

LEGISLATIVE FILE

File ID Number 11-2956
Introduction Date 10-26-11
Enactment Number _____
Enactment Date _____

Civicorps Corpsmember Academy



Renewal Charter

CDS Code: 01-61259-0115386
Charter Number: 948

Respectfully Submitted
26 October 2011

To:
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94607

From:
Civicorps Corpsmember Academy
Tessa Nicholas, Head of School
101 Myrtle Street
Oakland, CA 94607
510-992-7800
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Civicorps Corpsmember Academy

Charter Renewal Petition

Submitted October 26, 2011

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CIVICORPS SCHOOLS

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October 19, 2011

As Board President of Civicorps Schools, I hereby certify the submission of the charter petition requesting a five-year renewal of the Civicorps Corpsmember Academy from the Oakland Unified School District Board of Education. The submission will take place on October 26, 2011 and the lead petitioner will be Tessa Nicholas, Head of School.

Rita Isaacs

Rita Isaacs

Board President

Civicorps Schools

10/19/11

Date



Petition for the Renewal of Civicorps Corpsmember Academy Charter

We the undersigned believe that the attached Charter renewal deserves considerations and hereby petition the governing board of the Oakland Unified School District to grant renewal of this charter. In accordance with provisions of California's revised Charter Schools Act we hereby exercise rights as granted in section 47605 (A) of the Education Code – namely that the charter petition is "signed by a number of teachers that is equivalent to at least one-half (3) of the number of teachers (5) the charter school estimates will be employed in the charter school during operation.

Name of staff	Home address and zip code	Home phone number	Meaningfully interested in teaching at the charter school	Current school	Type of credential held	Signature	Date
Rachel Friedman	5750 Hermann St. Oakland 94609	510 420 0773	yes	Civicorps	Sing. Sub. Ed. Mult. Subject		10.6.11
Katie Amos	817 E. 24th St. Oakland, CA	810- 977-7488	yes	Civicorps	Special Ed.		10/6/11
Paul Paradis	1355 Valencia St Apt 1 SF CA 94110	415-405-5409	Yes	Civicorps	SS Social Studies		10/6/11
ROOP PRABHU	1379 HAMPSHIRE ST. UNIT B SF CA 94110	415 612 0012	YES	CIVICORPS	SINGLE SUBJECT MATH		10/6/11
Ronald Cunningham	1436 36th St J3 Oakland, CA 94601	(510) 502-5768	yes	CIVICORPS	Intern. English single-subject		10/7/11
Tessa Nicholas	576 - 12th Ave SF, CA 94118	510 - 282- 7135	n/a Head of school	Civicorps	n/a		10/6/11
Joseph A. Billingsley	687 Arden St Oakland 94609	510/ 655- 5827	yes	CIVICORPS	n/a		10/6/11



STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Civicorps Corpsmember Academy to be located at 101 Myrtle Street, Oakland CA 94607 is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

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

Tessa Nicholas
Signature

10/6/11
Date

Tessa Nicholas
Print Name



**Civicorps Corp member Academy
Charter School Renewal
Performance Report
August 2011**

Introduction

The Civicorps Corp member Academy presents our performance report for years 2007-2011. During the last term of the charter, the school met or exceeded our Measureable Pupil Outcomes (MPOs). Our graduation rate has steadily increased from 66 percent in 2007-8 to 85 percent in 2010-11 and our attendance rate went from 69.7 percent in 2007-8 to 85.5 percent in 2010-11.

Methodology

The data collected for this report includes input from corp member representatives (n=17), teaching and support staff (n=8), organizational leadership (n=4), field supervisors (n=4), community partners and parents (n=7) and the Board of Directors (n=4). Seventeen students, or “corp members” as we call them, participated in a focus group interview held on August 4, 2011. Their ratings and remarks are included.

During late July and early August, a total of 20 Civicorps staff and Board members completed report questions 1-18, including:

- ✓ Head of School
- ✓ Instructional Lead
- ✓ Support Services Manager
- ✓ Teachers
- ✓ four Field Supervisors
- ✓ Case Counselor
- ✓ Recruitment and Orientation Coordinator
- ✓ Program Specialist
- ✓ Jesuit Volunteer
- ✓ Chief Financial Officer
- ✓ Development Director
- ✓ four Board Members

In addition, six community partners and one parent completed an abbreviated version of the questionnaire (please see attached). The responses reflect the aggregated quantitative and qualitative data.

Rating Scale Interpretation

The interpretation of the rating scale of 1-5 was discussed by Civicorps staff and reflects the school's position as compared not only to a similar, traditional public school but also to the potential we see for the Corpsmember Academy. Therefore, the highest rating of five reflects what we have interpreted as the best realistic practice.

Serving Adults/Parental Involvement

The sections that involve parent involvement are not relevant to the Civicorps Academy because the young people we enroll are 18-24 years of age. In those sections, we include the responses of the corpsmembers themselves and/or, as relevant, the involvement of the whole community, which can include parents.

Attachments

- 1) Board of Directors list with offices and committees
- 2) Board Resumes
- 3) Letter from property owner
- 4) Graduation Requirements Form (portfolio requirements)
- 5) Modified Corpsmember Questionnaire
- 6) Modified Community Partner/Parent Questionnaire

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

1 What is distinctive about your school?

The Civicorps Corpsmember Academy is distinctive in five main areas:

1. The student (Corpsmember) population served

According to a student focus group conducted on August 4, 2011, the Civicorps Academy is "safe and structured," and, "a program this good, specifically for 18-24 is rare." Civicorps Academy offers academic instruction and on-the-job training to a former drop-out student population of males and females in the Bay Area. On July 20, 2011, a total of 109 students were enrolled, 97 percent of whom qualified for free/reduced lunch:

- 91 (84 percent) African American
- 6 (5 percent) Hispanic/Latino
- 4 (4 percent) Asian/Pacific Islander
- 6 (5 percent) Mixed/No Response
- 2 (2 percent) White

Of the total, nine of the corpsmembers had active Individualized Education Plans, two were English language learners and five were known to be homeless. To further challenge the attainment of educational goals, thirty-three are parents and thirty-four are currently on probation or parole.

