the employee, and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is 1 hour.

### **Certification by Health Care Providers**

The EBCC requires employees to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. The EBCC may require recertification from the health care provider if additional leave is required.

- If the leave is needed to care for a sick child, spouse or parent, the employee must provide a certification from the health care provider stating:
  - Date of commencement of the serious health condition;

- Probable duration of the condition;
  - Estimated amount of time for care by the health care provider; and
  - Confirmation that the serious health condition warrants the participation of the employee.
- If an employee cites his or her own serious health condition as a reason for a leave, the employee must provide a certification from the health care provider stating:
    - Date of commencement of the serious health condition;
    - Probable duration of the condition; and
    - Inability of the employee to work at all or to perform any one or more of the essential functions of his or her position because of the serious health condition.

The EBCC will require certification by the employee's health care provider that the employee is fit to return to his or her job.

Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

### **Coordination with Health Insurance**

An employee taking family/medical leave will be allowed to continue participating in any health and welfare benefit plans in which he or she was enrolled before the first day of the leave at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The EBCC will continue to make the same premium contribution as if the employee had continued working. The employee will also have to continue paying his or her share of the benefits premiums. Failure to do so will result in cancellation of coverage. The continued participation in health benefits begins on the date leave first begins under FMLA/CFRA. In some instances, the EBCC may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave.

Employees on family/medical leave who are not eligible for continued paid coverage may continue their group health insurance coverage through the EBCC in conjunction with federal COBRA guidelines by making monthly payments to the EBCC for the amount of the applicable premium. Employees should contact Human Resources for further information.

### **Use of Accrued Paid Leave Time for Family/Medical Leave**

Paid leave may be substituted for unpaid leave in the following circumstances:

- Vacation may be used for any family/medical leave qualifying event;
- Accrued sick leave may be used only for the employee's own serious health condition except as allowed in the Sick Leave Policy.

### **Return from Family/Medical Leave**

Under most circumstances, upon return from family/medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if an employee on family/medical leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of family/medical leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

### **California Paid Family Leave Insurance**

As of July 1, 2004 most California employees are eligible for up to six weeks of partial pay, per twelve month period, while taking time from work to care for a new child or sick family member. The payments are distributed by the EDD, a state agency, not by the EBCC. California's Paid Family Leave program does not create a right to take a leave of absence if one does not exist under the law.

Employees may take this leave in order to:

- Care for a child, husband, wife, domestic partner, or parent because of a serious health problem; or

- Bond with a new baby, adopted or foster child (this is for both mothers and fathers).

For additional information, please call 1-877-238-4373 or go to [www.edd.ca.gov](http://www.edd.ca.gov).

## **Family Leave and Pregnancy**

Time off from work because of the employee's disability due to pregnancy, childbirth or related medical condition is not counted as time used for CFRA leave, but is counted as time used for FMLA leave. Pregnant employees may have the right to take a pregnancy disability leave in addition to family or medical leave. Such employees should contact Human Resources regarding their individual situation. Any leave taken for the birth, adoption or foster care placement of a child does not have to be taken in one continuous period of time. CFRA leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the EBCC will grant a request for a CFRA leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

## **Pregnancy Disability Leave**

### **Requests for Pregnancy Disability Leave**

Any female employee planning to take pregnancy disability leave should advise the Human Resources department as early as possible. The individual should make an appointment with Human Resources to discuss the following conditions:

- Employees who need to take pregnancy disability leave must inform the EBCC when a leave is expected to begin and how long it will likely last. If the need for a pregnancy disability leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. If 30 days' advance notice is not possible, notice must be given as soon as practical. Employees must consult with their supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the EBCC. Any such scheduling is subject to the approval of the employee's health care provider.
- Upon the request of an employee and recommendation of the employee's physician, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and her child. Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached.
- Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons.
- Pregnancy disability leave usually begins when ordered by the employee's physician. The employee must provide the EBCC with a certification from a health care provider. The certification indicating disability should contain:
  - The date on which the employee became disabled due to pregnancy, childbirth, or related medical conditions;
  - The probable duration of the period or periods of disability; and
  - A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.
- Returns from pregnancy disability leave will be allowed only when the employee's physician sends a release.
- An employee will be allowed to use accrued sick time and/or accrued vacation time during a pregnancy disability leave.
- The duration of this leave is based on the employee's health care provider's determination and certification of the period(s) during which the employee is actually disabled due to pregnancy, childbirth or a related condition, up to a maximum of four months. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of 1 hour.

### **Return from Pregnancy Disability Leave**

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed. (For example, if an employee on pregnancy disability leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.)

Return to the employee's previously held job or in some circumstances to a comparable position shall be guaranteed for four months provided that the employee complies with the terms of the leave.

### **Coordination with Family Leave**

If you take pregnancy disability leave and are eligible under the federal or state family and medical leave laws, the EBCC will maintain group health insurance as outlined in the section "Coordination with Health Insurance". Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not with family and medical leave under California Law. If you are ineligible under the federal and state family and medical leave laws, while on pregnancy disability you will receive continued paid coverage on the same basis as other medical leaves that the EBCC may provide and for which you are eligible. In some instances, the EBCC may recover premiums it paid to maintain health coverage for you if you fail to return to work following pregnancy disability leave.

If you are on pregnancy disability leave and are not eligible for continued paid coverage, you may continue your group health insurance coverage through the EBCC in conjunction with federal COBRA guidelines by making monthly payments to the EBCC for the amount of the relevant premium. Contact Human Resources for further information.

### **Sick Leave**

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. The EBCC will not tolerate abuse or misuse of your sick leave privilege and the EBCC may withhold sick pay if it suspects that sick leave has been misused.

The EBCC offers paid sick leave to regular full- and part-time employees who work a minimum of 30 hours per week. Full-time employees accrue four hours of paid sick time per pay period, or one day per month. Part-time employees (who work a minimum of 30 hours per week) accrue sick leave proportionately to the number of hours worked. Temporary employees do not accrue paid sick leave.

Earned sick time accrues to a maximum of 280 hours. No additional sick time will be earned beyond this until accrued sick time is used. The EBCC does not pay employees in lieu of unused sick leave.

EBCC may require a note from your doctor for illnesses longer than five business days before paying for sick time taken.

Employees may use up to one-half of their yearly sick leave accrual to attend to a child, parent, spouse, domestic partner, or domestic partner's child who is ill. Leave for this purpose may not be taken until it has actually accrued.

For purposes of sick leave use, a "child" is defined as a biological, foster or adopted child, stepchild, or a legal ward. A "child" also may be someone for whom you have accepted the duties and responsibilities of raising, even if he or she is not your legal child.

A "parent" is your biological, foster or adoptive parent, stepparent or legal guardian.

A "spouse" is your legal spouse according to the laws of California, which do not recognize "common law" spouses (a union that has not been certified by a civil or religious ceremony). All conditions and restrictions placed on an employee's use of sick leave apply also to sick leave used for care of a child, parent or spouse.

A "domestic partner" is another adult with whom you have chosen to share your life in an intimate and committed relationship of mutual caring.

A "domestic partner's child" is the biological, foster or adopted child, stepchild, or legal ward of your domestic partner. A "domestic partner's child" also may be someone for whom your domestic partner has accepted the duties and responsibilities of raising, even if he or she is not your domestic partner's legal child.

### **Bereavement Leave**

The EBCC grants leaves of absence to employees in the event of the death of the employee's current spouse or domestic partner, child, parent, legal guardian, brother, sister, grandparent, grandchild or mother-, father-, sister-, brother-, son- or daughter-in-law. An employee with such a death in the family may take up to five consecutive scheduled work days off paid with the approval of the employee's supervisor. In addition, with the supervisor's approval, the employee may use up to five days of accrued sick time or any available vacation accrual for bereavement leave. The employee's supervisor may approve additional unpaid time off.

### **Military Leave**

Employees who wish to serve in the military and take military leave should contact Human Resources for information about their rights before and after such leave. The EBCC complies with applicable state and federal laws relating to military leave and job reinstatement.

### **Jury Duty and Witness Leave**

The EBCC encourages employees to serve on jury duty or as a witness when called. Any regular full-time or part-time employee summoned to serve on jury duty or as a witness will continue to receive their regular rate of pay or salary while serving on a jury for up to five business days. Part-time employees will be paid in proportion to the number of hours or days they normally work. Temporary employees are not eligible for pay while serving on jury duty or as a witness. You should notify your supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. You will be required to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule. You may retain any mileage allowance or other fee paid by the court for jury services.

### **Time Off for Voting**

The EBCC encourages all employees to fulfill their civic responsibilities by voting. All employees will be allowed a reasonable amount of time off to vote in elections either at the beginning or at the end of the workday, provided the polls are not open sufficient time outside working hours.

Time off for voting must be requested at least two working days in advance and must be approved by your supervisor. A maximum of two hours of time off to vote will be paid, and proof of voting may be required.

### **School Activities**

Employees are encouraged to participate in the school activities of their child(ren). Any absence for this purpose is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades 1 to 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If both parents are employed by the EBCC, the first employee to request such leave will receive the time off.

The other parent will receive the time off only if the leave is approved by his or her supervisor;

- Employees must use vacation leave in order to receive compensation for this time off unless the employee is exempt and the time off is less than a full day;
- Employees who do not have paid time off available will take the time off without pay; and
- Employees must provide their supervisor with documentation from the school verifying that the employee participated in a school activity on the day of the absence for that purpose.

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work.

### **External Employee Education**

Some employees may need to attend training programs, seminars, conferences, lectures, meetings or other outside activities for the benefit of the EBCC or the individual employee. Attendance at such activities, whether required by the EBCC or requested by individual employees, requires the written approval of the employee's supervisor. To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses and the nature, purpose and justification for attendance. Attendance at any such event is subject to the following policies on reimbursement and compensation:

- For attendance at events required or authorized by the EBCC, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation and parking. Reimbursement policies regarding these expenses should be discussed with your supervisor in advance.
- Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While the EBCC generally encourages all employees to improve their knowledge, job skills and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

### **Recreational Activities and Programs**

The EBCC or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social or athletic activity that is not part of the employee's work-related duties.

### **Workers' Compensation**

The EBCC, in accordance with state law, provides insurance coverage for employees in case of work-related injuries. Employees who become injured or ill resulting from their work at EBCC must:

- Immediately report any work-related injury or illness to your supervisor;
- Seek medical treatment at the agency's chosen health care provider and follow-up care if required;
- Complete a written Claim Form and return it to your supervisor; and
- Ensure that the EBCC receives certification from the health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid



undermining the EBCC's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, the EBCC's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

The law requires this agency to notify the workers' compensation insurance company of any concerns of false or fraudulent claims.

# Employee Handbook

## Confirmation of Receipt

I have received my copy of the EBCC's employee handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook.

I understand that except for employment at-will status, any and all policies and practices can be changed at any time, with or without prior notice, by the EBCC. The EBCC reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that, other than the Executive Director, no manager, supervisor, or representative of the EBCC has the authority to enter into any agreement, expressed or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Executive Director has the authority to make any such agreement and then only signed and in writing.

I understand and agree that nothing in the employee handbook creates or is intended to create a promise or representation of continued employment and that employment at the EBCC is at-will; employment may be terminated at anytime by either party per the terms in this handbook or the terms in specific employment contracts.

My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the EBCC and me concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreement, understandings, and representations concerning my employment with the EBCC.

\_\_\_\_\_  
Employee's Name (Please Print)

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**Appendix C:**  
**Examples of Assessments and Parent Communications**  
**about Student Progress**

# EBCC K-5 Student Assessment & Accountability Matrix



### Academic Literacy

Academic Literacy is defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision. All EBCC students will demonstrate academic literacy through the mastery of content (what students will know) and performance (what students will be able to do) standards in all core academic areas: English-Language Arts, Mathematics, Social Studies, and Science as defined by the following student outcomes and their associated assessments and accountability measures:

Student Outcome	School-Wide Assessments & Accountability Measures	External Assessments & Accountability Measures
<p>Language Arts – Reading Fluency and Comprehension</p> <p>Students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.</p>	<ul style="list-style-type: none"> <li>• Pre-Independent - Beginning Readers will be assessed using the following Wright Group On the Mark Assessments: Phonological Awareness Assessment (p.15-16); Phonological Awareness Assessment (Phonemic Identification) (p. 17-18); Concepts of Print Checklist (P.30-31); Letter Recognition and Formation Assessment A (P.40 AND P.42) ; Letter Recognition and Formation Assessment C (P.40 AND P. 43)</li> <li>• (Levels A – J) Reading fluency and comprehension using a narrative text is measured, recorded, and reported three times per year (August/September, December/January, and March/April) using the Wright Group Reading Assessment.</li> <li>• (Levels A – J) Reading fluency and comprehension using an expository text is measured and recorded three times per year (September/October, January/February, and April/May using the Wright Group Reading Assessment.</li> <li>• (Levels J – Z) Reading fluency and comprehension using a narrative text is measured, recorded, and reported two times per year (August/September and April/May) using the Wright Group Reading Assessment or QRI-3.</li> <li>• (Levels J – Z) Reading fluency and comprehension using a narrative text is measured, recorded, and reported four times per year (October, December, February, April) using the New Village Reading Assessments.</li> <li>• (Levels J – Z) Reading fluency and comprehension using an expository text is measured, recorded, and reported two times per year (August/September and April/May) using the Wright Group Reading Assessment or QRI-3.</li> <li>• (Levels J – Z) Reading fluency and comprehension using an expository text is measured, recorded, and reported four times per year (October, December, February, April) using the New Village Reading Assessments.               <ul style="list-style-type: none"> <li>○ Based on the data from these narrative and expository assessments, students are assigned both an independent and instructional reading level.</li> <li>○ These reading levels are used in the classroom to guide homogeneous grouping of students for differentiated instruction, instruction pertaining to the development of reading skills, and material usage for instruction (using leveled materials that pertain to the students' instructional level).</li> <li>○ These reading levels are also tracked by the school to evaluate the reading components (guided reading and reader's workshop)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• California Standards Test (CST) – English Language Arts – Reading – Reading Comprehension Subtest</li> <li>• California Standards Test (CST) – English Language Arts – Reading – Literary Response and Analysis Subtest</li> </ul>

	<p>components of our balanced literacy program, student growth (per individual, grade level cohort, and overall student population) in reading per trimester, academic year, and academic career at the school, and to identify students in need of academic intervention, acceleration, and advanced placement programming through tutoring and other extended day enrichment programming.</p> <ul style="list-style-type: none"><li>• Student reading portfolios are kept throughout the year to demonstrate competency in mastering key grade level reading standards. Reading portfolios include student reading assessments and selected student work (e.g. reading logs, reader response journal, response to literature exercises, quizzes, tests, etc.) that is completed by the student throughout the academic year.</li><li>• Reading knowledge and skill as defined by the California State English Language Arts Standards for each grade level are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li></ul>	
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Student Outcome	School-Wide Assessments & Accountability Measures	External Assessments & Accountability Measures
<p>Language Arts – Reading Fluency and Vocabulary Development</p> <p>Students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.</p>	<ul style="list-style-type: none"> <li>• Students' developmental orthographic levels are assessed, recorded, and reported three times per year using one or more of the following assessments: Qualitative Spelling Checklist (K-8), Emergent Class Inventory (K), Kindergarten Spelling Inventory(K), Primary Spelling Inventory(K-3), Elementary Spelling Inventory (K-6), Intermediate Spelling Inventory (3-8), Upper Level Spelling Inventory (5-12), McGuffey Spelling Inventory (1-8). <ul style="list-style-type: none"> <li>○ Based on the data from these spelling assessments, students are grouped into different developmental levels (emergent, letter-name, within-word pattern, syllable and affix, and derivational relationship spellers).</li> <li>○ These developmental spelling levels are used in the classroom to guide homogeneous groupings of students for differentiated instruction, word study instruction and vocabulary development pertaining to the student's developmental spelling level, and material usage for instruction.</li> <li>○ These spelling levels are also tracked by the school to evaluate the overall effectiveness of the "working with words" segment of our balanced literacy program, student growth (per individual, cohort, and overall student population) in spelling per trimester, academic year and career at the school, and to identify students in need of academic intervention, acceleration, and advanced placement programming through tutoring and other extended day enrichment programming.</li> </ul> </li> <li>• Student reading portfolios are kept throughout the year to demonstrate competency in mastering key grade level reading standards. Reading portfolios include student spelling and vocabulary assessments and selected student work (e.g., word-based exercises, vocabulary building projects, student writing, quizzes, tests, etc.) that is completed by the student throughout the academic year.</li> <li>• Reading knowledge and skill as defined by the California State English Language Arts Standards for each grade level are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• California Standards Test (CST) – English Language Arts – Reading – Word Analysis and Vocabulary Development Subtest</li> </ul>

Student Outcome	School-Wide Assessments & Accountability Measures	External Assessments & Accountability Measures
<p>Language Arts – Writing, Speaking, Listening</p> <p>Students will understand and demonstrate the ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.</p>	<ul style="list-style-type: none"> <li>• Student writing portfolios are kept throughout the year to demonstrate competency in mastering key grade level writing standards. Writing portfolios include three student writing pieces per writing genre – a guided practice piece, writer’s workshop piece, and on-demand writing prompt piece.</li> <li>• On-demand writing pieces are scored, recorded, and reported according to the EBCC writing scope and sequence for each genre using writing rubrics that examine six traits of the student writing (ideas/content, organization, voice, word choice, sentence fluency, and conventions). <ul style="list-style-type: none"> <li>○ Based on the data from these writing assessments, students writing goals are constructed and used to guide classroom-based instruction and differentiation in writing.</li> <li>○ These writing assessments are also tracked by the school to evaluate the overall effectiveness of the writing segment of our balanced literacy program, student growth (per individual, cohort, and overall student population) in writing per trimester, academic year and career at the school, and to identify students in need of academic intervention, acceleration, and advanced placement programming through tutoring and other extended day enrichment programming.</li> </ul> </li> <li>• Writing knowledge and skills as defined by the California State English Language Arts Standards for each grade level are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• California Standards Test (CST) – English Language Arts – Writing – Writing Conventions Subtest</li> <li>• California Standards Test (CST) – English Language Arts – Writing – Writing Strategies Subtest</li> <li>• California Standards Test (CST) – English Language Arts – Writing – Writing Applications Subtest (grades 4)</li> </ul>