2. The program model incorporates work in the conservation field, academic education, and self-exploration

Through work in the field of conservation and community service, corpsmembers become active members in their community and learn the skills necessary for holding a job while also earning money to pay rent, buy groceries, and support themselves in a healthy and respectful manner. The schedule is rigorous as the corpsmembers are also required to attend academic classes in pursuit of their high school diploma. Throughout this process, corpsmembers are challenged to reflect on the work they are doing, set short and long term goals for themselves,

and to step out of their comfort zone to experience extra-curricular activities such as the performing arts, camping, kayaking, and cross-country skiing.

3. The alternative graduation requirements based on portfolio assessment and demonstrated learning

The majority of corpsmembers that the Civicorps Academy serves enter the program far below grade level in both reading and math challenging the teaching staff to address a range of learning styles and a wide range of academic ability levels within each class. The alternative graduation requirement method of Portfolio Assessment works well for Civicorps’ learners because it is guided by instruction yet corpsmembers also have the opportunity to self-pace. Portfolio requirements are divided into five areas:

- i. **Academic Skills** – including: California High School Exit Exam (CAHSEE), Northwest Evaluation Association (NWEA) assessment, and Comprehensive Adult Student Assessment System (CASAS) tests
- ii. **Employability** – including: positive Field evaluations, resume and cover letter, interview skills workshop, career and higher education exploration assignments
- iii. **Life Skills** – including: Personal Goal Plan, Personal Learning Style Assessment, a five-page research paper, and a wide range of writing styles (i.e. expository, literary response, persuasive, and biography)
- iv. **Community Participation** – including: 30 hours of community service with written reflection
- v. **Communication** – including: public speaking, multimedia, and conflict resolution workshops

4 . The support services offered

During the August 4th focus group, corpsmembers reported feeling that they could go to any number of staff at Civicorps to get help. The Civicorps Academy offers a community of support beyond the teaching staff, starting with a Recruiter who interviews applicants individually and orients students to rigors of the program; a Case Counselor who meets individually with corpsmembers to help address housing, childcare, and any number of other social and emotional issues that arise; and a College/Career Counselor who promotes and supports the transition to life beyond Civicorps. Corpsmembers also gain a great deal of support, guidance, and training from the Field Supervisors and project sponsors, and volunteer tutors and community partners who participate in the classrooms, seminars, and on special projects.

5. The academic, social, and employability outcomes for its students

With academic rigor and personal accountability at the core of the program, Civicorps Corpsmember Academy graduates students who have persevered and prevailed. A Civicorps corpsmember experiences a curriculum focused on reading comprehension and writing skills, real-world application of mathematics, environmental stewardship, civic engagement as applied to high interest topic areas and conservations corps field work. Lessons are infused with 21st Century Skills of communication, collaboration, critical thinking, and creativity. According to teachers, leadership and Board responses on the distributed questionnaire, student outcomes include, “a high school diploma”, “self-responsibility”, “goal setting”, “marketable skills”, “critical workplace habits”, and “self-discipline”.

2 How effective is your school overall?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

We have met or exceeded all of our Measurable Pupil Outcomes (MPOs) for academic performance over the past five years.

- The target graduation rate based on our Alternative Schools Accountability Model (ASAM) definition of “graduation ready,” of 50 percent, was exceeded in every year of the current charter and now stands at 85 percent in 2010-11.
- The target attendance rate of 70 percent monthly ADA was met or exceeded in every year and in 2010-11 was 85.5 percent.
- Corpsmembers have exceeded the annual target for a cumulative cohort average increase of four points for math and three points for reading and language on the Northwest Evaluation Association (NWEA) assessment.
- In 2010-11, 87 percent of corpsmembers who had not yet reached “proficiency” (based on a score of 220+) demonstrated growth, exceeding our 75 percent target.

Civicorps graduates are planning for their future. The percent of graduates planning to attend community college after completion of the program ranged from 70 to 85 percent over the past four years; while those attending vocational schools ranged from four to ten percent and those working exclusively ranged from 11 to 20 percent.

100 percent of the community partners and corpsmembers surveyed on this question rated the overall school effectiveness as a five (excellent).

What are its notable strengths?

Corpsmembers and community partners cite the program’s support systems, its focus, its high expectations, and corpsmember accountability as its notable strengths. Teachers and school leadership cite the holistic approach, the sense of community, job-readiness training, corpsmember motivation, and the understanding of the unique needs of the student population (i.e. overcoming barriers such as housing, nutrition, and transportation).

What are the main priorities for improvement?

The overall priorities for improvement are to deepen the quality of the educational experience and to better prepare the corpsmembers for work or further study. Specifically, teachers and school leadership identified the value of offering a broader spectrum of classes and beginning college and career preparation earlier in the corpsmember’s Civicorps experience.

3 How well is the school regarded by its students and parents?

*Civicorps chose to also include community partners (i.e. Operation HOPE, Department of Probation, East Bay Regional Park District, etc.) in this question based on the fact that we serve adult students and parents are not often involved.

	5	4	3	2	1	
Evaluation:	Excellent	X				Unsatisfactory

How do you know?

The rating of four was averaged from the responses of 17 corpsmembers and seven community members (including parents) who returned a modified, abbreviated version of this questionnaire (attached). Because the young people we enroll are 18-24 years of age, and because they often report the lack of parental support, there is not a great deal of parent involvement in the school. Instead, we focus on the feedback from corpsmembers and community partners. In the August 4, 2011 focus group, 15 of 17 corpsmembers rated the quality of their learning experiences at the Civicorps Corpsmember Academy a four (5 respondents) or a five (10 respondents).

The 85.5 percent attendance rate and 85 percent graduation rate also speak to the corpsmembers’ regard and commitment to the program.

What do (a) students and (b) parents most like about the school? (community partners are also included)

Serving an adult population, again parents are not often involved and are therefore not factored in the responses in a significant way primarily because corpsmembers speak to the fact that they are adults and that they are “responsible”. Corpsmembers cite the things they like most about the school: the staff, its small size, its “support system,” and, “structure and friendliness.” They also state that, “The classes are focused and there are great opportunities” and that there is a balance of challenge and support.

Community members reported appreciating the professionalism of the staff and the supportive learning environment. One respondent articulated, “Civicorps demonstrates their commitment to the success of their students.” Another stated, “I have been deeply impressed by the ways in which Civicorps exceeds the normal role of a school or job training program.” A member of staff in the Alameda County Probation Mentor Diversion Program commented that Civicorps “excel(s) at maintaining an open door and are always open to suggestions.”

What do they feel needs improvement, and what action is being taken?

Corpsmember focus group data indicated that students want more teachers, more tutors, more one-on-one help in math, and better food. Community members identified the need for more counseling and “to keep raising the bar.”

4 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

1. The graduation rate, based on our Alternative Schools Accountability Model (ASAM) definition of “graduation ready,” was 85 percent in 2010-11.
2. Corpsmembers have consistently exceeded the annual goals for a cumulative cohort average increase of 4 points in math and 3 points in reading and language on the Northwest Evaluation Association (NWEA) assessment. In 2010-11, 87 percent of corpsmembers who had not yet reached proficiency demonstrated growth.
3. Teachers also report that the writing samples in the portfolio have improved consistently over the last four years.
4. In 2010-11 we exceeded the post-graduation-placement MPO target of 75 percent with 82 percent of graduates enrolled in post-secondary education, beginning a career track internship, or being fully employed three months post-graduation.

In which subjects and grades do students do best, and why?

Performance among corpsmembers varies widely by subject. Corpsmembers have demonstrated considerable improvement and proficiency in social studies, English, and the performing arts, due to perceived relevance and connection to daily life. Teachers across subject areas work closely with corpsmembers to encourage them to reach their potential.

In which subjects and grades is improvement needed, and what action is being taken?

Continue to use strategies for individual corpsmembers that are informed by data analysis of NWEA scores and portfolio reviews.

Math anxiety is an ongoing reality among corpsmembers. The increased use of manipulatives and stronger connections to daily life and field work are being developed, as well as the recruitment of more tutors with math experience and teachers’ aides to address the wide range of abilities in math.

With reading comprehension tightly woven throughout the curriculum, the focus in English is turning more directly to grammar and vocabulary.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

No significant differences are evident.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

The achievement of meeting or exceeding the MPOs demonstrates effective instruction. This is backed by reports from school leaders and Board members who have observed “excellent” teaching practices and in their review of curriculum samples, which also proved “strong evidence of quality instruction”. In addition, 14 of the 17 corpsmembers surveyed rated the quality of instruction a 4 or 5 on the survey and corpsmembers give consistently high marks on teacher evaluations.

Which are the strongest features of teaching and learning, and why?

Corpsmember focus group results cited the strongest features of teaching and learning to be support, clarity, and structure. Teachers, school leaders, and Board members reported:

- service learning projects
- relevant and engaging curriculum
- rubrics for assessment
- emphasis on data-driven instruction
- differentiated instruction and assessment
- engaging lessons with connections to the real world
- group and individual work
- hands-on learning
- multi-modal teaching for different learning styles
- adjustment of curriculum and pedagogy in order to meet the real needs of the student

What aspects of teaching and learning most need improvement, and what action is being taken?

Our constant challenge with adult learners is to make learning relevant to their lives and to inspire the desire to continue learning. The school leadership developed the current cross-curricular theme of “life as a classroom” so that teachers and students would be encouraged to actively seek life lessons within the classroom and beyond the classroom walls. Teachers are focusing on making connections for students to life beyond Civ corps, such as work skills, career options, and college-level expectations as they develop the corpsmembers’ ability to analyze, plan, and grow.

Specific curriculum improvements include: the math curriculum is defining stronger ties to the field work. The reading curriculum is addressing strategies such as visualizing, predicting, summarizing, paraphrasing, contextualizing, and skimming. Options for more concrete integration of the visual arts and spiritual education are being explored so that it can be thoughtfully infused into the curriculum. The Corps-to-Career curriculum is being refined and has been inserted into the Learning Academy.

6 How effective are the professional development opportunities provided to teachers and administrators?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

Based on responses to the questionnaire, teachers and school leaders rated their professional development opportunities a three.

Which are the strongest features of professional development, and why?

- Fourteen (14) professional development days are calendared during each school year.
- Over the years professional development has been offered by the Bay Area Writers Project and the

Alameda County Collaborative for Learning and Instruction in Mathematics (ACCLAIM). Teachers were allotted collaboration time on topics such as differentiation, writing across the curriculum, and backwards planning.

- Frequent meetings and training days have been dedicated to the review of test score data and how to best utilize this information in the classroom.
- Our Resource Specialist worked with all teachers to build upon skills necessary for classroom modifications/accommodations of IEP, 504, and ELL students.
- The Instructional Lead frequently observes teachers and provides post-observation feedback.

How are professional development activities selected and evaluated?

Teachers direct the professional development activities by completing feedback and evaluation forms. Beginning Teacher Support and Assessment (BTSA) influenced activities that model best practices and are rooted in California Standards for Teaching Practices (CSTPs) are used for professional development conducted by the Instructional Lead.

What aspects of teaching and learning most need improvement, and what action is being taken?

Civicorps Academy understands that “we can not be a prophet in our own land,” and is seeking information from outside sources to build on best practices and lessons learned by other schools and agencies working in the fields of education and/or youth development.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Corpsmember learning is assessed through portfolio progress checks and completion, academic performance in class, trimester progress reports, and standardized tests including the NWEA (every three months), and the California High School Exit Exam (four times per year), and CASAS tests (at teachers discretion). NWEA’s Measure of Academic Progress (MAP) received the highest ranking from WestEd for alternative assessment systems as providing reliable and useful academic data for the purpose of targeting instructional material.

What are the strongest features of assessment?