Student Outcome	School-Wide Assessments & Accountability Measures	External Assessments & Accountability Measures
<p>Mathematics</p> <p>Students will understand and demonstrate problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.</p>	<ul style="list-style-type: none"> <li>• Student mathematics portfolios are kept throughout the year to demonstrate competency in mastering key grade level mathematics standards. Mathematics portfolios include selected classroom-based student work assignments, projects, quizzes, tests pertaining to each key mathematics standards covered throughout the year according to the EBCC Mathematics Scope and Sequence as well as Tri-Annual Key Standards Mathematics Assessments.</li> <li>• Tri-Annual Key Standards Mathematics Assessments are scored, recorded, and reported three times per year. <ul style="list-style-type: none"> <li>○ Based on the data from these mathematics assessments, students mathematics goals are constructed and used to guide classroom-based instruction and differentiation in math.</li> <li>○ These mathematics assessments are also tracked by the school to track and evaluate the overall effectiveness of the mathematics program, student growth (per individual, cohort, and overall student population) in math per trimester, academic year and career at the school, and to identify students in need of academic intervention, acceleration, and advanced placement programming through tutoring and other extended day enrichment programming.</li> </ul> </li> <li>• Mathematics knowledge and skills as defined by the California State English Mathematics Standards for each grade level are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• California Standards Test (CST) - Mathematics</li> </ul>

Student Outcome	School-Wide Assessments & Accountability Measures	External Assessments & Accountability Measures
<p>Science</p> <p>Students will understand and demonstrate the processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), and real-world applications of scientific concepts, thinking skills, technologies, and processes.</p>	<ul style="list-style-type: none"> <li>• Student science portfolios are kept throughout the year to demonstrate competency in mastering key grade level science and social studies standards. Science portfolios include selected classroom-based student work assignments, experiments, reflections, and projects pertaining to each key science and social studies standard covered throughout the year according to the EBCC Science and Social Studies Scope and Sequence.</li> <li>• The school will hold a bi-annual "Showcase of Learning" that will provide students the opportunity to publicly demonstrate their understanding of key science, social studies, and artistic understanding goals through authentic, performance based projects.</li> <li>• Key Science and Social Studies knowledge and skills as defined by the California State Science and Social Studies Standards for each grade level are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> </ul>	<p>California Standards Test (CST) – Science (Grade 5)</p>
<p>Social Studies</p> <p>Students will understand and demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives and apply historical concepts, thinking skills, and processes to real-world situations.</p>	<ul style="list-style-type: none"> <li>• Student Social Studies portfolios are kept throughout the year to demonstrate competency in mastering key grade level science and social studies standards. Social Studies portfolios include selected classroom-based student work assignments, experiments, reflections, and projects pertaining to each key science and social studies standard covered throughout the year according to the EBCC Science and Social Studies Scope and Sequence.</li> <li>• The school will hold a bi-annual "Showcase of Learning" that will provide students the opportunity to publicly demonstrate their understanding of key science, social studies, and artistic understanding goals through authentic, performance based projects.</li> <li>• Key Science and Social Studies knowledge and skills as defined by the California State Science and Social Studies Standards for each grade level are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> </ul>	

Artistic Literacy

Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology. Students will demonstrate artistic literacy through mastery of a range of outcomes that include the skillful understanding and use of technology as well as mastery of visual and performing arts standards as defined by the following student outcomes and associated assessments and accountability measures:

Student Outcome	Internal Assessment & Accountability Measures	External Assessment & Accountability Measures
<p>Visual Arts Students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.</p>	<ul style="list-style-type: none"> <li>• Student Visual Arts Portfolios are kept throughout the year to demonstrate competency in mastering key grade level visual arts standards as informed and defined by the California Standards and Harvard Project Zero Studio Habits.</li> <li>• Key visual arts standards and studio habits are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> <li>• The school will hold a bi-annual "Showcase of Learning" that will provide students the opportunity to publicly demonstrate their understanding of key science, social studies, and artistic understanding goals through authentic, performance based projects.</li> </ul>	
<p>Performing Arts Students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.</p>	<ul style="list-style-type: none"> <li>• Student Performing Arts Portfolios are kept throughout the year to demonstrate competency in mastering key grade level theater and music standards as informed and defined by the California Standards and Harvard Project Zero Studio Habits.</li> <li>• Key performing arts standards and studio habits are assessed, recorded, and reported three times per year (December, March, June) using the EBCC Standards-Based Developmental Report Card Rubric.</li> <li>• The school will hold a bi-annual "Showcase of Learning" that will provide students the opportunity to publicly demonstrate their understanding of key science, social studies, and artistic understanding goals through authentic, performance based projects.</li> </ul>	
<p>Technology Students will understand and demonstrate an appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.</p>	<ul style="list-style-type: none"> <li>• The school will hold a bi-annual "Showcase of Learning" that will provide students the opportunity to publicly demonstrate their understanding of key science, social studies, and artistic understanding goals through authentic, performance based projects that integrate and include the use of technology.</li> </ul>	

**Civic Literacy**

Civic literacy is defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good. Students will demonstrate mastery of the following three civic literacy outcomes:

Student Outcome	Internal Assessment & Accountability Measures	External Assessment & Accountability Measures
<p>Physical Education, Health, Wellness Students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.</p> <p>Civic Engagement, Service Learning, Citizenship Students will understand and demonstrate an appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.</p> <p>Diversity, Respect, Community Participation, Career/Life Development Students will understand and demonstrate an appreciation of the diversity of "ways of being" in the world as well as skills for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.</p>	<ul style="list-style-type: none"> <li>• Civic Literacy attitudes, behaviors, and skills will be assessed, recorded, and reported three times per year (December, March, June) using the EBCC Civic Literacy Assessment Tool and Standards-Based Developmental Report Card Rubric.</li> <li>• The school will hold a bi-annual "Showcase of Learning" that will provide students the opportunity to publicly demonstrate their understanding of key science, social studies, and artistic understanding goals through authentic, performance based projects that often integrate and include elements of civic literacy practices.</li> <li>• Student behavior data pertaining to attendance, respect and decorum, emotional and physical respect will be tracked and analyzed on a tri-annual basis to evaluate the overall effectiveness of our civic education program, student growth (per individual, cohort, and overall student population) per trimester, academic year and career at the school, and to identify students in need of academic intervention through the Student Success Team process, counseling, and/or extended day enrichment programming.</li> </ul>	<ul style="list-style-type: none"> <li>• State physical fitness examination (grade 5)</li> </ul>

**SECTION 1: MULTIPLE-CHOICE**

Directions: Read the passage then answer the questions that follow.

### Something New

1 “I’m bored,” Kevin complained. He had been working on a puzzle for the past thirty minutes. Now the last piece was in place and he looked around his room for something else to do. Kevin walked to his closet and opened the door. Out fell a baseball bat and a pile of clothes. He kicked the clothes to one side and looked through a stack of board games. “I can’t play any of these games by myself,” he thought. Kevin looked around the room and sighed. “I’m so bored,” he said to his pet hamster. The hamster completely ignored Kevin and just kept running on its wheel.

2 Kevin trudged into the living room. He stood staring dejectedly at the television. He glanced toward the kitchen. From the kitchen he could hear the sound of his mother humming as she worked. Kevin took one small step toward the television, and instantly his mother’s voice called from the kitchen, “No television until seven o’clock, Kevin!”

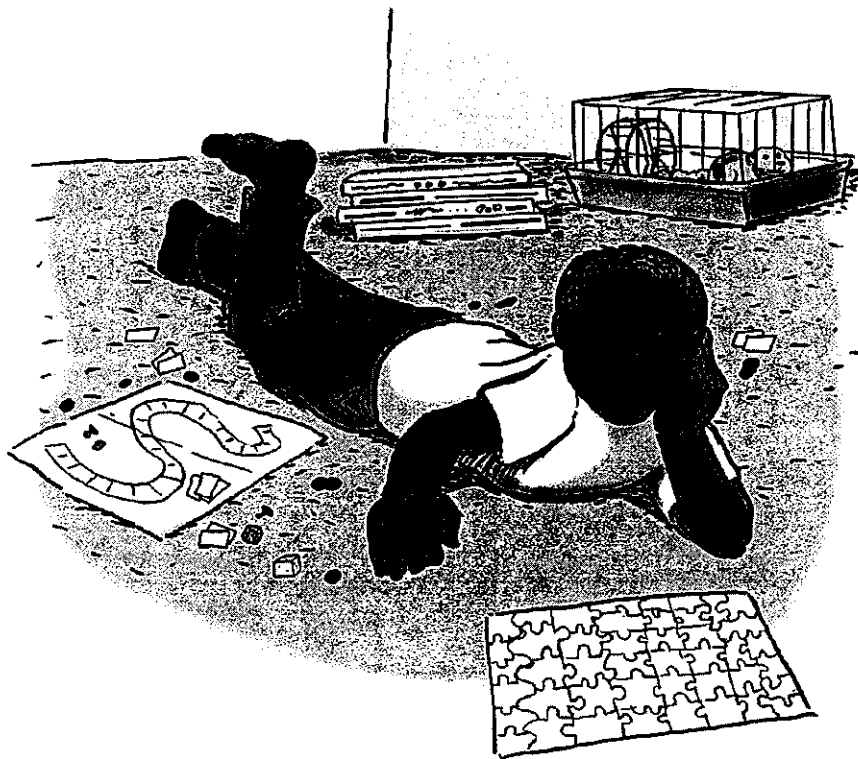
3 “There’s too much time until seven o’clock, Mom!” Kevin slumped into the kitchen and watched as his mother chopped vegetables.

4 “I’m so, so bored,” he complained.

5 “You’re bored, are you?” his mother said. “Follow me. I’m going to show you something wonderful.” Kevin followed his mother into her bedroom. He watched as she looked through her bookshelf. Now he was curious! She hummed to herself as she searched. Then she pulled out a stack of books. She looked at the covers then held them close to her chest for a moment before she handed them to Kevin. Kevin noticed that they looked as though they had been read again and again.

6 “You like stories about explorers discovering new places, right?” she asked. Kevin nodded enthusiastically. His mother held up the stack of books for Kevin to see. “In these books you can read about some of the most important explorers in history. I’ve had these since I was your age. My father gave them to me, and now I’m giving them to you.” Kevin’s eyes widened with wonder and excitement as his mother handed the stack of worn, old books to him. “I’ll come and get you when lunch is ready,” she said.

7 Kevin took the books into his room and cracked open the first one. He had been reading for what seemed like a very short time when he looked up to see his mother standing in the doorway. “Didn’t you hear me calling you?” she said with a grin. “Lunch is ready.” Kevin couldn’t wait to finish eating so he could get back to reading the books his mother had given him. He enjoyed them so much, he wished he were two people so he could have more time to read!



1 This passage is most like

- A a poem
- B a fable
- C a short story
- D a play

### RL 3.1 Literary Forms

2 What is Kevin's main problem in the story?

- A He can't find his book.
- B He's bored.
- C He wants his mother's attention.
- D He can't find a piece of his puzzle.

### RL 3.2 Main problem

3 Read these sentences from the passages.

He glanced toward the kitchen. From the kitchen he could hear the sound of his mother humming as she worked.

Which of these is a synonym for the word glanced?

- A sang
- B walked
- C looked
- D overheard

### RW 1.3 Synonyms/Antonyms

4 Which best describes the change in Kevin's attitude from the beginning of the story to the end of the story?

- A bored to irritated
- B entertained to excited
- C bored to pleased
- D sad to excited

### RL 3.3 Character Analysis(literal)

**5** In paragraph 5, why does Kevin's mother hold the books close to her chest?

- A She hoped that Kevin would be careful with the books.
- B The books were very special to her.
- C She didn't really want to give the books to Kevin.
- D She was remembering her great grandfather.

**RL 3.3 Character Analysis (inferential)**  
Question: V. Flynn

Numbers 6-8 are not based on a passage.

**6** Diego felt annoyed when the children kept pestering him to join the volleyball team.

The root word of pestering is pester.

What is an antonym to the word pester?

- A remind
- B bother
- C delight
- D tease

**RW 1.3 Synonyms**

**7** Which of these is a *synonym* for the word conserve?

- A protect
- B spend
- C buy
- D help

**RW 1.3 Synonyms**

**8** Read this sentence.

The children in Ms. Wilkin's class are so enthusiastic about writing that they don't even want to go out to recess.

In this sentence, what does the word enthusiastic mean?

- A uninterested
- B annoyed
- C excited
- D focused

**Understand words in context.**  
**Prerequisite to RW 1.5 Using synonyms, antonyms and homographs.**



## Make Your Own Mini-Pizzas!

“Let’s get a pizza with sausage and onions!”

“Yuck! I don’t like onions. I want green peppers instead.”

“Green peppers? No way! Mushrooms go best with sausage. Everybody knows that.”

“Do we have to get sausage? Pepperoni is my favorite.”

Does this sound familiar? Ordering a pizza for a whole family can be a hard thing to do. Everyone has his or her own favorite toppings. But with this quick and easy recipe for making mini-pizzas at home, your pizza problems are solved. The whole family can join in the fun of making mini-pizzas with their favorite toppings. So what are you waiting for? Spice up your day with a mini-pizza party!

### Ingredients

1 can of biscuit dough

16-ounce jar of pizza sauce

1 pound of shredded mozzarella cheese

Everyone’s favorite toppings (see Topping Suggestions below)

### Directions

1. Preheat oven to 375 degrees.
2. Coat a nonstick cookie sheet with cooking spray. Place biscuit dough rounds on the cookie sheet about four inches apart.
3. Press biscuit dough flat with your fingers to form mini-pizza crust (about four inches wide). The crust should be a little thicker around the edge than in the middle. The thick edge will help to keep the toppings in place.
4. Use a spoon to spread one or two tablespoons of pizza sauce on each crust. Once the crust is coated with sauce, pile cheese on top. Then decorate with everyone’s favorite pizza toppings.
5. Bake for 7 to 10 minutes, or until cheese is bubbly and crust is golden brown. The baking time might be longer or shorter for some ovens. It is always best to keep an eye on the pizzas to avoid burning them.

**Topping Suggestions**

Here are some toppings that are tasty and healthy, too.

Shredded chicken

Ground turkey

Lean ham

Onions

Broccoli

Tomatoes

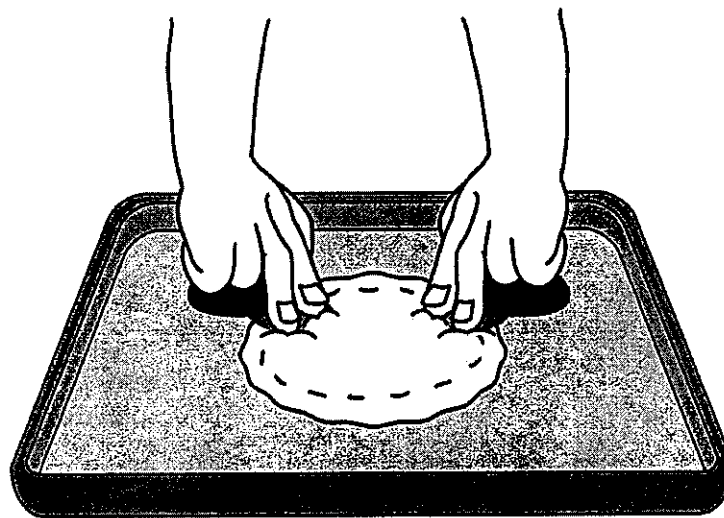
Green peppers

Olives

Spinach

Mushrooms

Pineapple



**9** "Make Your Own Mini-Pizza" is mostly about

- A Eating healthy food.
- B Making mini-pizzas.**
- C Resolving family disagreements
- D Throwing a pizza party.

RC 2.3 Main Idea

**10** Read this sentence from the passage:

Coat a nonstick cookie sheet with cooking spray.

In which sentence is the word coat used in the same way that it is used above?

- A My mother's wool coat is blue with black stripes.
- B My dog has a thick coat to keep him warm.
- C You should wash the walls before applying the first coat of paint.

**D** I always coat my face with sunscreen before going out in the sun.

RW 1.3 Homographs

**11** How does making mini-pizzas at home solve the problem of ordering for the whole family?

**A** Everyone makes their own pizza, so everyone gets the topping they want.

- B No one has to go outside to get the pizza.
- C It's less expensive to make it at home.
- D There are less health risks when it is made at home.

RC 2.4 Draw conclusions

**12** When should the dough be pressed flat in order to form the pizza crust?

- A Before putting it in the oven.
- B** After pre-heating the oven.
- C Once the crust is coated with sauce.
- D Immediately after it has been decorated.

RC 2.2 Sequence

*Charlie and the Chocolate Factory*  
by Roald Dahl

**The Inventing Room—Everlasting Gobstoppers and Hair Toffee**

1 When Mr. Wonka shouted “Stop the boat!” the Oompa-Loompas jammed their oars into the river and backed water furiously. The boat stopped.

2 The Oompa-Loompas guided the boat alongside the red door. On the door it said, INVENTING ROOM—PRIVATE—KEEP OUT. Mr. Wonka took a key from his pocket, leaned over the side of the boat, and put the key in the keyhole.

3 “*This* is the most important room in the entire factory!” he said. “All my most secret new inventions are cooking and simmering in here! Old Fickelgruber would give his front teeth to be allowed inside just for three minutes! So would Prodnose and Slugworth and all the other rotten chocolate makers! But now, listen to me! I want no messing about when you go in! No touching, no meddling, and no tasting! Is that agreed?”

4 “Yes, yes!” the children cried. “We won’t touch a thing!”

5 “Up to now,” Mr. Wonka said, “nobody else, not even an Oompa-Loompa, has ever been allowed in here!” He opened the door and stepped out of the boat into the room. The four children and their parents all scrambled after him.

6 “Don’t touch!” shouted Mr. Wonka. “And don’t knock anything over!”

7 Charlie Bucket stared around the gigantic room in which he now found himself. The place was like a witch’s kitchen! All about him black metal pots were boiling and bubbling on huge stoves, and kettles were hissing and pans were sizzling, and strange iron machines were clanking and spluttering, and there were pipes running all over the ceiling and walls, and the whole place was filled with smoke and steam and delicious rich smells.

8 Mr. Wonka himself had suddenly become even more excited than usual, and anyone could see that this was the room he loved best of all. He was hopping about among the saucepans and the machines like a child among his Christmas presents, not knowing which thing to look at first. He lifted the lid from a huge pot and took a sniff; then he rushed over and dipped a finger into a barrel of sticky yellow stuff and had a taste; then he skipped across to one of the machines and turned half a dozen knobs this way and that; then he

peered anxiously through the glass door of a gigantic oven, rubbing his hands and cackling with delight at what he saw inside. Then he ran over to another machine, a small shiny affair that kept going *phut-phut-phut-phut-phut*, and every time it went *phut*, a large green marble dropped out of it into a basket on the floor. At least it looked like a marble.

9 “Everlasting Gobstoppers!” cried Mr. Wonka proudly. “They’re completely new! I am inventing them for children who are given very little pocket money. You can put an Everlasting Gobstopper in your mouth and you can suck it and suck it and suck it and suck it and suck it and it will *never* get any smaller!”

10 “It’s like gum!” cried Violet Beauregarde.

11 “It’s *not* like gum,” Mr. Wonka said. “Gum is for chewing, and if you tried chewing one of these Gobstoppers here you’d break your teeth off. But they taste terrific! And they change color once a week! And they *never* get any smaller! They *never* disappear! *NEVER!* At least I don’t think they do. There’s one of them being tested this very moment in the Testing Room next door. An Oompa- Loompa is sucking it. He’s been sucking it for very nearly a year now without stopping, and it’s still just as good as ever!”

From CHARLIE AND THE CHOCOLATE FACTORY by Roald Dahl, text and illustrations copyright © 1964, renewed 1992 by Roald Dahl Nominee Limited.

**13** What is the main effect of the author's use of character's names like Ficklegruber, Prudose and Slugworth?

- A It makes the story more realistic.
- B It makes the story more humorous.**
- C It makes the characters seem careless.
- D It makes the characters seem intelligent.

**RL 3.7 Literary Device**

**14** How does the author help the reader imagine what the room is like?

- A He uses vivid descriptions.**
- B He describes the many sounds of the room.
- C He explains how each machine in the room works.
- D He compares the room to a common object.

**RL 3.7 Literary Device**

**15** Read this sentence from paragraph 3.

Old Fickelgruber would give his front teeth to be allowed inside just for three minutes!

The phrase "would give his front teeth" means that

- A he wishes he could do inventions too.
- B he really wants to go into the inventing room.**
- C he is afraid of the inventing room.
- D his teeth are going to fall out soon.

**RW 1.5 Figurative language**  
Question source: V. Flynn

**16** Which word best describes Charlie Bucket's reaction when he enters the inventing room?

- A curious
- B amazed**
- C afraid
- D thankful

**RL 3.3 Character Analysis (inferential)**

The following is the first draft of Anna's report, which may contain errors. Read the report, then answer the questions that follow.

## Egyptian Mummies

(1) The ancient Egyptians believed in life after death, and that in order for the person's spirit to live forever, it needed to be able to recognize its body after death. Therefore, the body had to be preserved or mummifyd.

(2) Burying bodies in the sand was the first method of creating the first Egyptian mummies. Hot, dry sand and the warm winds of the desert quickly dried out the mummies so that they didn't decay. As the tombs grew larger, the bodies came into contact with the air and began to decompose. Egyptians began a new process of mummification.

(3) After a person's death, the Egyptian priests removed the person's organs and packed the body with natron. Natron is a type of salt that was found along the Nile River. After 40 days, the natron removed most of the water from the body tissues. The natron was removed, and the body was smeared with resin to seal the skin and prevent water from getting in.

(4) The body was then ready to be bound into that compact bundle we know as a mummy. Wrapping the body with a material called, linen, completed this. The proper wrapping of a mummy required several hundred square yards of linen. Often the linen had short religious texts written in ink.

(5) When the wrapping had been completed, the shop was cleaned, and all the embalming materials that had come in contact with the mummy were placed in jars for storage in the tomb, as all of these materials were considered sacred.

**17** Which of the following would be the best topic sentence for second paragraph?

- A It was difficult to make sure that the bodies didn't decay.
- B The tombs that the ancient Egyptians made were fascinating.

**C** The first Egyptian mummies were made by burying bodies in the sand.

- D The desert winds were very strong.

WS 1.1 Organization and focus

**18** Which sentence could be added to paragraph 3?

- A One day, I want to go to Egypt and see the pyramids.

**B** Mummification is an interesting process that takes a lot of patience.

- C Egyptians had a very interesting way of thinking about death.
- D Mummification today is very different from mummification of the past.

WS 1.1 Organization and Focus

**19** Read this sentence from Anna's report.

Therefore the body had to be preserved or mummifyd.

Which is the correct spelling of the underlined word?

- A mummified

- B mummifyd

**C** mummified

- D mumified

WC 1.5 Spelling (y to ie pattern)  
Question modified V. Flynn

**20** What could Anna do to extend the idea she presented in sentence 11?

- A Explain how lakes were formed.

**B** Give some details about some of the things that she learned from the tour guide.

- C Describe what kinds of instruments and tools the tour guide used.
- D Describe what the tour guide looked like.

WS 1.2 Organization and focus  
(details)



Numbers 21-23 are not based on a passage.

- 21** Marjorie is writing a letter to her local school board to ask that her school be given larger facilities.

How should she write the salutation to the letter?

**A** To Whom It May Concern

**B** To Whom It May Concern,

**C** To "Whom it May Concern":

**D** To Whom It May Concern;

**WC 1.3 Punctuation**

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- 22** Read this sentence.

Sometimes people wear black to show that they are greeving.

What is the correct spelling of the underlined word?

**A** greaving

**B** greeving

**C** greiving

**D** Correct as is

**WC 1.5 Spelling 'ei' pattern**

- 23** Read this sentence.

Please take Mathew's shirts to get washed, their dirty and need to be cleaned.

Which is the correct spelling of the underlined word?

**A** they're

**B** there

**C** theyr'e

**D** correct as is

**WC 1.5 Spelling**

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Dear Erin,

(1) My family and I arrived in Yosemite national park yesterday. (2) We have been doing a lot of different activities. (3) We have been learning about the geology of the park. (4) I have really enjoyed spending time with my family. (5) The car ride on the way here was really long.

(6) We have been hiking on the most popular trails in the park. (7) Yesterday, we hiked a trail called the Mist Trail. (8) You wouldn't believe the amazing rainbow that we seen when we got to the top of the mountain! (9) It was so beautiful. And they don't call it Mist Trail for nothing. (10) It was so misty at the top of the trail, we had to put on rain ponchos in order to stay dry.

(11) We have a tour guide who is explaining to us all about the geological features of the park. (12) It's so fascinating to learn about how the canyons, mountains, glaciers and lakes were formed. (13) My favorite geological feature is Half Dome.

(15) I really love this place. (16) I hope that someday you and I can come here together. I can't wait to tell you more about my adventures in Yosemite when I get home.

Your Best Friend,

Mary

**24** What is the correct way to write sentence 4?

- A We been hiking on the most popular trails in the park.
- B We was hiking on the most popular trails in the park.
- C We has been hiking on the most popular trails in the park.
- D Leave as is.

WC 1.2 Use words correctly

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**25** Read this sentence from Mary's letter.

My family and I arrived in yosemite national park last week.

What is the correct way to capitalize these words from sentence 1.

- A Yosemite National park
- B Yosemite National Park
- C Yosemite national park
- D Leave as is.

WC 1.4 Capitalization

**26** Which sentence in the first paragraph of Erin's letter does not relate to the rest of the paragraph?

- A We have been doing a lot of activities.
- B We have been learning about the geology of the park, hiking and simply spending time together.
- C The car ride here was really long.
- D I really enjoyed spending time with my family.

WS 1.6 Edit and Revise

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# Understanding Your Student's Report Card

This year at the EBCC K-5 Charter School we have developed a new standards-based report card rubric and report card form.

The new report card documents are better aligned to California's standards for each grade level. It is important to remember that the "standards" are the state's description of what each student should know and/or be able to do by the **end of the year** in each grade level.

The EBCC Report Card Rubrics are our best attempt to describe the **developmental steps that a typical student takes towards meeting these grade level benchmarks by the end of the school year**. Therefore, parents/families should expect that at the start of the year, many students will have grades (such as E for "emerging", D for "developing", and P for "progressing") that show they are moving towards – but have not yet met – the expectations for their grade level. As the year moves along, we expect that all students will show progress towards meeting the standards for their grade level.

The report card conferences will allow each family the opportunity to work with their teacher to: (1) review the standards the class has covered in a given grading period, (2) discuss and review evidence of their child's accomplishments towards meeting the standards for their grade level, and (3) set goals and discuss strategies for the upcoming grading period that help the child to make the most of his/her potential in meeting the grade level standards. Students are encouraged to participate in these conferences so that they can play an active role in creating and carrying out the plans that will help them to develop the knowledge and skills they will need to be successful in school and in life.

## Understanding Your Student's Independent Reading Level

At EBCC, each student's independent reading level is assessed throughout the school year. We assess students' independent reading levels using both narrative (fiction) and expository (non-fiction) texts. Students' independent reading levels are reported to families during each family conference and are recorded on each student's report card.

An independent reading level describes the complexity or difficulty-level of a certain text that a student can read ***fluently*** (or read with speed, accuracy, and expression) and with ***comprehension*** (or understanding) without assistance from another reader. The higher a student's independent reading level, the better s/he can read, understand, remember, and discuss a challenging book, article, or text.

At EBCC, we have created independent reading level goals or benchmarks that hope and expect all students to achieve at a given grade level. These benchmarks are designed to help teachers and families target student learning and progress throughout a student's academic year and career at the school. The independent reading level and grade level benchmark correlations are as follows:

EBCC Independent Reading Level Numbers	Reading Fluency Stage	EBCC's Target Grade Level Correlation
1	Early Emergent	Early K
2	Early Emergent	Late K
3	Early Emergent	Early 1 <sup>st</sup>
4	Early Emergent	Early 1 <sup>st</sup>
5	Upper Emergent	Mid 1 <sup>st</sup>
6	Upper Emergent	Mid 1 <sup>st</sup>
7	Upper Emergent	Mid 1 <sup>st</sup>
8	Upper Emergent	Mid 1 <sup>st</sup>
9	Upper Emergent	Late 1st
10	Upper Emergent	Late 1st
11	Early Fluency	Early 2 <sup>nd</sup>
12	Early Fluency	Mid 2 <sup>nd</sup>
13	Early Fluency	Late 2 <sup>nd</sup>
14	Early Fluency	Late 2 <sup>nd</sup>
15	Fluency	Early 3 <sup>rd</sup>
16	Fluency	Mid 3 <sup>rd</sup>
17	Fluency	Mid 3 <sup>rd</sup>
18	Fluency	Late 3 <sup>rd</sup>
19	Fluency	Early 4th
20	Fluency	Mid 4th
21	Advanced Fluency	Late 4 <sup>th</sup>
22	Advanced Fluency	Late 5 <sup>th</sup>
23	Advanced Fluency	Late 6 <sup>th</sup>
24	Advanced Fluency	7 <sup>th</sup> – 8 <sup>th</sup>
25	Advanced Fluency	8 <sup>th</sup> & Up

# Civicorps Middle School Charter School



5<sup>th</sup> Grade Report Card Rubric (sample)

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **EBCC School Wide Student Outcomes**

*By the end of their career at EBCC, all students will demonstrate:*

### ***Academic Literacy***

Academic Literacy is defined by the EBCCCS as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision. All EBCC students will demonstrate academic literacy through the mastery of content (what students will know) and performance (what students will be able to do) standards in all core academic areas: English-Language Arts, Mathematics, Social Studies, and Science as defined by the following five student outcomes:

- ***Language Arts – Reading***  
Students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
- ***Language Arts – Writing, Speaking, Listening***  
Students will understand and demonstrate the ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.
- ***Mathematics***  
Students will understand and demonstrate problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.
- ***Science***  
Students will understand and demonstrate the processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), and real-world applications of scientific concepts, thinking skills, technologies, and processes.
- ***Social Studies***  
Students will understand and demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives and apply historical concepts, thinking skills, and processes to real-world situations.

### ***Artistic Literacy***

Artistic Literacy is defined by the EBCCCS as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology. Students will demonstrate artistic literacy through mastery of a range of outcomes that include the skillful understanding and use of technology as well as mastery of visual and performing arts standards as defined by the following student outcomes:

- ***Visual and Performing Arts***  
Students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.
- ***Technology Arts***  
Students will understand and demonstrate an appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.

### ***Civic Literacy***

Civic literacy is defined by the EBCCCS as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good. Students will demonstrate mastery of the following three civic literacy outcomes:

- ***Physical Education, Health, Wellness***  
Students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.
- ***Civic Engagement, Service Learning, Citizenship***  
Students will understand and demonstrate an appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.

- ***Diversity, Respect, Community Participation, Career/Life Development***  
Students will understand and demonstrate an appreciation of the diversity of “ways of being” in the world as well as skills for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.



### Fifth Grade English/Language Arts—Reading

*Students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.*

Standard	Emergent	Developing	Progressing	Capable	Strong
<i>Independent Reading Level – Narrative Text:</i>  Fall ___/21  Winter ___/21-22  Spring ___/22					
<i>Independent Reading Level – Expository Text:</i>  Fall ___/21  Winter ___/21-22  Spring ___/22					
<i>Word Recognition 1.1: Fluency</i>	<ul style="list-style-type: none"> <li>• Student identifies and reads some words of familiar text, but does not comprehend.</li> </ul>	<ul style="list-style-type: none"> <li>• Student comprehends below grade level text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student needs some assistance to read and understand grade level appropriate material.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reads grade level appropriate narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Student reads and understands material for grade level and beyond.</li> </ul>
<i>Vocabulary &amp; Concept Development 1.2: Word Origins</i>	<ul style="list-style-type: none"> <li>• Student does not tend to meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Student notices when meaning of unknown word interferes with meaning, but has no strategies to apply.</li> </ul>	<ul style="list-style-type: none"> <li>• Student knows common roots and affixes and uses this to analyze the meaning of complex words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses word origins to determine the meaning of unknown words (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Student effectively uses a variety of sophisticated strategies to decode new words and understand their meanings. (i.e. common foreign word meanings)</li> </ul>

<i>Structural Features of Informational Materials 2.1: Text Features</i>	<ul style="list-style-type: none"> <li>• Student can not identify text features</li> </ul>	<ul style="list-style-type: none"> <li>• Student can identify text features</li> </ul>	<ul style="list-style-type: none"> <li>• Student beginning to understand how text features make information accessible and usable.</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands how text features make information accessible and usable. (2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Student identify the structural features of popular media and uses the features to obtain information..</li> </ul>
<i>Structural Features of Informational Materials 2.2: Sequence &amp; Chronology</i>	<ul style="list-style-type: none"> <li>• Student can not yet analyze text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can analyze below grade level text that is organized in sequential or chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to analyze grade level text that is organized in sequential or chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can analyze grade level text that is organized in sequential or chronological order. (2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Student can analyze text that uses the compare and contrast organizational pattern.</li> </ul>
<i>Comprehension and Analysis 2.3: Main Idea</i>	<ul style="list-style-type: none"> <li>• Student can not yet discern main idea in text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can discern main ideas and concepts presented in texts, without identifying evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can discern main ideas and concepts presented in texts, identifying evidence that supports those ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Student can discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Student can connects main idea by identifying their relationships to other sources and related topics.</li> </ul>
<i>Expository Critique 2.5: Facts, Inferences, Opinions</i>	<ul style="list-style-type: none"> <li>• Student does not understand concept of facts and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can not yet distinguish facts and opinions in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student distinguishes facts, and opinions in expository texts</li> </ul>	<ul style="list-style-type: none"> <li>• Student distinguishes facts, supported inferences, and opinions in expository texts. (2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Student distinguishes facts, supported inferences, and opinions in expository texts and can support with evidence from the text.</li> </ul>

<p><i>Structural Features of Literature 3.1: Characteristics of literary forms</i></p>	<ul style="list-style-type: none"> <li>• Student can not yet identify the characteristics of poetry, drama, fiction and nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identifies the characteristics of poetry, drama, fiction, and nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Student identifies and analyzes the characteristics of poetry, drama, fiction, and nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Student identifies and analyzes the characteristics of poetry, drama, fiction, and nonfiction and explains the appropriateness of the literary forms chosen by an author for a specific purpose. (3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Student can determine the adequacy and appropriateness of the evidence for an author's conclusions.</li> </ul>
<p><i>Narrative Analysis 3.2: Problem/conflict and resolution</i></p>	<ul style="list-style-type: none"> <li>• Student does not yet understand plot and main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands concept of plot and main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can identify the main problem or conflict of the plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can identify the main problem or conflict of the plot and explain how it is resolved. (3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main problem or conflict of the plot and explain how it is resolved. Can justify with evidence from the text.</li> </ul>