- NWEA data provides a detailed breakdown of scores illustrating individual corpsmember strengths and areas in need of attention which teachers use to develop units and daily lesson plans.
- Rubrics designed for every portfolio assignment help target instruction and provide corpsmembers clear guidelines and expectations when completing work.
- Calendaring of testing is consistent and communicated in advance to all staff and corpsmembers in order to alleviate test anxiety and to provide a positive test environment.
- Staff review test scores and discuss portfolio progress as part of the weekly meetings and/or when new data is available.

What aspects need improvement, and what action is being taken?

With overwhelming amounts of test data, Civicorps Academy is working to analyze and utilize data in the most efficient and effective manner to best inform practice and promote student gains. Outside assistance is being sought and our database developer is involved in the discussion in order to facilitate input and reporting.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

	5	4	3	2	1
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Evaluation:

Excellent

		X		
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Unsatisfactory

How do you know?

Demographic data of students enrolled in Civicorps Academy shows that the group is diverse and is representative of the City of Oakland’s demographics. Most significantly, Civicorps Academy’s enrollment reflects the demographics of Oakland Unified School District’s (OUSD’s) 40 percent high school dropout demographic.¹ Throughout Alameda County the dropout breakdown includes 40.2 percent African Americans, 26.9 percent Native American, 22.8 percent Latinos, 18.3 percent Pacific Islanders, 2.2 percent Whites, and 2 percent Asian students.¹

What are the strongest aspects of efforts to enroll a diverse student population?

The recruitment strategy targets the age group of 18-24. The Academy’s Recruiter works primarily with probation officers and social service agencies serving former foster care such as First Place for Youth and Beyond Emancipation, to inform students about the program. Many of our enrolled students came to us based on Civicorps’ reputation in the community and have been referred by friends and family who have been helped by the program.

Recruitment activities are conducted at community events throughout the Bay Area and include current corpsmember representation. The Academy has also begun using Facebook as a tool for alumni communication and recruitment, as well as maintaining the Civicorps website.

What aspects need improvement, and what action is being taken?

While currently we know that a large majority of dropouts are African American, there is also a high percentage of Native Americans dropping out. In addition, the demographics of Oakland are changing and therefore the demographics of its dropouts will likely change. We will increase our outreach to the Native American and Latino communities by becoming involved in their service events and meeting with community case workers and will continue to watch dropout statistics in the area.

¹ “Oakland Dropout Rate a Statewide Disgrace,” McDonald, Pamela. OaklandSeen.com, December 8, 2010.

9 How effective is the leadership and management of the school??

	5	4	3	2	1	
Evaluation:	X					Unsatisfactory

How do you know?

Survey results from staff, Board, community partners and Corpsmembers consistently showed that the school leadership is perceived as excellent. Annual performance evaluations of leadership staff illustrate effective management over the past five years.

How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?

Teachers submit course syllabi that map the California state standards to be addressed, the scope and sequence, and the key learning objectives. The Instructional Lead monitors teachers and course content regularly to ensure that standards are met. Classroom observations and reviews are conducted a minimum of three times per year and constructive post-observation feedback is provided to teachers so that they know how to improve. The Head of School monitors the MPOs and presents quarterly results to the staff and Board of Directors.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Any teacher not meeting the standards for effective curriculum implementation, as identified by the Instructional Lead or Head of School, is put on probation and is expected to meet weekly with the Instructional Lead to discuss lesson plans, teaching materials, and student work. The Instructional Lead works closely with the teacher to help build curriculum and appropriate management strategies. After the probationary period, review, and ample opportunity to improve, the teacher who does not meet the standards is released from his or her contract.

Which aspects of leading and managing the academic performance of the school work best, and why?

The cooperative environment encourages creativity and risk-taking in the approaches to meeting the school’s MPOs and fulfilling the mission of the charter. Regularly scheduled data analysis sessions and weekly faculty meetings

help target instruction. Clear expectations, organizational strategies, and communication are also important for managing the academic performance of the school.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

As with teacher professional development, the leadership team must seek out training opportunities and communicate with other community schools and agencies to inform best practices and to provide continued improvement to the Corpsmember Academy. The Head of School is pursuing the opportunity of becoming a Western Association of Schools and Colleges (WASC) peer reviewer and the Instructional Lead is scheduling to attend trainings on adult literacy and educational practices in addition to management training.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Civicorps chose to also include community partners (i.e. Operation HOPE, Department of Probation, East Bay Regional Park District, etc) in this question based on the fact that we serve adult students and parents are not often involved

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Survey results, which include community partners, rate Civicorps Academy a 4 in terms of encouraging active participation in corpsmember education. One partner cites, "Civicorps staff exceed expectations with regard to collaboration with the community. They also encourage each student to be a "stakeholder" in their own individual success. It is a recipe that works!"

Which are the strongest features, and why?

The partnerships formed with Field Academy project sponsors (i.e. East Bay Regional Park District, Caltrans, Alameda County Flood Control, Port of Oakland, and City of Oakland) create a strong foundation of community involvement directly tied to possible career paths for our corpsmembers. The Academy connects with an expanding number of agencies to enhance classroom activities, to share information at the annual Career & College Fair and the annual Health Fair. Our community partners are also strategic in supporting corpsmembers on probation or parole (i.e. Urban University, Men of Valor, and Alameda County Probation Mentor Diversion Program).

The Civicorps partners recognize the value of these relationships. One such partner stated, "They are always looking for people to speak and provide the students with exposure to a world outside their comfort zone."

What most needs improvement, and what action is being taken?

With recognition of the barriers corpsmembers face, we will continue to invite agencies to share resources with our students. More concrete relationships are being established with A Safe Place to address the ongoing domestic violence issues and Civicorps is planning to be more involved in the Silence the Violence program in Oakland.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

MPOs reflect use of data as we meet and exceed targets each year. Survey responses from teachers and Board also show that data is utilized in an effective manner.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Data is reviewed after each test administration at weekly staff meetings. As one teacher noted in their survey response, "analysis and subsequent discussion leading to adjustments is constant and ingrained."

The Program Committee of the Board regularly reviews the interim assessment data and discusses the extent to which teachers use the data to target specific skills for teaching and to identify students who need extra support.

Describe how the school is training administrators and teachers to understand and use assessment data.

Professional development sessions focus on how to interpret NWEA data for use in planning instruction. Teachers use a data analysis worksheet to identify the skill sets of high and low performing students and to avoid teaching to the middle but rather to engage the lower skilled students and challenge the higher performing students.

To what extent are parents and students informed of student performance data individually and schoolwide?

- Corpsmembers receive their NWEA scores immediately upon completion of the exam and CAHSEE results are distributed promptly after they arrive to the school.
- Progress reports are completed and provided to corpsmembers on a trimester schedule.
- MPO data is frequently shared with corpsmembers during Friday Community Meetings, in particular the attendance rate is posted for viewing and announced to the community.
- The School Accountability Report Card (SARC) is posted on the Civicorps website.

What most needs improvement, and what action is being taken?

Data analysis can be more useful if we get more specific in our usage and also identify gaps in our collection process. We will do backward mapping exercises and be clear about the well-rounded data picture of our program that we want to communicate to others.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Survey responses from teachers, school leaders, and Board showed that the methods and strategies are perceived as effectively serving our students with disabilities and English Language Learners. Our Resource Specialist and tutors use pull-out/push-in techniques with IEP and ELL students. Many of our IEP, 504 plan, and/or ELL students complete the program and receive their high school diploma with the proper modifications to their portfolio and on an extended timeline.

Which are the strongest features, and why?

- Resource Specialist on staff
- Collection of IEP history and student data
- Individual support for students in need
- Modifications to testing requirements and the portfolio
- Small class size and comfortable learning environment
- Differentiated instruction by all teachers
- Small staff encourages communication between teachers to discover what works and what does not for any given student

What most needs improvement, and what action is being taken?

Ongoing and proactive communication from our Resource Specialist to teaching staff is crucial in properly serving all of our students. More time will be spent during staff training to explore appropriate modifications and how to implement those in the classroom.

Our relationship with OUSD SELPA will continue to be defined as we support corpsmembers up to age 22 with IEPs and seek resources for corpsmembers over the age of 22 who previously had IEPs.

Additional community partners are being sought to address corpsmembers' needs who do not fall under the

disability status but for whom there have been significant gaps in their educational history and extra support is required.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory
	Excellent					

How do you know?

Survey responses from teachers, school leaders, and Board show a response of 3. We are particularly critical of ourselves in this area because we have recognized the significant special education population at Civicorps and strive to provide them with all of the educational opportunities possible yet face our own limitations while we attempt to do so.

Which are the strongest features, and why?

At the school level, we do not diagnose ELL, disabilities, etc. Students with disabilities are diagnosed by a school psychologist at the district level. However, because we have a small student population, students with higher needs or students who are high achieving are fairly easy to identify and appointments are scheduled as needed to reach the diagnostic level.

In serving those corpsmembers who have been diagnosed or recognized as needing extra support or more challenge our strengths are:

- Application and initial interview process
- NWEA done during orientation for baseline data
- Small class size
- Historical IEP data on corpsmembers
- Individualized support and staff collaboration

What most needs improvement, and what action is being taken?

We are a year-round program with enrollment taking place throughout the year. During summer months we are forced to wait for IEP information from the District and are unable to provide diagnostic services due to OUSD's summer vacation. Teaching staff are therefore challenged to address needs based solely on observation and/or student self-advocacy. In addition, our corpsmembers over the age of 22 are unable to obtain diagnostic services from the district which forces our Resource Specialist to make decisions based on past IEP information, in-house diagnostics, and classroom observation.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
	Excellent					

How do you know?

The survey results of staff, community partners and the Board rated the effectiveness of the governing board a four. This rating is also based on the Board functioning in the past year which included: the departure of the previous Executive Director and founder; hiring an interim Executive Director to provide day-to-day management and stability; conducting a lengthy and thorough process for recruitment and hiring of a new more experienced Executive Director; and assuring a balanced budget and stable resources during a very difficult economic climate. The Board itself acknowledges that its effectiveness in previous years was much lower which resulted in some significant organizational issues.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Board members can be nominated and can apply to the Board at any time by submitting a resume and cover letter to the Executive Director. The Civicorps Board of Directors changed its bylaws in 2010-11 to include the participation of a Civicorps Elementary School parent and a Civicorps Academy corpsmember alumnus. Board members are recruited for their commitment to the mission of Civicorps Schools and their standing in the community. In addition, the Board seeks to have a mix of other skills in the following areas:

- Education- four members
- Management—five members
- Fundraising—three members
- Finance—four members

Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The Board sees its primary responsibilities as:

- Ensuring the overall welfare and fiscal stability of the organization;
- The hiring and evaluation of the Executive Director;
- Working closely with Executive Director and top administrators to establish high level policies and monitor program performance against mission;
- Raising funds and enhancing the agency’s reputation.

The Board Program Committee functions as a liaison between staff and the Board in all educational and other program matters. This committee has provided its input on the MPOs for the Civicorps Academy, reviews the progress of the MPOs regularly, and helps with strategies to ensure progress toward program goals and outcomes. The program committee meets regularly with the staff for programmatic and academic reviews and reports back to the full Board on its findings.

The most recent issue that the Board was working on was the recruitment and hiring of a new Executive Director. They identified the characteristics that they needed in a new director; developed priorities for the direction of the organization; developed a job description that reflected those priorities; conducted a thorough and lengthy recruitment and interviewing process including all of the major stakeholders in the organization; and finally negotiated a contract.

What are the notable features of the governing board in the school?

Over the last eighteen months, the Board has demonstrated its ability to make difficult decisions regarding the leadership of the organization and has made its commitment to sound fiscal policies/discipline and program excellence before growth. The majority of the Board members have a long history with the school and two of the three Program Committee members (with education experience) have been on the Board for more than 10 years.

How effectively does the governing board work with the school leader/s?