**Fifth Grade English/Language Arts—Written Language**

*Students will understand and demonstrate the ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.*

<p><i>Organization, Focus, and Application: Narrative Writing</i></p>	<ul style="list-style-type: none"> <li>• Student creates narrative compositions that lack development(e.g. give one word or one sentence descriptors) of (a) character, (b) setting, or (c) plot.</li> <li>• Student is unable to create a narrative composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates multi-paragraph narrative compositions that simply (a) establish and describe the characters, (c) describe the setting, (d) have a simple beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates multi-paragraph narrative compositions that (a) tell a story from a particular point of view, (b) establish and describe the characters, (c) describe the setting, (d) develop the plot through a series of events with a clear beginning, middle, and end, (e) uses "show not tell" details.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently creates multi-paragraph narrative compositions that richly and effectively (a) tell a story from a particular point of view, (b) establish and describe the characters, (c) describe the setting, (d) develop the plot through a series of events with a clear beginning, middle, and end, (e) uses "show not tell" details. (1.1 &amp; 2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently creates multi-paragraph narrative compositions that richly and effectively (a) tell a story from a exceptional points of view, (b) establish and describe the unique characters, (c) describe and use the setting to advance the plot, (d) develop the plot through an unexpected series of events with a clear beginning, middle, and end, (e) uses "show not tell" details.</li> </ul>
<p><i>Organization, Focus, and Application: Response to Literature</i></p>	<ul style="list-style-type: none"> <li>• Student creates an expository composition that struggles or fails to do one or more of the following (a) simply summarize a literary work, (b) state the writer's opinion, (c) provide support of an opinion from the text, (d) follow a sequential organizational pattern, (e) offer a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates single or multi-paragraph expository compositions that simply (a) summarize a literacy work, (b) state and support the writer's opinion with little or weak support from the text, (c) may struggle with sequential organization, (d) offers little, no. or a weak conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates multi-paragraph expository compositions that (a) summarize a literacy work including character(s), setting, and plot, (b) state and support the writer's opinion with some references to the text or prior experiences, (c) provide some transitional expressions to link paragraphs and ideas, (d) offer a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently creates multiple-paragraph expository compositions that (a) demonstrate an understanding of the literary work by succinctly and effectively summarize a piece of literature including citation of the main character(s), setting, and plot/problem and solution, (b) effectively state and support the writer's opinion, response, and connection to the literature by referencing the text and/or describing prior experiences, (c) provides details and transitional expressions that link one paragraph to the next in a clear and logical sequence, (d) offers a concluding paragraph that summarizes important ideas and</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently creates multiple-paragraph expository compositions that (a) demonstrate a sophisticated or nuanced understanding of the literary work by succinctly and effectively summarize a piece of literature including citation of the main character(s), setting, and plot/problem and solution, (b) effectively state and support the writer's opinion, response, and connection to the literature by referencing the text and describing prior experiences, (c) provides details and transitional expressions that link one paragraph to the next in a clear and logical sequence, (d) offers a concluding paragraph that summarizes important ideas and details.</li> </ul>

### Fifth Grade English/Language Arts—Written Language (Continued)

Standard	Emergent	Developing	Progressing	Capable	Strong
<i>Oral and Written Language Conventions</i>	<ul style="list-style-type: none"> <li>• Uses simple phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use varied sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences with increased variety.</li> </ul>
<i>Sentence Structure</i>					
<i>Grammar</i>	<ul style="list-style-type: none"> <li>• Shows no awareness of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of grammar affects readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of grammar continues but does not interfere with readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally correct use of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of grammar.</li> </ul>
<i>Capitalization and Punctuation</i>	<ul style="list-style-type: none"> <li>• Shows not awareness of capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of capitalization and punctuation affects readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally correct use of capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of capitalization and punctuation.</li> </ul>
<i>Spelling</i>	<ul style="list-style-type: none"> <li>• Spelling is extremely limited.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling errors affect readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling errors do not interfere with readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally spells grade level words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors in spelling with grade level and above grade level words.</li> </ul>

### Fifth Grade English/Language Arts—Oral Language

Standard	Emergent	Developing	Progressing	Capable	Strong
Listening and Speaking Strategies	<ul style="list-style-type: none"> <li>• Often inattentive.</li> </ul>	<ul style="list-style-type: none"> <li>• Can maintain attention for longer periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes attentive to speaker and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually attentive to speaker and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently focuses on speaker and during discussions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Rarely contributes to class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to class discussions when called upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes part in class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes part in class discussions with meaningful contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently takes part in class discussions and makes meaningful contributions.</li> </ul>
	<ul style="list-style-type: none"> <li>• May be a reluctant speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to work on speaking skills (volume, clarity, eye contact).</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking skills (volume, clarity, eye contact) are developing.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking skills (volume, clarity, eye contact) are appropriate for grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking skills (volume, clarity, eye contact, phrasing, pitch and stress) are appropriate for grade level and above.</li> </ul>

### Fifth Grade Mathematics

*Students will understand and demonstrate problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.*

Arithmetic and Number Sense Key Standard	Trimester Taught	Emergent	Developing	Progressing	Capable	Strong
<b>NS 1.1:</b> <i>Estimation, rounding, and computation of very large and small numbers</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student is unable to follow algorithms for rounding and computing numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to follow algorithms for rounding and computing numbers, but consistently makes errors.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to follow algorithms for rounding and computing some numbers and is generally able to apply them in context.</li> </ul>	<ul style="list-style-type: none"> <li>NS1.1: Estimate, round, and compute very large (millions) and very small (thousandths) numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Apply estimates and rounded numbers to approximate solutions to contextual word problems.</li> </ul>
<b>NS 1.2:</b> <i>Interpreting percents and decimal-percent equivalents for common fractions</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student is unable to calculate equivalent decimals, fractions, and percents and does not understand that they are different ways to describe numbers less than 1.</li> </ul>	<ul style="list-style-type: none"> <li>Student can follow algorithms for calculating equivalent decimals, fractions, and percents, but makes consistent errors and does not understand that they are different ways to describe numbers less than 1.</li> </ul>	<ul style="list-style-type: none"> <li>Student can calculate equivalent percents, decimals, and fractions, but is unable to interpret their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>NS 1.2: Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions.</li> </ul>	<ul style="list-style-type: none"> <li>Apply decimal, fraction, and percent equivalencies in context and easily move between these 3 measurements.</li> </ul>
<b>NS 1.4:</b> <i>Prime factors</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student is unable to accurately factor any number less than 50.</li> </ul>	<ul style="list-style-type: none"> <li>Student can find all factors of numbers to 50, but is unable to express these factors as the product of prime</li> </ul>	<ul style="list-style-type: none"> <li>Student can express prime factors for numbers less than 25.</li> </ul>	<ul style="list-style-type: none"> <li>NS 1.4: Determine the prime factors for all numbers to 50.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to express prime factorization of any number as a product of exponents.</li> </ul>

			<p>factors.</p> <ul style="list-style-type: none"> <li>• Student can accurately add and subtract with decimals when problems are written horizontally (1.24 + 2.5=)</li> </ul>	<ul style="list-style-type: none"> <li>• Student can add, subtract, and multiply with decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• NS 2.1 Add, subtract, multiply and divide with decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can interpret decimals and know how to apply them to word problems.</li> </ul>
<p><b>NS 2.1:</b> <i>Operations with decimals</i></p>	<p>Trimester(s) Taught:  <input type="checkbox"/> Fall  <input type="checkbox"/> Winter  <input type="checkbox"/> Spring</p>	<ul style="list-style-type: none"> <li>• Student is unable to accurately add and subtract decimals when written horizontally (1.24 + 2.5=)</li> </ul>				



Arithmetic and Number Sense Key Standard	Trimester Taught	Emergent	Developing	Progressing	Capable	Strong
<b>NS 2.2:</b> <i>Division</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student is still learning division facts, but cannot do long division algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>Student knows all division facts through 12. Student can do division of whole numbers up to 3 digit dividends with 1 digit divisors (<math>827 \div 4 =</math>).</li> </ul>	<ul style="list-style-type: none"> <li>Student can accurately do long division of whole numbers, but is unable to do long division of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>NS 2.2: Demonstrate proficiency with division, including with positive decimals and long division with multi-digit divisors.</li> </ul>	<ul style="list-style-type: none"> <li>Student can apply long division to interpret contextual situations and word problems.</li> </ul>
<b>NS 2.3:</b> <i>Operations with fractions and mixed numbers</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student is unable to add and subtract fractions with the same denominator.</li> </ul>	<ul style="list-style-type: none"> <li>Student can add and subtract fractions only when they have the same denominator and can draw a representation of their answer.</li> </ul>	<ul style="list-style-type: none"> <li>Student can add and subtract fractions and mixed numbers with unlike denominators and express answers in simplest form.</li> </ul>	<ul style="list-style-type: none"> <li>NS 2.3: Add, subtract, multiply and divide fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in simplest form.</li> </ul>	<ul style="list-style-type: none"> <li>Student can easily compare fractions and mixed numbers and apply them to all contextual situations.</li> </ul>

Algebra and Functions Key Standards	Trimester Taught	Emergent	Developing	Progressing	Capable	Strong
<i>AF 1.2: Writing and evaluating algebraic expressions with all operations</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student is unable to solve simple equations with variables for any of the 4 basic operations (addition, subtraction, multiplication and division).</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve addition problems with variables and substitute in a variable in an addition expression.</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve addition and subtraction problems with variables and substitute in a variable expression. Student can apply order of operations to equations with variables.</li> </ul>	<ul style="list-style-type: none"> <li>AF 1.2: Use a letter to represent an unknown number: write and evaluate simple algebraic expressions with one variable by substitution (for addition, subtraction, multiplication, and division).</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to write equations with variable from word problems, solving and interpreting their variable expressions.</li> </ul>
<i>AF 1.4: Graphing using a coordinate plane.</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student can graph coordinate pairs in the first quadrant, but make frequent errors by confusing the x and y axis.</li> </ul>	<ul style="list-style-type: none"> <li>Student can graph coordinate pairs in the first quadrant only and can identify the coordinate pairs of points represented on a graph in the first quadrant.</li> </ul>	<ul style="list-style-type: none"> <li>Student can graph coordinate pairs in all 4 quadrants but is unable to identify the coordinate pairs of points represented on a graph.</li> </ul>	<ul style="list-style-type: none"> <li>AF 1.4: Identify and graph ordered pairs in the four quadrants of the coordinate plane.</li> </ul>	<ul style="list-style-type: none"> <li>Student can use their knowledge of coordinate graphing to make inferences about what a graph will look like given a set of coordinate pairs.</li> </ul>
<i>AF 1.5: Problem solving of</i>	Trimester(s) Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student cannot graph coordinate paris.</li> </ul>	<ul style="list-style-type: none"> <li>When given a set of points which determine a line, student can accurately</li> </ul>	<ul style="list-style-type: none"> <li>Student can use a partially completed input output table to determine a rule</li> </ul>	<ul style="list-style-type: none"> <li>AF 1.5: Solve problems involving linear functions with</li> </ul>	<ul style="list-style-type: none"> <li>Student can look at a graph, or a set of coordinate points, and</li> </ul>

*linear functions  
with integers.*

graph the points  
on a 4 quadrant  
grid and connect  
them to show  
the resulting line.

for the data and  
graph the data.  
Student is unable  
to determine the  
equations of the  
graphed line.  
Student can use  
a graph to  
determine points  
on the graph.

integer values;  
write the  
equation; and  
graph the  
resulting  
ordered pairs  
of integers on  
a grid.

make  
inferences  
about how  
these points  
are  
mathematically  
connected.  
Student can  
interpret  
graphs in  
problem  
solving.

Measurement and Geometry Key Standards	Trimester Taught	Emergent	Developing	Progressing	Capable	Strong
<i>MG 1.1: Area and perimeter for triangle, parallelogram, and rectangle</i>	Trimester(s) Taught: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<ul style="list-style-type: none"> <li>Student is unable to compute area or perimeter of triangles or rectangles.</li> </ul>	<ul style="list-style-type: none"> <li>Student can find area and perimeter of rectangles, but not triangles.</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve for area and perimeter of rectangles and triangles when lengths and heights are given.</li> </ul>	<ul style="list-style-type: none"> <li>MG 1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>Student can problem solve areas and perimeters by applying knowledge of geometry to a given shape (for example that 2 triangles of equal area form a parallelogram which will have double the area.</li> </ul>
<i>MG 1.2: Surface area of cubes and rectangular boxes</i>	Trimester(s) Taught: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<ul style="list-style-type: none"> <li>Student can compute area of a rectangle, but not surface area of a rectangular prism.</li> </ul>	<ul style="list-style-type: none"> <li>Given a model of a rectangular prism with its length, width, and height, student is able to compute its surface area.</li> </ul>	<ul style="list-style-type: none"> <li>Given a net, student is able to visualize the shape which the net would construct and determine its surface area. Student is able to compute surface area of a cube given only the measurement of 1 side.</li> </ul>	<ul style="list-style-type: none"> <li>MG 1.2: Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.</li> </ul>	<ul style="list-style-type: none"> <li>When given only dimensions of a shape, student can draw the shape and determine how much material would be needed to construct this shape.</li> </ul>
<i>MG 1.3: Volume of</i>	Trimester(s) Taught:	<ul style="list-style-type: none"> <li>Student is unable to</li> </ul>	<ul style="list-style-type: none"> <li>Student can calculate</li> </ul>	<ul style="list-style-type: none"> <li>Student can determine</li> </ul>	<ul style="list-style-type: none"> <li>MG 1.3 Understand</li> </ul>	<ul style="list-style-type: none"> <li>Student can apply the</li> </ul>

<i>rectangular solids</i>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	compute volume when given dimensions of a rectangular prism.	volume when given dimensions, but cannot identify dimensions on a drawing of the corresponding figure.	volume of rectangular prisms but confuses appropriate units.	the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm <sup>3</sup> ], cubic meter [m <sup>3</sup> ], cubic inch [in <sup>3</sup> ], cubic yard [yd <sup>3</sup> ]) to compute the volume of rectangular solids.	concept of volume to problem solving situations and compare volumes of rectangular prisms with similar surface areas and different volumes.
<b>Measurement and Geometry Key Standards</b>	<b>Trimester Taught</b>	<b>Emergent</b>	<b>Developing</b>	<b>Progressing</b>	<b>Capable</b>	<b>Strong</b>
<i>MG 2.1: Angles, perpendicular &amp; parallel lines, rectangles, triangles</i>	Trimester(s) Taught: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<ul style="list-style-type: none"> <li>Student knows some of the geometric definitions, but cannot identify them in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Student knows basic definitions (perpendicular, parallel, right angle), but cannot explain in details their meaning, nor can they identify other types of angles.</li> </ul>	<ul style="list-style-type: none"> <li>Student knows definitions of parallel and perpendicular and types of angles and can apply them to drawings with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>MG 2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass,</li> </ul>	<ul style="list-style-type: none"> <li>Given information about the geometric features of lines and angles, student is able to draw an accurate visual of a corresponding shape.</li> </ul>

					protractor, drawing software).	
<b>MG 2.2:</b> <i>Sum of angles for triangles and quadrilaterals</i>	Semesters Taught: ___ Fall ___ Winter ___ Spring	<ul style="list-style-type: none"> <li>Student can identify triangles and quadrilaterals, but does not know the sum of the angles of these figures.</li> </ul>	<ul style="list-style-type: none"> <li>Given 3 angles of a triangle, student can show that they equal <math>180^\circ</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Given 2 angles, student can determine a 3<sup>rd</sup> angle in a triangle, but cannot do the same, given 3 angles, of a quadrilateral.</li> </ul>	<ul style="list-style-type: none"> <li>MG 2.2 Know that the sum of the angles of any triangle is <math>180^\circ</math> and the sum of the angles of any quadrilateral is 360</li> </ul>	<ul style="list-style-type: none"> <li>Student can make inferences about angle measurements and can draw and determine unknown angles in a figure.</li> </ul>

Statistics, Data Analysis and Probability Key Standards	Trimester Taught	Emergent	Developing	Progressing	Capable	Strong
<i>SDAP 1.4: Interpreting graphs</i>	Trimester(s) Taught: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<ul style="list-style-type: none"> <li>Student is unable to name points from the graph of a line.</li> </ul>	<ul style="list-style-type: none"> <li>Student can name 1-2 points from the graph of a line.</li> </ul>	<ul style="list-style-type: none"> <li>Student can name at least 3 points from the graph of a line.</li> </ul>	<ul style="list-style-type: none"> <li>SDAP 1.4: Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.</li> </ul>	<ul style="list-style-type: none"> <li>Student can use a graph of a line to determine the equation of the line.</li> </ul>
<i>SDAP 1.5: Ordered pairs</i>	Trimester(s) Taught: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<ul style="list-style-type: none"> <li>Student confuses x and y coordinates when graphing coordinate pairs and cannot determine in which quadrant to graph a point.</li> </ul>	<ul style="list-style-type: none"> <li>When given coordinate pairs, student can graph the corresponding point. Student occasionally confuses x and y coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>Student can identify the coordinates of a point from a graph.</li> </ul>	<ul style="list-style-type: none"> <li>SDAP 1.5: Know how to write ordered pairs correctly; for example, (x, y)</li> </ul>	<ul style="list-style-type: none"> <li>Student can name points which would construct a figure (i.e. name 4 points which when connected would form a triangle)</li> </ul>

## Fifth Grade Science

*Students will understand and demonstrate the processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), and real-world applications of scientific concepts, thinking skills, technologies, and processes.*

### • Physical Sciences

- Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties
- Students know all matter is made of atoms, which may combine to form molecules
- Students know metals have properties in common
- Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties
- Students know that scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays
- Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds
- Students know properties of solid, liquid, and gaseous substances
- Students know living organisms and most materials are composed of just a few elements
- Students know the common properties of salts

### • Life Sciences

- Students know many multicellular organisms have specialized structures to support the transport of materials
- Students know how blood circulates and how carbon dioxide and oxygen are exchanged in the lungs and tissues
- Students know the sequential steps and function of the digestive system and the role of the kidney
- Students know how sugar, water, and minerals are transported in a vascular plant
- Students know plants use carbon dioxide and energy from the sunlight to build molecules of sugar and release oxygen
- Students know plants and animal cells break down sugar to obtain energy

### • Earth Sciences

- Students know most of Earth's water is present as salt water in the oceans
- Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as liquid when cooled or as a solid if cooled below the freezing point of water
- Students know water vapor in the air moves from one place to another and can form fog or clouds
- Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water
- Students know the origin of the water used by their local communities
- Students know uneven heating of Earth causes air movements
- Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns
- Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables
- Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface
- Students know the Sun is the central and largest body in the solar system
- Students know the solar system and their satellites, and other smaller objects
- Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet

### • Investigation and Experimentation

- Classify objects (e.g., rocks, plant, leaves) based on appropriate criteria
- Develop a testable question
- Plan and conduct a simple investigation based on a student-developed question, and written instructions others
- Identify the dependent and controlled variables in an investigation
- Identify a single independent variable in a scientific investigation and explain what will be learned by collecting data on this variable
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observation
- Record data using appropriate graphical representation (including charts, graphs, and labeled diagrams), and identify inferences based on those data



- Draw conclusions based on scientific evidence and indicate whether further information is needed to support a specific conclusion
- Write a report of an investigation that includes tests conducted, data collected or evidence examined, and conclusions drawn

### **Fifth Grade History/Social Science**

*Students will understand and demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives and apply historical concepts, thinking skills, and processes to real-world situations.*

- Standard 1:** Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland people east of the Mississippi River in terms of:
1. How geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built and how food, clothing, tools and utensils were obtained.
  2. The varied customs and folklore traditions.
  3. The varied economies and systems of government.
- Standard 2:** Students trace the routes of early explorers and describe the early explorations of the Americas.
- Standard 3:** Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- Standard 4:** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- Standard 5:** Students explain the causes of the American Revolution.
- Standard 6:** Students understand the course and consequences of the American Revolution.
- Standard 7:** Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
- Standard 8:** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
- Standard 9:** Students know the location of the current 50 states and the names of their capitals.

**Fifth Grade Civic Literacy**

<p style="text-align: center;"><b>Personal Responsibility</b></p> <p><i>Responsible Behavior</i></p> <ul style="list-style-type: none"> <li>• Uses good judgment and self-regulates behavior</li> <li>• Accepts responsibility for own behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Can be depended on to do what he/she is supposed to do and uses free time appropriately</li> <li>• Shows impulse control</li> <li>• Performs class job</li> <li>• Picks up belongings</li> <li>• Uses materials respectfully</li> </ul>
<p><i>Work Habits</i></p> <ul style="list-style-type: none"> <li>• Stays on task</li> <li>• Completes assignments</li> <li>• Works independently</li> <li>• Shows best effort</li> <li>• Listens and follows instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Stays on task and completes class and homework assignments</li> <li>• Is organized (e.g. locates materials/items quickly and starts work) and makes efficient use of class time</li> <li>• Participates in class and actively engages in the material</li> <li>• Works adequately with minimum teacher support and attempts to resolve questions/issues before seeking help</li> <li>• Listens carefully to teacher instructions and direction for assignments</li> <li>• Works with care and shows best effort</li> <li>• Adapts to changes in routine</li> </ul>
<p style="text-align: center;"><b>Caring for Others &amp; Community</b></p> <p><i>Concern for Others</i></p> <ul style="list-style-type: none"> <li>• Is courteous and respectful</li> <li>• Shows empathy/takes perspective of others</li> <li>• Cooperates with and works well with others</li> <li>• Willing to work on solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Is helpful to others and treats other people with respect</li> <li>• Demonstrates concern for needs in the class or community and is able to see the needs of the group is as important as one's own</li> <li>• Shows patience with younger children</li> <li>• Tries not to do or say anything that would hurt another and is sympathetic toward others' pain or struggles</li> <li>• Gets along well with peers who are different from him/her (race, class, neighborhood, disability, gender, etc.)</li> <li>• Is good at understanding other people's feelings, actions and/or intentions</li> <li>• Appropriately copes with aggression from others (e.g., tries to avoid a fight, seeks assistance, defends self)</li> <li>• Uses "I" messages and expresses anger appropriately (e.g., reacts to situation without becoming violent or destructive)</li> </ul>
<p><i>Concern for Group/Community</i></p> <ul style="list-style-type: none"> <li>• Shows respect for classroom, school and larger environment</li> <li>• Is able to identify issues and needs in group/community</li> <li>• Knows that success of group is as important as individual success</li> <li>• Is aware of how actions affect others</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to wait his/her turn</li> <li>• Is aware of the effect of his/her behavior on others</li> <li>• Can accept not getting her/his own way</li> <li>• Cooperates/compromises with peers in group activities or situations</li> <li>• Works with others to solve a problem</li> <li>• Puts trash in appropriate receptacles and recycles appropriate items</li> <li>• Considers effect of behavior/choices on the environment and does not waste resources/materials</li> </ul>
<p style="text-align: center;"><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Demonstrates problem-solving skills</li> <li>• Demonstrates communication skills</li> <li>• Takes initiative</li> <li>• Acts as role model</li> <li>• Is able to say what s/he thinks is right while staying open to other people's opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes leadership role in peer activities</li> <li>• Develops ideas by gathering information from more than one source and gives reasons or facts for his/her opinions</li> <li>• Is good at expressing his/her opinions in front of a group</li> <li>• Takes time from responsibilities/work to give to others</li> <li>• Advocates for changes or improvements and is able to help make decisions that benefit the group</li> <li>• Listens while others are speaking (e.g., as in circle or sharing time) even if s/he disagrees with them</li> <li>• Expresses needs and feelings appropriately and can succinctly present main idea or point</li> <li>• Uses body language to demonstrate active listening (e.g. leans toward speaker, nods head, faces the speaker, etc.)</li> </ul>

*Students will understand and demonstrate an appreciation of the diversity of “ways of being” in the world as well as skills for identifying, pursuing, building, and maintaining full, rich, and meaningful lives.*

*Students will understand and demonstrate an appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.*

*Students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.*

**School Wide Expectations**  
(by the end of the school year)

**Grade Level Expectations**

**Appendix D: Financial Information**

**Table I: Five Year Operating Budget**  
*Civicorps Middle School*

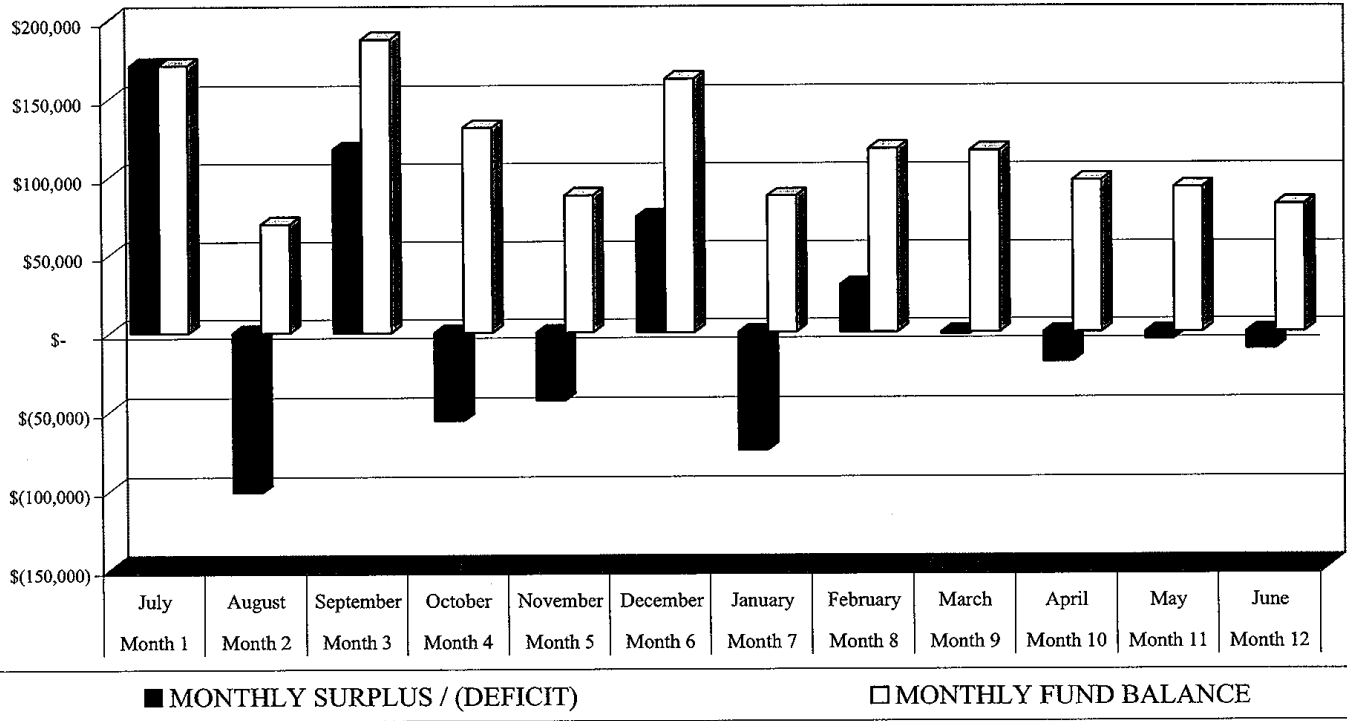
	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Revenues</b>					
State	\$ 653,561	\$ 1,172,306	\$ 1,629,267	\$ 1,880,699	\$ 2,147,658
Federal	31,806	49,378	68,142	79,343	91,244
Charter School Revolving Loan Fund	200,000	-	-	-	-
Other Fundraising	2,000	2,000	2,000	2,000	2,000
Other Local Revenues					
<b>Total Revenue</b>	<b>\$ 887,366</b>	<b>\$ 1,223,685</b>	<b>\$ 1,699,409</b>	<b>\$ 1,962,042</b>	<b>\$ 2,240,903</b>
<b>Expenditures</b>					
1000 - Certificated and Instructional Salaries	\$ 290,045	\$ 413,251	\$ 543,512	\$ 626,314	\$ 701,377
2000 - Non-Certificated Salaries	65,000	112,850	225,541	281,887	318,745
3000 - Retirement and Benefits	101,789	150,678	220,951	257,499	285,913
4000 - Books and Supplies	19,250	30,319	103,859	122,683	143,130
5000 - Utilities	19,000	28,500	38,000	42,750	47,500
5000 - Operating	58,500	80,713	105,558	119,757	142,303
5000 - Professional Service	80,217	114,023	154,056	178,692	205,099
5000 - Facilities	73,280	90,994	108,437	122,705	137,239
Startup and Expansion Expenses	98,500	51,000	43,167	23,375	23,139
Charter School Revolving Loan repayment		44,761	44,761	44,761	44,761
<b>Total Expenditures</b>	<b>\$ 805,581</b>	<b>\$ 1,117,089</b>	<b>\$ 1,587,842</b>	<b>\$ 1,820,424</b>	<b>\$ 2,049,205</b>
<b>Operating Surplus/Deficit (excludes loans and fundraising)</b>	<b>\$ (120,215)</b>	<b>\$ 149,357</b>	<b>\$ 154,329</b>	<b>\$ 184,380</b>	<b>\$ 234,459</b>
<b>Surplus/Deficit</b>	<b>\$ 81,785</b>	<b>\$ 106,596</b>	<b>\$ 111,567</b>	<b>\$ 141,618</b>	<b>\$ 191,698</b>
<b>Carry-Forward from PY</b>		81,785	188,381	299,948	441,566
<b>Surplus/Deficit as a % of Total Revenues</b>	9%	9%	7%	7%	9%
<b>BUDGETED ENDING BALANCE</b>	<b>\$ 81,785</b>	<b>\$ 188,381</b>	<b>\$ 299,948</b>	<b>\$ 441,566</b>	<b>\$ 633,264</b>
<b>As a % of Total Revenues</b>	9%	15%	18%	23%	28%
<b>TOTAL EXPENDITURES PER STUDENT</b>	<b>\$ 8,056</b>	<b>\$ 7,447</b>	<b>\$ 7,939</b>	<b>\$ 8,091</b>	<b>\$ 8,197</b>

**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
<b>MONTHLY SURPLUS / (DEFICIT), \$</b>	171,451	\$ (101,572)	\$ 117,694	\$ (56,194)	\$ (43,472)	\$ 74,334	\$ (74,794)	\$ 30,174	\$ (1,312)	\$ (19,035)	\$ (4,598)	\$ (10,894)
<b>MONTHLY FUND BALANCE</b>	171,451	69,879	187,573	131,379	87,908	162,242	87,448	117,622	116,310	97,275	92,678	81,784

**Operating Surplus / Deficit and Fund Balance over Time**



**Table II: Student Data**

*Assumptions*

*Civicorps Middle School*

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013

**Enrollment By Grade**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5	50	50	50	75	75
Grade 6	50	50	50	50	75
Grade 7		50	50	50	50
Grade 8			50	50	50
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
<b>Total Enrollment</b>	<b>100</b>	<b>150</b>	<b>200</b>	<b>225</b>	<b>250</b>

**Daily Attendance Rate**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Overall ADA rate</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
ADA Grades K-3	-	-	-	-	-
ADA Grades 4-6	95	95	95	119	143
ADA Grades 7-8	-	48	95	95	95
ADA Grades 9-12	-	-	-	-	-
<b>Overall ADA for all grades</b>	<b>95</b>	<b>143</b>	<b>190</b>	<b>214</b>	<b>238</b>

**Free/Reduced Price Lunch**

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Free lunch	% of overall students	23%	23%	23%	23%	23%
Reduced lunch	% of overall students	50%	50%	50%	50%	50%
Number of Students	number of free/reduced priced eligible students	73	110	146	164	183

**English Language Learners**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of Students - ELL	5%	6%	7%	8%	9%
Number of Students	5	9	14	18	23



**Table III: Instructional Calendar**

*Assumptions*

*Civicorps Middle School*

Notes	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013

**Regular Instructional Days/Year**

School Calendar	# of days in School Year	180	180	180	180	180
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**Supplemental Instructional Days/Year**

Supplementary programs	After School Sessions	160	160	160	160	160
	Saturday Sessions	-	-	-	-	-
	Summer Sessions	-	15	15	15	15
<b>Total</b>		<b>160</b>	<b>175</b>	<b>175</b>	<b>175</b>	<b>175</b>

**Supplemental Instruction Hours/Day**

Supplementary programs	After School Sessions	2	2	2	2	2
	Saturday Sessions	-	-	-	-	-
	Summer Sessions	-	4	4	4	4

**Supplemental Instruction: Total Hours Possible**

Supplementary programs	After School Sessions	320	320	320	320	320
	Saturday Sessions	-	-	-	-	-
	Summer Sessions	-	60	60	60	60
<b>Total</b>		<b>320</b>	<b>380</b>	<b>380</b>	<b>380</b>	<b>380</b>

**Table IV: Staffing and Personnel Data**

*Assumptions*

*Civicorps Middle School*

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013

**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	6.0	8.0	9.0	10.0
1200 - Principal / School Director		1	1	1	1	1
1200 - Dean						
1400 - Librarian						
1500 - Guidance, Welfare, Attendance						
1600 - Nurse						
1900 - Counselor						
1900 - Other Certificated #2						
1100 - Arts Teacher		0.25	0.5	0.75	1	1
1100 - Title I Teacher						
<b>Total Certificated FTEs</b>		<b>5.25</b>	<b>7.5</b>	<b>9.75</b>	<b>11</b>	<b>12</b>
Number of Staff Development Days	per Certificated employee	3	3	3	3	3

**2000 - Non-Certificated**

2100 - Afterschool Coordinator			0.25	0.75	1	1
2100 - Afterschool tutors	full-time equivalents, 20 hours per	1.6666667	2.5	3.3333333	3.75	4.1666667
2200 - Controller						
2200 - Business Manager		0.25	0.5	1	1	1
2300 - Attendance Technician				0.5	0.75	1
2300 - Registrar						
2300 - Assistant to the Principal						
2300 - Office Manager		0.25	0.5	0.75	1	1
2400 - Custodian						
2400 - Maintenance and Operations						
2900 - Parent Liaison						
<b>Total Non-Certificated FTEs</b>		<b>2.1666667</b>	<b>3.75</b>	<b>6.3333333</b>	<b>7.5</b>	<b>8.1666667</b>
Number of Staff Development Days	per Classified employee	1	1	1	1	1