The staff regularly reports to the Board Program Committee as well as the full Board of Directors. They are also able to routinely consult with or seek guidance from those members who have specialized education or other expertise. Most pointedly, when significant issues were raised about the performance of the previous Executive Director, the Board worked with school leaders and others in the organization to ascertain the depth and details of the problems and to carry out solutions that keep the financial and organizational integrity intact.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?						
	5	4	3	2	1	
Evaluation:	Excellent	X				Unsatisfactory
How do you know?						
The survey results of staff, community partners and the Board rated the effectiveness of community involvement in school governance a four.						
Which are the strongest features, and why?						

All community members are provided the opportunity to speak on issues to the Board and Board meeting attendees. The Board has expanded its membership to include a parent from the Elementary School and an alumnus from the Academy. Civicorps Schools holds Board meetings that are open to the public every third Wednesday of the month from 5:00-7:00PM at 101 Myrtle Street, Oakland, CA 94607. Civicorps posts the meeting agenda 72 hours before every meeting at its two school sites and on its website. The meeting minutes are also available on the website.

What most needs improvement, and what action is being taken?

Potential parent and alumnus board members are not well prepared for the roles and responsibilities of the Board. The first alumnus recruit dropped off the Board because he did not have Board experience and was not able to take on the roles his participation required. A more in-depth orientation and training is required for these new members to insure their active participation. A second issue is the depth of understanding the Board has on charter school governance. Civicorps runs a job training program and a recycling business, in addition to the charter schools. And while some members have significant expertise in their area, other members need additional training. Before December 1, 2011, the Board will hold a one day retreat on charter school governance. Board member, Eric Premack, Director, Charter Schools Development Center will be a key participant in the planning and direction of this retreat.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

Staff, community partners and the Board rated the fiscal soundness and legal compliance at a four. This is more of a reflection on the current state of the economy and the difficulties all organizations, private businesses and government agencies have in anticipating future budget cuts and financial performance of the economy.

Which are the strongest features, and why?

The Board Finance Committee meets quarterly and is comprised of experienced financial managers. Civicorps has a well-qualified finance and accounting staff that provides monthly and quarterly reports and other documentation for Board review. In addition, the Board has expertise on legal compliance issues as it relates to charter schools and works with a pro bono attorney on other legal issues.

What most needs improvement, and what action is being taken?

The biggest threat to fiscal soundness is the external economy. Civicorps already generates an important part of its support through its recycling program. In the next years a robust program of fundraising will be initiated to develop other funding streams for the schools and related programs.

17 How effectively is the school managed fiscally?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

How do you know?

This effectiveness rating is backed up by the most recent financial audit which showed no management issues to be addressed and the organization's ability to meet all financial requirements of OUSD, California Department of Education and other grant makers and entities that issue contracts to Civicorps. The Civicorps Academy budget reflects the programmatic revenues and expenditures accurately. Regular monitoring and mid-course adjustments result in sound fiscal management as evidenced by regular financial reporting to Board and funders.

Which aspects of the school's fiscal operations work best?

Civicorps regularly monitors revenues and expenses and has the ability to make mid-year adjustments in a timely manner. The Finance Committee of the Board meets quarterly with program staff to review financial summaries and reports to the full Board on fiscal accountability. It is a very high priority as documented in Board and

Committee meeting minutes. The staff and Board review the school's finances, enrollment, and attendance status to ensure compliance with the approved budget enrollment targets and educational/legal requirements. The Head of School and Chief Financial Officer practice sound budget management and make mid-year adjustments as needed. The Head of School reports regularly to the Office of Charter Schools, Oakland Unified School District and the California Department of Education to ensure compliance.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

Currently, quarterly meetings are schedule with department heads to review the budget to actuals. We would like to make these budget reviews more frequent in order to more closely monitor revenue and expenses.

18 What are the most significant aids and/or barriers to raising student achievement?

According to teachers, staff and community partners in direct response to this question, the most significant aids offered by the Civcorps Academy that raise student achievement (in order of frequency of response) are:

1. Strong teaching staff and committed school leadership
2. Resource Specialist on staff
3. Portfolio assessment system for graduation
4. Small class sizes
5. Field work program component

The most significant barriers reported (in order of frequency of response) are:

1. Limited class time
2. Majority of students enter the program far below grade level
3. Trauma that many students have experienced in their lives
4. Inconsistent housing, transportation, and childcare
5. Involvement in the probation/parole system which requires corpsmembers' time
6. Family pressure and/or peer pressure that does not always support daily attendance or success

During the Corpsmember focus group on August 4, 2011, corpsmembers responded that the barriers to their academic success are the lack of test taking skills and general lack of academic skills, yet the majority of corpsmembers reported that the greatest barriers are, "staying focused and avoiding negative things," and, "my own attitude," or, "I am the only barrier."

Charter Renewal Data Document

Name of school: Civicorps Corpsmember Academy			Name of School Leader: Tessa Nicholas		
Financial Information			Year		2011-2012
Total Operational Budget <i>(*Civicorps is a multi program agency with a variety of revenue sources. The Academy receives a \$500,000 transfer from the agency revenues to support its expenditures)</i>	\$1,296,833	Per Student Revenue		\$15,079.45	
Total Expenditure	\$1,191,168	Expenditure Per Student		\$13,850.79	
Balance brought forward from previous year	\$0	Projected balance carried forward to next year		\$0	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving free/reduced lunch <i>(*our students are age 18+ who are ineligible for free/reduced lunch; we use this dato to show socio-economic status of our students but do not report free/reduced lunch)</i>	97%	97%	98%	98%	97%
Percentage of ELL students	3%	1%	2%	1%	2%
Number of students with special educational needs	2	2	3	7	9
Pupil mobility in the school in prior year				Number of students	
Students who joined the school other than at the usual time of first admission <i>(*with rolling enrollment admission occurs throughout the school year)</i>				N/A	
Students who left the school other than at the usual time of leaving (excluding expulsions) <i>(*students are able to exit at any point during the year)</i>				N/A	
Attendance for current and prior year				% Attendance	
School data				85.47%	TBD
Background of students 2011-12 <i>(*based on enrollment on first day of class - 7/20/11)</i>	Number of students/Percent of Students	Discipline - prior school year(10-11) <i>(*statistics in this section cannot be compared to enrollment figures. The total number of students during any particular year is higher than the enrollment or ADA)</i>		Suspension # of incidents <i>(*includes all students enrolled at any point during 10/11)</i>	Expulsion # of incidents <i>(*we do not expel, all students are eligible for re-enrollment)</i>
African-American	91/84%	African-American		41	n/a
Asian/Pacific Islander	4/4%	Asian/Pacific Islander		0	n/a
Hispanic	6/5%	Hispanic		9	n/a
White	2/2%	White		0	n/a
Mixed/ No Response	6/5%	Mixed/ No Response		5	n/a
ELL	2/2%	ELL		0	n/a
SPED	9/8%	SPED		3	n/a
Gender (male/female)	75/34	Gender (male/female)		33/23	n/a
Homeless Students	5/5%	Homeless Students		4	n/a
Lottery/Waitlist Information <i>(*we have rolling enrollment, no lottery, no waitlist. All applicants are invited to next scheduled orientation)</i>					