**Salary and Benefit Assumptions**

1100 - Teachers		\$ 49,000	\$ 50,470	\$ 51,984	\$ 53,544	\$ 55,150
Average Annual Teacher Days Absent		6	6	6	6	6
Supplemental Hourly Rate	see Afterschool Coord / Tutors	-	-	-	-	-
Substitute Teacher Per Diem		110	110	110	110	110
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	103	106	109	113
1200 - Principal / School Director		78,000	80,340	82,750	85,233	87,790
1200 - Dean						
1400 - Librarian		-				
1500 - Guidance, Welfare, Attendance		-				
1600 - Nurse		-				
1900 - Counselor		-				
1900 - Other Certificated #2						
1100 - Arts Teacher		43,000	44,290	45,619	46,987	48,397
1100 - Title I Teacher						
2100 - Afterschool Coordinator		-	-	45,000	46,350	47,741
2100 - Afterschool tutors	full-time equivalents, 20 hours per	18,000	18,540	19,096	19,669	20,259
2200 - Controller						
2200 - Business Manager		65,000	66,950	68,959	71,027	73,158
2300 - Attendance Technician			22,000	22,660	23,340	24,040
2300 - Registrar						
2300 - Assistant to the Principal		-				
2300 - Office Manager		35,000	36,050	37,132	38,245	39,393
2400 - Custodian						
2400 - Maintenance and Operations						
2900 - Parent Liaison						
2900 - Reserve for Coaches, Extracurricular		10,000	15,000	20,000	35,000	50,000
3000 - Certificated Retirement, Mandatory Benefits, Health	% of Salary	29.9%	29.9%	29.8%	29.8%	29.8%
3000 - Non-Certificated Retirement, Mandatory Benefits, Health	% of Salary	29.9%	29.9%	29.8%	29.8%	29.8%
3000 - Substitute Teacher Taxes and Mandatory Benefits		12.1%	12.1%	12.1%	12.1%	12.1%

**Table V: Revenues**  
*Revenue and Economic Assumptions*  
*Civicorps Middle School*

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>COLAs</b>						
COLA, state	drives state revenues growth, below	4.0%	3.8%	3.6%	3.5%	3.5%
COLA, federal	drives federal revenues growth, below	3.0%	3.5%	3.5%	3.5%	3.5%
COLA, personnel costs	drives personnel costs increase	3.0%	3.0%	3.0%	3.0%	3.0%
COLA, rapid increase	drives expenses increase	5%	5%	5%	5%	5%
<b>State</b>						
General Purpose, grades K-3	per ADA	5,809	6,030	6,247	6,466	6,692
General Purpose, grades 4-6	per ADA	5,897	6,121	6,341	6,563	6,793
General Purpose, grades 7-8	per ADA	6,066	6,297	6,524	6,752	6,988
General Purpose, grades 9-12	per ADA	7,038	7,305	7,568	7,833	8,107
Categorical Block Grant, grades K-3	per ADA	520	540	559	579	599
Categorical Block Grant, grades 4-6	per ADA	520	540	559	579	599
Categorical Block Grant, grades 7-8	per ADA	520	540	559	579	599
Categorical Block Grant, grades 9-12	per ADA	520	540	559	579	599
Economic Impact	per eligible (ELL and poverty) student-equivalent	329	341	353	366	379
Lottery	prior year ADA	149	154	160	166	171
Supplemental Hourly Instruction, CAHSEE	per student-hour served	4.24	4.40	4.56	4.72	4.89
Supplemental Hourly Instruction, 2-9 retained	per student-hour served	4.24	4.40	4.56	4.72	4.89
Supplemental Hourly Instruction, 2-6 STAR	per student-hour served	3.28	3.40	3.52	3.65	3.77
Supplemental Hourly Instruction, core subject	per student-hour served	4.04	4.19	4.34	4.49	4.65
Class Size Reduction	per K-3 student in 20:1 or less classroom	1,114	1,156	1,198	1,240	1,283
Proposition 39 Facilities program		no	no	no	no	no
Facilities Incentive Grant program	based on nonprofit status, high free/reduced counts	not eligible	no	no	no	no
SB 740 Rent re-imbursement program	if >70% free/reduced priced lunch students	not eligible	yes	yes	yes	yes
CIDE Startup Grant	will apply for Planning and Implementation grant					
Other State funding program						
<b>Federal</b>						
Title I - 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 I, 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
<b>Loans and Fundraising</b>						
Charter School Revolving Loan Fund		\$ 200,000				
Other Fundraising		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000

**Table VI: Revenues**

*State, Federal and Fundraising  
Civicorps Middle School*

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>State</b>						
General Purpose		\$ 560,196	\$ 880,583	\$ 1,222,152	\$ 1,420,803	\$ 1,631,862
Categorical Block Grant		49,400	76,916	106,246	123,711	142,267
Economic Impact		25,634	40,253	56,545	66,572	77,609
Lottery	New charter schools do not receive Y1 lottery funds until Y2		36,126	30,386	35,381	40,688
Supplemental Hourly Instruction, CAHSEE		-	48,955	101,436	104,986	108,660
Supplemental Hourly Instruction, 2-9 retained		18,331	33,892	46,816	54,512	62,689
Supplemental Hourly Instruction, 2-6 STAR			3,060	4,227	4,922	5,661
Supplemental Hourly Instruction, core subject			3,770	5,207	6,063	6,973
Class Size Reduction						
Proposition 39 Facilities program						
Facilities Incentive Grant program		not eligible	no	no	no	no
SB 740 Rent re-imbusement program		not eligible	48,750	56,250	63,750	71,250
CDE Startup Grant				-	-	-
Other State funding program						
<b>Subtotal State Revenues</b>		<b>\$ 653,561</b>	<b>\$ 1,172,306</b>	<b>\$ 1,629,267</b>	<b>\$ 1,880,699</b>	<b>\$ 2,147,658</b>
<b>Federal</b>						
Title I - Compensatory Education		\$ 30,660	\$ 47,600	\$ 65,688	\$ 76,485	\$ 87,958
Title 2 - Staff Development		214	332	458	533	613
Title 2 - Piggyback Funds		552	857	1,182	1,377	1,583
Title 4 - Safe and Drug Free Schools		380	590	814	948	1,090
<b>Subtotal Federal Revenues</b>		<b>\$ 31,806</b>	<b>\$ 49,378</b>	<b>\$ 68,142</b>	<b>\$ 79,343</b>	<b>\$ 91,244</b>
<b>Loans and Fundraising</b>						
Charter School Revolving Loan Fund		\$ 200,000	\$ -	\$ -	\$ -	\$ -
Other Fundraising		2,000	2,000	2,000	2,000	2,000
<b>Subtotal Fundraising Revenues</b>		<b>\$ 202,000</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>
<b>TOTAL REVENUES</b>		<b>\$ 887,366</b>	<b>\$ 1,223,685</b>	<b>\$ 1,699,409</b>	<b>\$ 1,962,042</b>	<b>\$ 2,240,903</b>

**Table VII: Personnel Expenditures**  
*Personnel and Staffing*  
*Civicorps Middle School*

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>1000 - Certificated and Instructional Salaries</b>						
1100 - Teachers		\$ 196,000	\$ 302,820	\$ 415,873	\$ 481,893	\$ 551,499
Substitute Teachers		2,640	3,960	5,280	5,940	6,600
Teachers, Supplementary Hourly		-	-	-	-	-
Teachers, Staff Development		1,080	1,669	2,292	2,655	3,039
Teachers, Other Extra Duty						
1200 - Principal / School Director		78,000	80,340	82,750	85,233	87,790
1200 - Dean						
1400 - Librarian						
1500 - Guidance, Welfare, Attendance						
1600 - Nurse						
1900 - Counselor						
1900 - Other Certificated #2						
1100 - Arts Teacher		10,750	22,145	34,214	46,987	48,397
1100 - Title I Teacher						
Substitute Title I CSR Teachers						
Certificated Staff Development		1,575	2,318	3,103	3,606	4,052
<b>Subtotal Certificated and Instructional Salaries</b>	Excludes district employees	<b>\$ 290,045</b>	<b>\$ 413,251</b>	<b>\$ 543,512</b>	<b>\$ 626,314</b>	<b>\$ 701,377</b>
<b>2000 - Non-Certificated Salaries</b>						
2100 - Afterschool Coordinator			\$ -	\$ 33,750	\$ 46,350	\$ 47,741
2100 - Afterschool tutors	full-time equivalents, 20 hours per week	\$ 30,000	\$ 46,350	\$ 63,654	\$ 73,759	\$ 84,413
2200 - Contoller						
2200 - Business Manager		\$ 16,250	\$ 33,475	\$ 68,959	\$ 71,027	\$ 73,158
2300 - Attendance Technician				\$ 11,330	\$ 17,505	\$ 24,040
2300 - Registrar						
2300 - Assistant to the Principal						
2300 - Office Manager		\$ 8,750	\$ 18,025	\$ 27,849	\$ 38,245	\$ 39,393
2400 - Custodian						
2400 - Maintenance and Operations						
2900 - Parent Liaison						
2900 - Reserve for Coaches, Extracurricular		\$ 10,000	\$ 15,000	\$ 20,000	\$ 35,000	\$ 50,000
After School Tutors						
<b>Subtotal Non-Certificated Salaries</b>	Excludes district employees	<b>\$ 65,000</b>	<b>\$ 112,850</b>	<b>\$ 225,541</b>	<b>\$ 281,887</b>	<b>\$ 318,745</b>
<b>TOTAL ALL SALARIES</b>		<b>\$ 355,045</b>	<b>\$ 526,101</b>	<b>\$ 769,053</b>	<b>\$ 908,201</b>	<b>\$ 1,020,121</b>
<b>3000 - Retirement and Benefits</b>						
Certificated Retirement & Benefits		\$ 85,044	\$ 120,991	\$ 158,986	\$ 183,152	\$ 205,003
Non-Certificated Retirement & Benefits		16,426	29,210	61,329	73,631	80,114
Substitute Teacher Benefits		318	477	636	716	795
<b>Subtotal Retirement, Benefits and Taxes</b>		<b>\$ 101,789</b>	<b>\$ 150,678</b>	<b>\$ 220,951</b>	<b>\$ 257,499</b>	<b>\$ 285,913</b>
<b>TOTAL ALL SALARIES AND BENEFITS</b>		<b>\$ 456,834</b>	<b>\$ 676,779</b>	<b>\$ 990,004</b>	<b>\$ 1,165,700</b>	<b>\$ 1,306,034</b>

**Table VIII: Expenditures**

*Assumptions*

*Civicorps Middle School*

		Year 1	Year 2	Year 3	Year 4	Year 5
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Notes						
<b>4000 - Books and Supplies</b>						
4100 - Approved Textbooks and Core Curricular Materials	replacement per enrolled	0.00	0.00	150.00	157.50	165.38
4200 - Instructional Books Other Than Textbooks	per Enrolled Student	100.00	105.00	200.00	210.00	220.50
4300 - Instructional Materials and Supplies	per Enrolled Student	75.00	78.75	150.00	157.50	165.38
4400 - Noncapitalized equipment	per Enrolled Student	10.00	10.50	11.03	11.58	12.16
4500 - Other Supplies	per Enrolled Student	5.00	5.25	5.51	5.79	6.08
4500 - Postage and Shipping	per Enrolled Student	2.50	2.63	2.76	2.89	3.04
4500 - Meeting Support, Food	per Enrolled Student	1.25	1.31	1.38	1.45	1.52
4500 - Meeting Support, Printing	per Enrolled Student	0.50	0.53	0.55	0.58	0.61
<b>5000 - Utilities</b>						
5500 - Electricity	Estimated annual	12,200	18,300	24,400	27,450	30,500
5500 - Gas / Propane	Estimated annual	2,600	3,900	5,200	5,850	6,500
5500 - Water	Estimated annual	2,200	3,300	4,400	4,950	5,500
5500 - Telephone	Estimated annual	2,000	3,000	4,000	4,500	5,000
<b>5000 - Operating</b>						
5200 - Travel and Conferences	Estimated annual	2,000	2,100	2,205	2,315	2,431
5300 - Dues and Memberships	Estimated annual	2,000	2,100	2,205	2,315	2,431
5400 - Insurance	share of larger policy	12,000	15,000	18,000	21,000	24,000
5500 - Housekeeping Service	Estimated annual	5,000	8,000	11,000	14,000	17,000
5600 - Copier and Office Equipment Lease	Estimated annual	10,000	10,500	20,000	21,000	30,000
5800 - Printing and Reproduction	Estimated annual	4,000	4,200	4,410	4,631	4,862
5800 - Staff Training and Development	per Teacher	1,000	500	525	551	579
5800 - Student Testing and Assessment	per Enrolled Student	75	79	83	87	91
5800 - Transportation	Estimated annual	8,000	9,000	10,000	11,000	12,000
6400 - Student Data Software	share of larger license	4,000	5,000	6,000	7,000	8,000
6400 - Technology, operating	Annual, for ongoing updc	-	10,000	11,000	12,000	13,000
<b>5000 - Professional Service</b>						
5100 - Advertising	Estimated annual	4,000	4,200	4,410	4,631	4,862
5100 - Legal	Estimated annual	7,000	7,350	7,718	8,103	8,509
5100 - Audit	share of larger audit	4,000	5,000	6,000	7,000	8,000
SPED encroachment / reserve	per Enrolled Student	325	341	358	376	395
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 Mgt. & Oversight (BMO)	% of all Revenue	3%	3%	3%	3%	3%
<b>5000 - Facilities</b>						
5600 - Rent	Estimated annual	55,000	65,000	75,000	85,000	95,000
5600 - Facilities Maintenance Fees	% of all Revenue	2%	2%	2%	2%	2%
5600 - Repairs and Equipment Replacement	Estimated annual	6,000	6,300	6,615	6,946	7,293
5800 - Security Services	Estimated annual	2,000	2,100	2,205	2,315	2,431

**Table IX: Operating Expenditures**  
*Supplies, Utilities, Operating, Service and Facilities*  
*Civicorps Middle School*

	Notes				
	Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011	Year 4 2011-2012	Year 5 2012-2013
<b>4000 - Books and Supplies</b>					
4100 - Approved Textbooks and Core Curricular Materials	\$ -	\$ -	\$ 30,000	\$ 35,438	\$ 41,344
4200 - Instructional Books Other Than Textbooks	10,000	15,750	40,000	47,250	55,125
4300 - Instructional Materials and Supplies	7,500	11,813	30,000	35,438	41,344
4400 - Noncapitalized equipment	1,000	1,575	2,205	2,605	3,039
4500 - Other Supplies	500	788	1,103	1,302	1,519
4500 - Postage and Shipping	250	394	551	651	760
<b>Subtotal, Books and Supplies</b>	<b>\$ 19,250</b>	<b>\$ 30,319</b>	<b>\$ 103,859</b>	<b>\$ 122,683</b>	<b>\$ 143,130</b>
<b>5000 - Utilities</b>					
5500 - Electricity	\$ 12,200	\$ 18,300	\$ 24,400	\$ 27,450	\$ 30,500
5500 - Gas / Propane	2,600	3,900	5,200	5,850	6,500
5500 - Water	2,200	3,300	4,400	4,950	5,500
5500 - Telephone	2,000	3,000	4,000	4,500	5,000
<b>Subtotal, Utilities</b>	<b>\$ 19,000</b>	<b>\$ 28,500</b>	<b>\$ 38,000</b>	<b>\$ 42,750</b>	<b>\$ 47,500</b>
<b>5000 - Operating</b>					
5200 - Travel and Conferences	\$ 2,000	\$ 2,100	\$ 2,205	\$ 2,315	\$ 2,431
5300 - Dues and Memberships	2,000	2,100	2,205	2,315	2,431
5400 - Insurance	12,000	15,000	18,000	21,000	24,000
5500 - Housekeeping Service	5,000	8,000	11,000	14,000	17,000
5600 - Copier and Office Equipment Lease	10,000	10,500	20,000	21,000	30,000
5800 - Printing and Reproduction	4,000	4,200	4,410	4,631	4,862
5800 - Staff Training and Development	4,000	3,000	4,200	4,961	5,788
5800 - Student Testing and Assessment	7,500	11,813	16,538	19,535	22,791
5800 - Transportation	8,000	9,000	10,000	11,000	12,000
6400 - Student Data Software	4,000	5,000	6,000	7,000	8,000
6400 - Technology, operating	-	10,000	11,000	12,000	13,000
<b>Subtotal, Operating</b>	<b>\$ 58,500</b>	<b>\$ 80,713</b>	<b>\$ 105,558</b>	<b>\$ 119,757</b>	<b>\$ 142,303</b>
<b>5000 - Professional Service</b>					
5100 - Advertising	\$ 4,000	\$ 4,200	\$ 4,410	\$ 4,631	\$ 4,862
5100 - Legal	7,000	7,350	7,718	8,103	8,509
5100 - Audit	4,000	5,000	6,000	7,000	8,000
SPED encroachment / reserve	32,500	51,188	71,663	84,651	98,760
District Title I Oversight Charge	-	-	-	-	-
District Oversight Charge	6,096	9,575	13,284	15,445	17,741
5100 - Business Mgt. & Oversight (BMO)	26,621	36,711	50,982	58,861	67,227
<b>Subtotal, Services</b>	<b>\$ 80,217</b>	<b>\$ 114,023</b>	<b>\$ 154,056</b>	<b>\$ 178,692</b>	<b>\$ 205,099</b>
<b>5000 - Facilities</b>					
5600 - Rent	\$ 55,000	\$ 65,000	\$ 75,000	\$ 85,000	\$ 95,000
5600 - Facilities Maintenance Fees	10,280	17,594	24,617	28,444	32,515
5600 - Repairs and Equipment Replacement	6,000	6,300	6,615	6,946	7,293
5800 - Security Services	2,000	2,100	2,205	2,315	2,431
<b>Subtotal, Facilities</b>	<b>\$ 73,280</b>	<b>\$ 90,994</b>	<b>\$ 108,437</b>	<b>\$ 122,705</b>	<b>\$ 137,239</b>
<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$ 250,247</b>	<b>\$ 344,548</b>	<b>\$ 509,910</b>	<b>\$ 586,587</b>	<b>\$ 675,271</b>

**Table X: Cash Flow for Year 1**

Monthly  
Summary  
2008-2009

	Annual Amount 2008-2009	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
<b>REVENUES</b>													
State	\$ 653,561	\$ 1,538	\$ 3,076	\$ 211,146	\$ 3,884	\$ 3,884	\$ 150,187	\$ 3,884	\$ 90,252	\$ 46,043	\$ 46,043	\$ 49,119	\$ 44,505
Federal	31,806	-	-	-	-	12,722	-	-	-	12,722	-	6,361	-
Loans and Fundraising	202,000	202,000	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 887,366</b>	<b>\$ 203,538</b>	<b>\$ 3,076</b>	<b>\$ 211,146</b>	<b>\$ 3,884</b>	<b>\$ 16,606</b>	<b>\$ 150,187</b>	<b>\$ 3,884</b>	<b>\$ 90,252</b>	<b>\$ 58,765</b>	<b>\$ 46,043</b>	<b>\$ 55,480</b>	<b>\$ 44,505</b>
% of Subtotal:		23%	0%	24%	0%	2%	17%	0%	10%	7%	5%	6%	5%
<b>EXPENDITURES</b>													
1000 - Certificated and Instructional Salaries	\$ 290,045	\$ 6,500	\$ 24,318	\$ 26,101	\$ 26,101	\$ 26,101	\$ 26,101	\$ 26,101	\$ 26,101	\$ 26,101	\$ 26,101	\$ 26,101	\$ 24,318
2000 - Non-Certificated Salaries	65,000	1,354	4,354	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	6,438	1,354
3000 - Retirement and Benefits	101,789	7,087	8,580	8,616	8,616	8,616	8,616	8,616	8,616	8,616	8,616	8,616	8,580
4000 - Books and Supplies	19,250	146	146	8,896	146	146	146	8,896	146	146	146	146	146
5000 - Utilities	19,000	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583
5000 - Operating	58,500	2,958	3,958	4,736	4,736	4,736	5,736	4,736	4,736	4,736	9,736	4,736	2,958
5000 - Professional Service	80,217	6,351	6,351	6,351	6,351	6,351	6,351	6,351	6,351	6,351	6,351	6,351	10,351
5000 - Facilities	73,280	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107	6,107
Startup and Expansion Expenses	98,500	-	49,250	24,625	-	-	14,775	9,850	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 805,581</b>	<b>\$ 32,087</b>	<b>\$ 104,648</b>	<b>\$ 93,453</b>	<b>\$ 60,078</b>	<b>\$ 60,078</b>	<b>\$ 75,853</b>	<b>\$ 78,678</b>	<b>\$ 60,078</b>	<b>\$ 60,078</b>	<b>\$ 65,078</b>	<b>\$ 60,078</b>	<b>\$ 55,398</b>
% of Subtotal:		4%	13%	12%	7%	7%	9%	10%	7%	7%	8%	7%	7%
<b>MONTHLY SURPLUS / (DEFICIT)</b>	<b>\$ 81,785</b>	<b>\$ 171,451</b>	<b>\$ (101,572)</b>	<b>\$ 117,694</b>	<b>\$ (56,194)</b>	<b>\$ (43,472)</b>	<b>\$ 74,334</b>	<b>\$ (74,794)</b>	<b>\$ 30,174</b>	<b>\$ (1,312)</b>	<b>\$ (19,035)</b>	<b>\$ (4,598)</b>	<b>\$ (10,894)</b>
<b>MONTHLY FUND BALANCE</b>		<b>\$ 171,451</b>	<b>\$ 69,879</b>	<b>\$ 187,573</b>	<b>\$ 131,379</b>	<b>\$ 87,908</b>	<b>\$ 162,242</b>	<b>\$ 87,448</b>	<b>\$ 117,622</b>	<b>\$ 116,310</b>	<b>\$ 97,275</b>	<b>\$ 92,678</b>	<b>\$ 81,784</b>



**Table XI: Cash Flow for Year 2**

Monthly  
Summary  
2009-2010

	Annual Amount 2009-2010	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
<b>REVENUES</b>													
State	\$ 1,172,306	\$ 63,387	\$ 98,596	\$ 111,909	\$ 88,788	\$ 88,788	\$ 97,820	\$ 88,788	\$ 127,519	\$ 104,280	\$ 74,701	\$ 74,701	\$ 153,030
Federal	49,378	-	-	-	-	19,751	-	-	-	19,751	-	9,876	-
Loans and Fundraising	2,000	2,000	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 1,223,685</b>	<b>\$ 65,387</b>	<b>\$ 98,596</b>	<b>\$ 111,909</b>	<b>\$ 88,788</b>	<b>\$ 108,539</b>	<b>\$ 97,820</b>	<b>\$ 88,788</b>	<b>\$ 127,519</b>	<b>\$ 124,031</b>	<b>\$ 74,701</b>	<b>\$ 84,577</b>	<b>\$ 153,030</b>
% of Subtotal:		5%	8%	9%	7%	9%	8%	7%	10%	10%	6%	7%	13%
<b>EXPENDITURES</b>													
1000 - Certificated and Instructional Salaries	\$ 413,251	\$ 31,930	\$ 31,930	\$ 35,273	\$ 35,273	\$ 35,273	\$ 35,273	\$ 35,273	\$ 35,273	\$ 35,273	\$ 35,273	\$ 35,273	\$ 31,930
2000 - Non-Certificated Salaries	112,850	2,790	7,425	11,094	11,094	11,094	11,094	11,094	11,094	11,094	11,094	11,094	2,790
3000 - Retirement and Benefits	150,678	10,083	12,738	12,791	12,791	12,791	12,791	12,791	12,791	12,791	12,791	12,791	12,738
4000 - Books and Supplies	30,319	230	14,011	230	230	230	14,011	230	230	230	230	230	230
5000 - Utilities	28,500	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375
5000 - Operating	80,713	3,384	14,434	5,607	5,607	5,607	6,657	5,607	5,607	5,607	5,607	13,607	5,607
5000 - Professional Service	114,023	9,085	9,085	9,085	9,085	9,085	9,085	9,085	9,085	9,085	9,085	9,085	14,085
5000 - Facilities	90,994	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583
Startup and Expansion Expenses	51,000	-	-	12,750	12,750	-	-	12,750	12,750	-	-	-	-
Charter School Revolving Loan repayment	44,761	-	-	4,973	4,973	4,973	4,973	4,973	4,973	4,973	4,973	4,973	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,117,089</b>	<b>\$ 67,459</b>	<b>\$ 99,581</b>	<b>\$ 101,761</b>	<b>\$ 101,761</b>	<b>\$ 89,011</b>	<b>\$ 103,843</b>	<b>\$ 101,761</b>	<b>\$ 101,761</b>	<b>\$ 89,011</b>	<b>\$ 97,011</b>	<b>\$ 89,011</b>	<b>\$ 75,115</b>
% of Subtotal:		6%	9%	9%	9%	8%	9%	9%	9%	8%	9%	8%	7%
<b>MONTHLY SURPLUS / (DEFICIT)</b>	<b>\$ 106,596</b>	<b>\$ (2,072)</b>	<b>\$ (985)</b>	<b>\$ 10,147</b>	<b>\$ (12,973)</b>	<b>\$ 19,528</b>	<b>\$ (6,023)</b>	<b>\$ (12,973)</b>	<b>\$ 25,758</b>	<b>\$ 35,019</b>	<b>\$ (22,310)</b>	<b>\$ (4,435)</b>	<b>\$ 77,915</b>
<b>FUND BALANCE WITHIN YEAR</b>		<b>\$ (2,072)</b>	<b>\$ (3,057)</b>	<b>\$ 7,091</b>	<b>\$ (5,882)</b>	<b>\$ 13,645</b>	<b>\$ 7,622</b>	<b>\$ (5,351)</b>	<b>\$ 20,407</b>	<b>\$ 55,426</b>	<b>\$ 33,116</b>	<b>\$ 28,681</b>	<b>\$ 106,596</b>
<b>BALANCE AS A % OF MONTHLY EXPENDITURES</b>		-3%	-3%	7%	-6%	15%	7%	-5%	20%	62%	34%	32%	142%
Carry-forward from previous year:	\$ 81,785												
<b>PROJECTED BANK BALANCE</b>	<b>\$ 188,381</b>	<b>\$ 79,713</b>	<b>\$ 78,728</b>	<b>\$ 88,876</b>	<b>\$ 75,902</b>	<b>\$ 95,430</b>	<b>\$ 89,407</b>	<b>\$ 76,434</b>	<b>\$ 102,191</b>	<b>\$ 137,211</b>	<b>\$ 114,900</b>	<b>\$ 110,466</b>	<b>\$ 188,381</b>

**Table XII: Cash Flow for Year 3**

Monthly  
Summary  
2010-2011

	Annual Amount 2010-2011	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
<b>REVENUES</b>													
State	\$ 1,629,267	\$ 87,985	\$ 136,862	\$ 153,715	\$ 126,564	\$ 126,564	\$ 134,161	\$ 126,564	\$ 180,329	\$ 143,125	\$ 107,011	\$ 107,011	\$ 199,375
Federal	68,142	-	-	-	-	27,257	-	-	-	27,257	-	13,628	-
Loans and Fundraising	2,000	2,000	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 1,699,409</b>	<b>\$ 89,985</b>	<b>\$ 136,862</b>	<b>\$ 153,715</b>	<b>\$ 126,564</b>	<b>\$ 153,821</b>	<b>\$ 134,161</b>	<b>\$ 126,564</b>	<b>\$ 180,329</b>	<b>\$ 170,382</b>	<b>\$ 107,011</b>	<b>\$ 120,640</b>	<b>\$ 199,375</b>
% of Subtotal:		5%	8%	9%	7%	9%	8%	7%	11%	10%	6%	7%	12%
<b>EXPENDITURES</b>													
1000 - Certificated and Instructional Salaries	\$ 543,512	\$ 41,552	\$ 41,552	\$ 46,540	\$ 46,540	\$ 46,540	\$ 46,540	\$ 46,540	\$ 46,540	\$ 46,540	\$ 46,540	\$ 46,540	\$ 41,552
2000 - Non-Certificated Salaries	225,541	6,691	13,056	22,123	22,123	22,123	22,123	22,123	22,123	22,123	22,123	22,123	6,691
3000 - Retirement and Benefits	220,951	13,249	18,824	18,895	18,895	18,895	18,895	18,895	18,895	18,895	18,895	18,895	18,824
4000 - Books and Supplies	103,859	322	50,322	322	322	322	50,322	322	322	322	322	322	322
5000 - Utilities	38,000	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167
5000 - Operating	105,558	4,779	16,882	7,446	7,446	7,446	8,549	7,446	7,446	7,446	18,446	7,446	4,779
5000 - Professional Service	154,056	12,338	12,338	12,338	12,338	12,338	12,338	12,338	12,338	12,338	12,338	12,338	18,338
5000 - Facilities	108,437	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036
Startup and Expansion Expenses	43,167	-	-	10,792	10,792	-	-	10,792	10,792	-	-	-	-
Charter School Revolving Loan repayment	44,761	-	-	4,973	4,973	4,973	4,973	4,973	4,973	4,973	4,973	4,973	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,587,842</b>	<b>\$ 91,134</b>	<b>\$ 165,177</b>	<b>\$ 135,631</b>	<b>\$ 135,631</b>	<b>\$ 124,839</b>	<b>\$ 175,942</b>	<b>\$ 135,631</b>	<b>\$ 135,631</b>	<b>\$ 124,839</b>	<b>\$ 135,839</b>	<b>\$ 124,839</b>	<b>\$ 102,709</b>
% of Subtotal:		6%	10%	9%	9%	8%	11%	9%	9%	8%	9%	8%	6%
<b>MONTHLY SURPLUS / (DEFICIT)</b>	<b>\$ 111,567</b>	<b>\$ (1,148)</b>	<b>\$ (28,315)</b>	<b>\$ 18,084</b>	<b>\$ (9,067)</b>	<b>\$ 28,982</b>	<b>\$ (41,781)</b>	<b>\$ (9,067)</b>	<b>\$ 44,698</b>	<b>\$ 45,542</b>	<b>\$ (28,828)</b>	<b>\$ (4,200)</b>	<b>\$ 96,666</b>
<b>FUND BALANCE WITHIN YEAR</b>		<b>\$ (1,148)</b>	<b>\$ (29,463)</b>	<b>\$ (11,379)</b>	<b>\$ (20,446)</b>	<b>\$ 8,536</b>	<b>\$ (33,245)</b>	<b>\$ (42,312)</b>	<b>\$ 2,386</b>	<b>\$ 47,929</b>	<b>\$ 19,101</b>	<b>\$ 14,901</b>	<b>\$ 111,567</b>
<b>BALANCE AS A % OF MONTHLY EXPENDITURES</b>		-1%	-18%	-8%	-15%	7%	-19%	-31%	2%	38%	14%	12%	109%
Carry-forward from previous year:	\$ 188,381												
<b>PROJECTED BANK BALANCE</b>	<b>\$ 299,948</b>	<b>\$ 187,232</b>	<b>\$ 158,917</b>	<b>\$ 177,001</b>	<b>\$ 167,935</b>	<b>\$ 196,916</b>	<b>\$ 155,135</b>	<b>\$ 146,069</b>	<b>\$ 190,767</b>	<b>\$ 236,309</b>	<b>\$ 207,481</b>	<b>\$ 203,282</b>	<b>\$ 299,948</b>

**Table XIII. Supplemental Hourly Programs**  
**Revenues and Expenditures**  
**Civcorps Middle School**

		Year 1	Year 2	Year 3	Year 4	Year 5
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Notes						
<b>Supplemental Instruction Possible Program:</b>						
<b>Students at risk of failing High School Exit Exam</b>						
Uncapped, for grades 7-12 that "do not make sufficient progress" toward passing HSEE (can be gauged by test scores, grades, others)						
Potentially eligible	all students in grades 7-12+		50	100	100	100
Actually eligible	% of potentially eligible that qualify for program	65%	65%	65%	65%	65%
Actual average daily attendance %	% of those "actually eligible"	90%	90%	90%	90%	90%
Actual average daily attendance			29	59	59	59
Actual estimated student hours	from Table II assumptions	-	11,115	22,230	22,230	22,230
<b>Grades 2-9 Retained or recommended for retention</b>						
Uncapped, those in 2-9 that have been retained or have been recommended for retention						
Potentially eligible	all students in grades 2-9	100	150	200	225	250
Actually eligible	% of potentially eligible that qualify for program	15%	15%	15%	15%	15%
Actual average daily attendance %	% of those "actually eligible"	90%	90%	90%	90%	90%
Actual average daily attendance		14	20	27	30	34
Actual estimated student hours	from Table II assumptions	4,320	7,695	10,260	11,543	12,825
<b>Grades 2-6 academically "deficient" per STAR test or "at risk of retention"</b>						
Capped at 5% of prior year enrollment x 120 hours, for those deemed "deficient" per STAR test or "at risk of retention"						
Potentially eligible	all students in grades 2-6	100	150	150	175	200
Actually eligible	% of potentially eligible that qualify for program	40%	40%	40%	40%	40%
Actual average daily attendance %	% of those "actually eligible"	90%	90%	90%	90%	90%
Actual average daily attendance		36	54	54	63	72
Actual estimated student hours	from Table II assumptions, subject to cap		900	1,200	1,350	1,500
<b>Core subject supplemental instruction</b>						
Capped at 5% of prior year enrollment x 120 hours, must provide instruction in a "core" academic subject						
Potentially eligible	all students	100	150	200	225	250
Actually eligible	% of potentially eligible that qualify for program	100%	100%	100%	100%	100%
Actual average daily attendance %	% of those "actually eligible"	90%	90%	90%	90%	90%
Actual average daily attendance		90	135	180	203	225
Actual estimated student hours	from Table II assumptions, subject to cap		900	1,200	1,350	1,500
<b>Total Revenues and Expenditures</b>						
Total estimated student hours	from above programs	4,320	20,610	34,890	36,473	38,055
Revenue per student-hour, CAHSEE	from Revenue Assumptions	\$ 4.24	\$ 4.40	\$ 4.56	\$ 4.72	\$ 4.89
Revenue per student-hour, 2-9 retained	from Revenue Assumptions	\$ 4.24	\$ 4.40	\$ 4.56	\$ 4.72	\$ 4.89
Revenue per student-hour, 2-6 STAR	from Revenue Assumptions	\$ 3.28	\$ 3.40	\$ 3.52	\$ 3.65	\$ 3.77
Revenue per student-hour, core subject	from Revenue Assumptions	\$ 4.04	\$ 4.19	\$ 4.34	\$ 4.49	\$ 4.65
<b>Total Revenues</b>		<b>\$ 18,331</b>	<b>\$ 89,678</b>	<b>\$ 157,687</b>	<b>\$ 170,483</b>	<b>\$ 183,982</b>
<b>Total Expenditures</b>		<b>\$ 38,960</b>	<b>\$ 60,186</b>	<b>\$ 126,467</b>	<b>\$ 155,930</b>	<b>\$ 171,549</b>

**Table XIV: Startup and Expansion Expenses**

*Civicorps Middle School*

*Summer before each school year*

		Summer	Summer	Summer	Summer	Summer
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Organization Structure Expenditures</b>						
	Notes					
Reserve for Closing Fund		10,000	-	-	-	-
School Director	Early start for school set-up	6,500	-	-	-	-
<b>Subtotal</b>		<b>16,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Asset Purchases</b>						
Furniture	\$150 per new enrollment	15,000	7,500	7,500	3,750	3,750
Technology	Includes computers, printers, installation, networking	20,000	20,000	15,000	10,000	10,000
Curriculum	\$300 per new enrollment	30,000	15,000	15,000	7,500	7,500
Classroom furnishings	Non-furniture items such as whiteboards, clocks, etc.	8,000	4,000	2,667	1,000	889
Office furnishings and supplies		7,000	3,500	2,333	875	778
Miscellaneous supplies		2,000	1,000	667	250	222
<b>Subtotal</b>		<b>82,000</b>	<b>51,000</b>	<b>43,167</b>	<b>23,375</b>	<b>23,139</b>
<b>Total</b>		<b>98,500</b>	<b>51,000</b>	<b>43,167</b>	<b>23,375</b>	<b>23,139</b>