	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	150	100	50
		7	200	100	100
		8	160	100	60
2010-2011 (for 2011-2012 school year)	N/A				
2009-2010 (for 2010-2011 school year)	N/A				
2008-2009 (for 2009-2010 school year)	N/A				
2007-2008 (for 2008-2009) school year	N/A				

Graduation Information	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduation Rate *based on ASAM definition of "graduation ready"	66%	67%	64%	85%	tbd
Retention Rate (% of graduates enrolled since grade 9) * Percentage "Student Persistence" based on ASAM long-term student reporting guidelines	45%	42%	53%	80%	tbd
Post Graduation Plans					
% attending 4-year college	0%	0%	0%	0%	
% attending 2-year college	85%	70%	82%	79%	
% attending vocational/technical training	4%	10%	7%	5%	
% joined military	0%	0%	0%	0%	
% working exclusively	11%	20%	11%	16%	

Teacher Recruitment/Retention					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	4	5	4	5	5
% New Hires	50%	20%	0%	60%	20%
% Retained from Prior Year	50%	80%	80%	40%	80%

Total number of vacant teaching posts currently (FTE)	0
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AYP	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Met?	N/A – ASAM school				
% AMOS Met					
% Proficient-AMOS: African-American					
% Proficient-AMOS: Asian/PI					
% Proficient-AMOS: Hispanic					
% Proficient-AMOS: Mixed/No response					
% Proficient-AMOS: White					
% Proficient-AMOS: Socioeconomically Disadvantaged					
ELL					
Students with disabilities					
API	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	N/A – ASAM school				
Statewide rank					
Similar schools rank					
CST	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ELA					
Proficient/Advanced	N/A				
Basic/Proficient/Advanced					
Below Basic/Far Below Basic					
MATH					
Proficient/Advanced	N/A				
Basic/Proficient/Advanced					
Below Basic/Far Below Basic					
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate	N/A – 12 th grade only				

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
The Civicops	Attendance	Will maintain or exceed	69.65%	78%	76.65%	85.47%	tbd

Corpsmember Academy will maintain or exceed an average 70% monthly attendance rate.	Rate	an average 70% monthly ADA rate					
Within three (3) months of graduation, 75% of Civicorps Academy graduates will enroll in post-secondary education as defined by a program leading to certification; AA degree and/or advanced degree; and/or begin career-track community internship/employment as defined by a career ladder position that will lead toward a living wage job with benefits as evidenced by verification of transcripts or employment.	Verification of transcripts or employment	Within three months of graduation, 75% of graduates will enroll in post-secondary education and/or begin career-track community internship/employment	73%	80%	82%	TBD	TBD
Six months after graduation, 60% of graduates will be employed/enrolled as defined by outcome #2 and as evidenced by verification of transcripts or employment.	Verification of transcripts or employment	60% of graduates will be employed or enrolled	66%	80%	61%	TBD	TBD
50% of "graduation ready" students (as defined by having passed both parts of the CAHSEE exam) will graduate from the Civicorps Academy within 9 months.	Graduation rate	50% of "graduation ready" students will graduate within nine months	66%	67%	64%	85%	TBD
Seventy-five percent (75%) of students attending the Civicorps Academy who have not yet reached proficiency (as defined by Northwest Evaluation and Assessment (NWEA) score of 220) will demonstrate growth on NWEA assessments each quarter.	NWEA growth data	75% of students who have not yet reach proficiency will demonstrate growth each quarter	NWEA was implemented Spring 07/08 therefore there is not adequate data. Limited data shows: 50% showed growth	61%	81%	87%	TBD
Each NWEA assessment administration will reveal a cumulative cohort average increase of four (4) points for math and	NWEA assessment administration data	A cumulative cohort average increase of four points for math and three points for reading/language	Limited data shows: Math = 4.75 Reading =	Math = 5.6 Reading = 6.3	Math = 5 Reading = 5.5 Language	Math = 5.5 Reading = 9.7 Language	TBD

three (3) points for reading/language. Test administrations occur quarterly.			.75	Language = 1.4	= 4.2	= 4.5	
			Language = unavailable				

Statutory Renewal Threshold	
1. API Growth Target:	
Did school attain API Growth Target in prior year?	
Did school attain API Growth Target in two of last three years?	
Did school attain API Growth Target in the aggregate of the prior three years?	
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	
Is the school ranked 4 or higher on API in two of last three years?	
3. API Similar Schools Rank:	
Is the school ranked a 4 or higher on API Similar Schools in prior year?	
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES	
Is the facility meeting the needs of your staff and students?	Yes
Will the facility continue to accommodate your growth needs?	Yes
If applicable is your current lease still valid?	Yes
Do they extend through the end of your requested charter term (2012-2017)?	*letter attached No
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> • A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or • A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
<p>Describe the condition of your current facility.</p> <p>Our current facility is a beautiful and healthy space for learning with four permanent classrooms, a computer lab, a large community meeting space, and a quiet study room. We moved into the space in January 2009 and have made it our own. We recently remodeled the kitchen and added commercial appliances to align with the current health code standards. We will be adding acoustic baffling in order to absorb and redirect sound in the open spaces.</p>	
<p>What procedures are in place for handling facility repairs?</p> <p>Our student operations team handles many of the minor repairs and small remodel projects. We contract out with the assistance of our building owner to handle large projects that are beyond our staff and/or students level of expertise.</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p>Our Operations Department does regular reviews of our facility and works closely with the Head of School to maintain and improve the school building. In addition, we have a contract agreement with janitorial staff who provide daily maintenance including; trash and recycling removal, vacuuming, dusting, and cleaning of restrooms.</p>	

FUTURE PLANS

Discuss the key challenges or risks that you see for your school in the next five year period.