**Table XV: Benefit Expense Detail**  
*Civicorps Middle School*

		Year 1	Year 2	Year 3	Year 4	Year 5
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Notes		49,000	50,470	51,984	53,544	55,150
Assumed overall average salary (based on teacher average)						
<b>Mandatory Benefits</b>						
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	0.49%	0.47%	0.46%	0.44%	0.43%
Employment Training Tax	.1% of first \$7,000 of salary	0.014%	0.014%	0.013%	0.013%	0.013%
<b>Subtotal</b>		<b>12.05%</b>	<b>12.04%</b>	<b>12.02%</b>	<b>12.01%</b>	<b>11.99%</b>
<b>Health and Retirement</b>						
Health	\$605 per employee per month - mix of spouse and spouse plus family covered, assumed mix of ages, HMO option	14.82%	14.82%	14.82%	14.82%	14.82%
Retirement, certificated	3% employer contribution via 403b plan	3.00%	3.00%	3.00%	3.00%	3.00%
Retirement, classified	3% employer contribution via 403b plan	3%	3%	3%	3%	3%
<b>Total, certificated</b>		<b>29.87%</b>	<b>29.85%</b>	<b>29.84%</b>	<b>29.82%</b>	<b>29.81%</b>
<b>Total, classified</b>		<b>29.87%</b>	<b>29.85%</b>	<b>29.84%</b>	<b>29.82%</b>	<b>29.81%</b>

**Table XVI: Instructional Minute**

*Analysis*

*Civicorps Middle School*

	Number of Days	Number of Minutes per Day	Number of Instructional Minutes
(estimate, excludes passing time, lunch, recess)			
<b><u>Civicorps Middle School</u></b>			
Instructional Minutes, Kindergarten			
Instructional Minutes, grades 1-3			
Instructional Minutes, grades 4-8	180	330	59,400
Instructional Minutes, grades 9-12			
After School Program	160	120	19,200
Saturday Sessions			
Summer School Sessions			
<b>Total Instructional Minutes, Kindergarten</b>			
<b>Total Instructional Minutes, grades 1-3</b>			
<b>Total Instructional Minutes, grades 4-8</b>			<b>78,600</b>
<b>Total Instructional Minutes, grades 9-12</b>			

**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

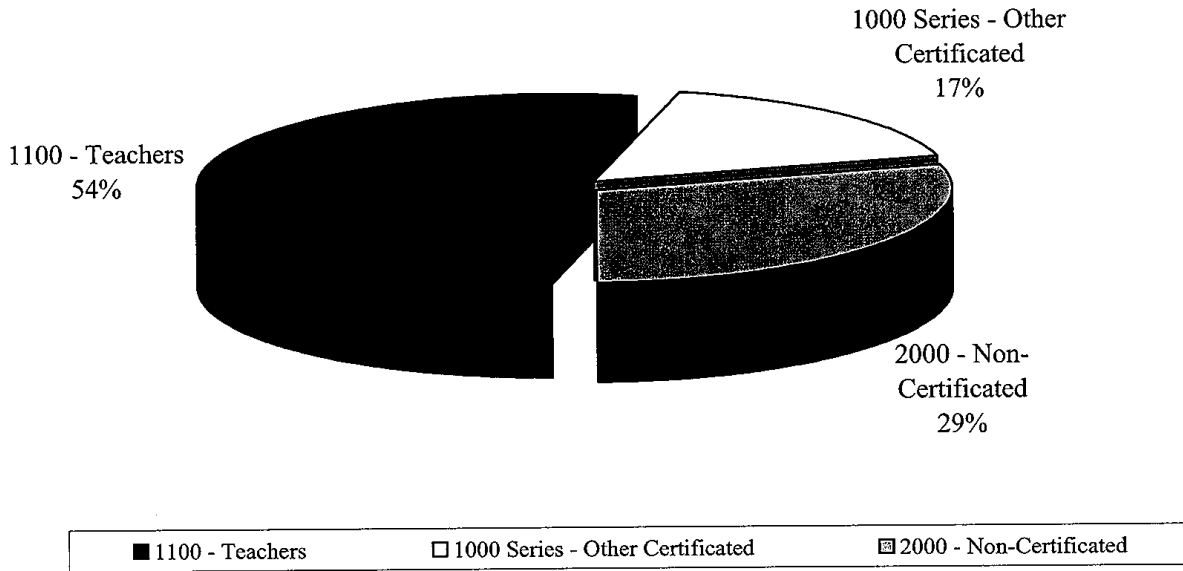
**Ratio of minutes versus traditional public schools**

Kindergarten		
Grades 1-3		
Grades 4-8		1.5
Grades 9-12		

**Chart: Personnel Mix**  
*Teachers, Other Certificated, and Non-Certificated*

Job Class	Number of FTEs in Year 1
1100 - Teachers	4
1000 Series - Other Certificated	1.25
2000 - Non-Certificated	2.166666667
<b>Total Personnel</b>	<b>7.416666667</b>

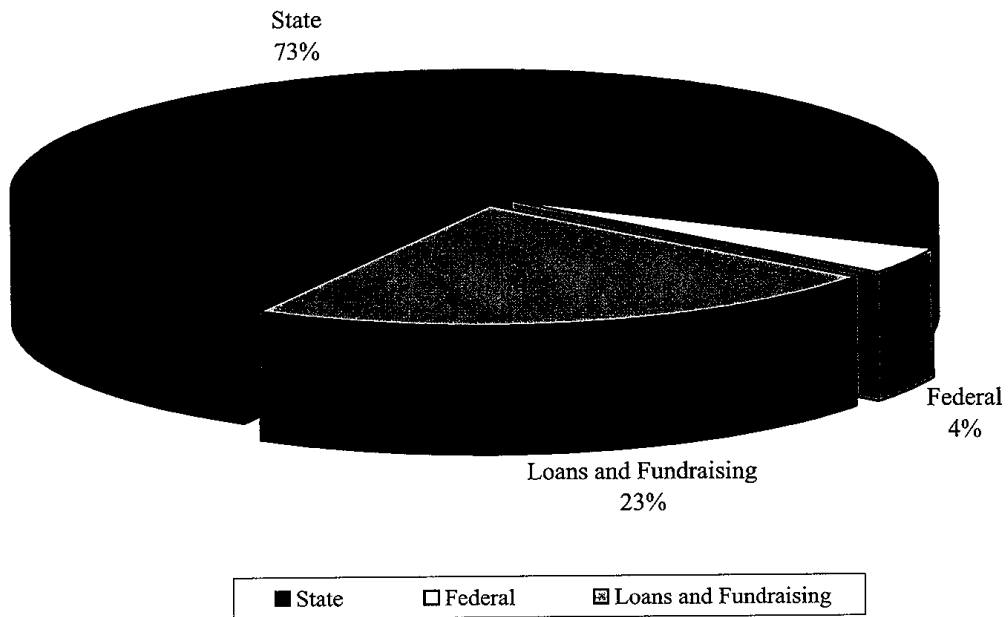
### Personnel Mix



**Chart: Revenue Mix**  
*State, Federal and Fundraising*

<b>Funding Source</b>	<b>Total Revenue in Year 1</b>
State	\$ 653,561
Federal	31,806
Loans and Fundraising	202,000
<b>TOTAL REVENUES</b>	<b>\$ 887,366</b>

### Revenue Mix

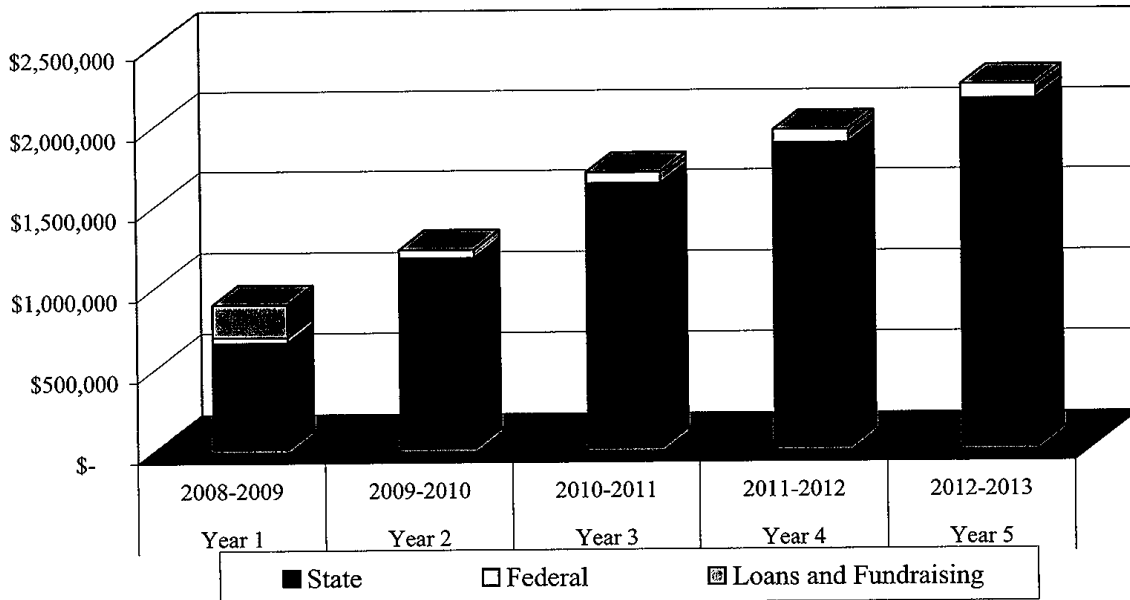




**Graph: Revenue Mix over Time**  
*State, Federal and Fundraising*

Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
State	\$ 653,561	\$ 1,172,306	\$ 1,629,267	\$ 1,880,699	\$ 2,147,658
Federal	31,806	49,378	68,142	79,343	91,244
Loans and Fundraising	202,000	2,000	2,000	2,000	2,000
<b>TOTAL REVENUES</b>	<b>\$ 887,366</b>	<b>\$ 1,223,685</b>	<b>\$ 1,699,409</b>	<b>\$ 1,962,042</b>	<b>\$ 2,240,903</b>

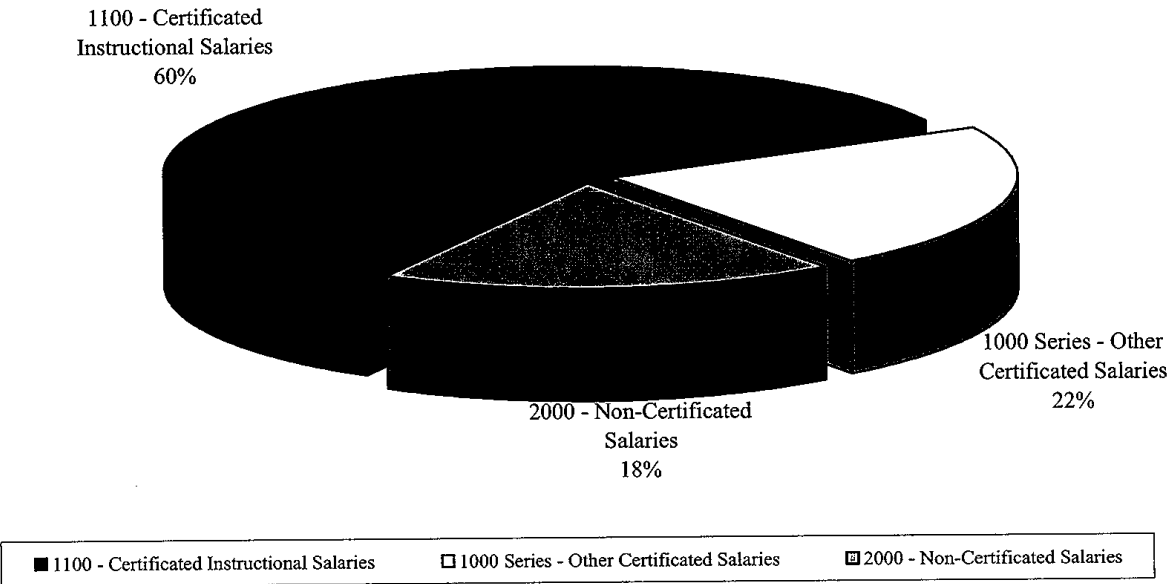
**Revenue Mix over Time**



**Chart: Salary Mix**  
*Teachers, Other Certificated, and Non-Certificated*

Salary Type	Aggregate Salary in Year 1	
1100 - Certificated Instructional Salaries	\$	210,470
1000 Series - Other Certificated Salaries		79,575
2000 - Non-Certificated Salaries		65,000
<b>TOTAL ALL SALARIES</b>	<b>\$</b>	<b>365,795</b>

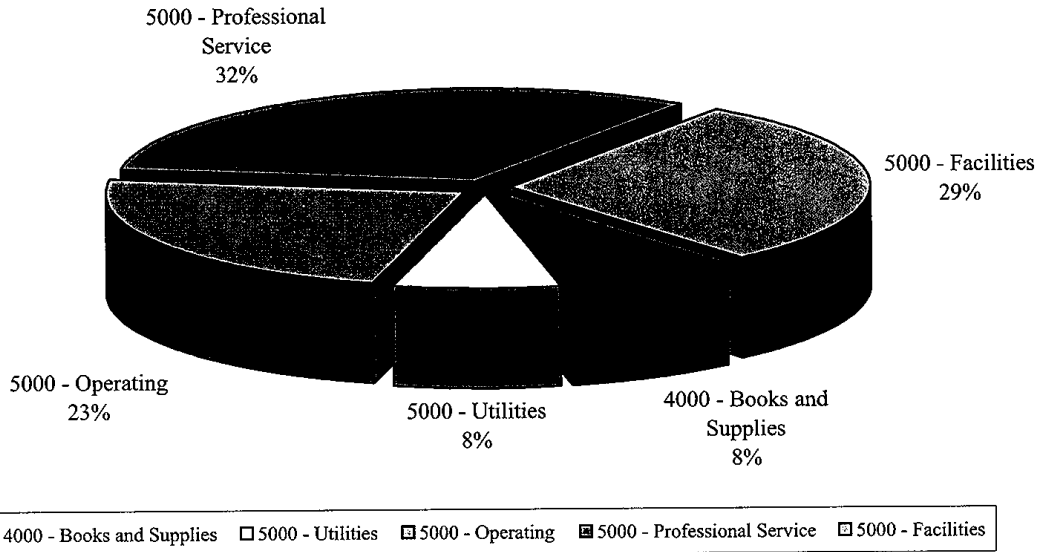
### Salary Mix



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

Expenditure Type	Aggregate Expenditures in Year 1	
4000 - Books and Supplies	\$	19,250
5000 - Utilities		19,000
5000 - Operating		58,500
5000 - Professional Service		80,217
5000 - Facilities		73,280
<b>TOTAL</b>	<b>\$</b>	<b>250,247</b>

## Expenditures Mix

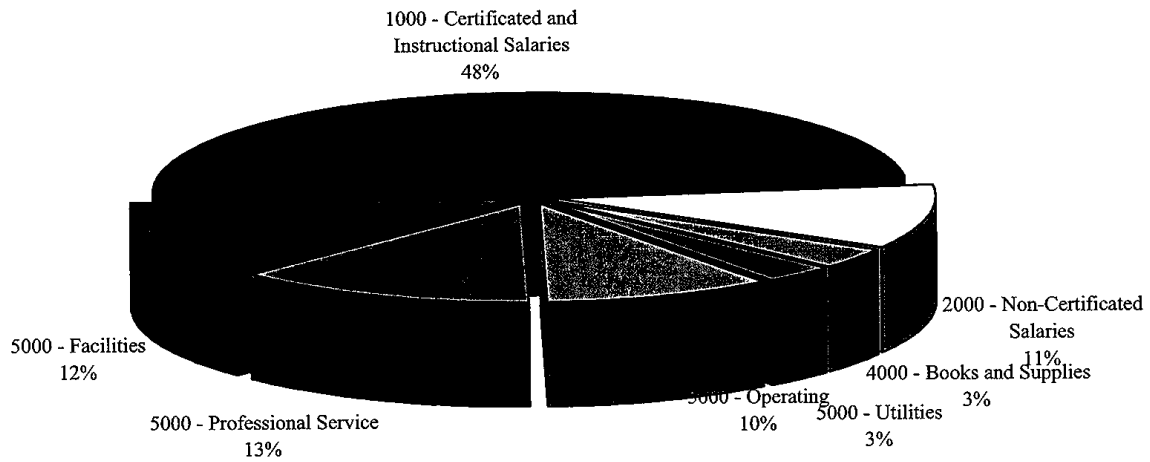


**Chart: All Expenditures Mix**

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

Expenditure Type	Aggregate Expenditures in Year 1
1000 - Certificated and Instructional Salaries	\$ 290,045
2000 - Non-Certificated Salaries	65,000
4000 - Books and Supplies	19,250
5000 - Utilities	19,000
5000 - Operating	58,500
5000 - Professional Service	80,217
5000 - Facilities	73,280
<b>TOTAL</b>	<b>\$ 805,581</b>

**All Expenditures Mix**



**Graph: Operating Surplus / Deficit and Fund Balance over Time**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Surplus/Deficit	\$ 81,785	\$ 106,596	\$ 111,567	\$ 141,618	\$ 191,698
Fund Ending Balance	81,785	188,381	299,948	441,566	633,264

**Operating Surplus / Deficit and Fund Balance over Time**