- Describe what you are doing or plan to do to address each of the major challenges that you have identified.
1. The clear barriers to learning (unstable housing, inconsistent childcare, lack of transportation, court involvement, and presence of violence) faced by our corpsmember group pose an ongoing challenge to maintain consistent attendance and persistence within Civicorps that impact our attendance, retention, and graduation rates.
 - a. We will continue building relationships with Department of Probation. We are working with Chief David Muhammad and the Mentor Diversion program to increase communication between our program and probation officers in an effort to reduce the rate of recidivism.
 - b. We are establishing relationships with local landlords in an effort to support corpsmembers in obtaining a lease and securing stable housing.
 - c. Efforts are being made to connect with local childcare providers so that corpsmembers can be referred to a safe, consistent, and reliable place for their childcare needs.
 - d. Continued relationship building and partnerships will be made with service providers working with former foster care youth to ease transition of these young people out of the system.
 - e. Every effort will be made through one-on-one counseling, our Habits of Success class, Health Fairs, and College/Career Fairs, to assist corpsmembers in advocating for themselves and educating them on how to navigate through and to the resources within the community.
 2. To develop and align charter practices and incorporate practices into all aspects of program within the parameters of time and multi-tiered program priorities poses another ongoing challenge.
 - a. Increase opportunities for art literacy by continuing relationship with San Francisco Shakespeare Festival and the Midnight Shakespeare program. Continue to seek grant funding for desired mural projects and integrate visual arts into cross-curricular lessons.
 - b. Build upon the daily readings and intention setting and incorporate "Mindfulness" education into curriculum.
 - c. The use of the Field Guide and Crew Reports are proving to be a beneficial form of reflection and learning, which we will continue to build upon as learning in the Field is brought into the classroom. Through these channels, as well as continued team service projects, we will speak more thoughtfully to the power of service and environmental stewardship.
 3. We strive to address the challenge graduates of Civicorps have when competing in the job market given today's economy and their short resume.
 - a. Help students be fully prepared for the work world through continued job training opportunities in the Field program while building on our mindset, employability, and college standards, including the 21st Century education philosophy.
 - b. Build pathways to internship and employment opportunities by establishing partnerships with local businesses and current sponsors to increase slots available to Civicorps graduates.
 - c. We recently hired a College/Career Counselor who will assist corpsmembers in application processes and help to further prepare them for interviews and provide support while starting their new position.
 4. Identify additional appropriate and useful data and use it to continue to inform our curriculum, to guide professional development, and for strategic planning purposes.
 - a. Do backward mapping to inform our data needs and create holistic picture of Corpsmember Academy.
 - b. Work with database developer to expand and/or enhance reporting possibilities directly out of the corpsmember information system.

5. Seeking sustainable funding within a climate of economic uncertainty without compromising program integrity provides us yet another challenge.
- a. Remain focused on our program model and who we serve.
 - b. Identify specific program needs and seek funding.

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2012-2017).

N/A

As applicable: Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process.

N/A

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school's governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

INTRODUCTION

The Civicorps Corpsmember Academy is a full-service community school and multi-program nonprofit educational organization located in Oakland, California. Serving 18-24 year old disconnected youth, the Civicorps Corpsmember Academy is committed to the development of the whole student so that our youth enter adulthood prepared to be fully responsible citizens. This enriched understanding of citizenship connects the inner and outer lives of students and affirms the rights and responsibilities of individuals who work to promote the common good. Since opening its doors over 28 years ago, Civicorps (formerly the East Bay Conservation Corps) has been a leader in developing innovative models to serve youth and communities through education reform, youth development, environmental stewardship and service. Civicorps Academy's comprehensive program model enhances participants' academic, leadership, employment 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.

Civicorps Schools 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 2006, the charter was renewed again and is valid for the Corpsmember Academy through June 2012. As with previous Civicorps charters, 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 K-5 school and the Corpsmember Academy. However, after careful review of student and community needs at the different school sites -- in particular the school calendar and student assessment systems-- the Civicorps Board of Directors decided that each school would be better served with distinct charters.

The design of the charter for the Civicorps Corpsmember Academy is a culmination of years of experience working with this young adult population along with data on effective learning practices and insight from experts in the field. It continues to be based on the philosophies of the founding charter but expands on those concepts to explore the extent to which service and citizenry can serve to reconnect and reengage a disenfranchised and marginalized population so that they can succeed academically and professionally. There are no significant structural or instructional changes from the original charter which was specifically created to best serve our students and communities. The current structure includes a calendar of year-round instruction, the continuation of "Learning Academies", the inclusion of Alternative Schools Accountability Measures (ASAM) and the strong presence of student support services to address unmet needs that are currently hindering student success.

The Corpsmember Academy will continue to serve the student population of 18-24 year olds seeking to complete a high school education at the 101 Myrtle Street site in West Oakland.

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) and (ii)].

Student Population to Be Served

Central to its mission to reinvest in the civic purpose of public education and to provide a rigorous educational experience for students of all abilities, the Civicorps Corpsmember Academy actively recruits a student body that brings together the socio-economic and ethnic diversity of Oakland and the broader San Francisco Bay Area including high school students who have been the most underserved--- young adults who have not succeeded in the traditional education system due to a variety of factors including parenthood, homelessness, violence, poverty, involvement in the criminal justice system, among others.

Admission to the Civicorps Corpsmember Academy is open to any resident of California. To remain eligible for generating charter school apportionment, a student over 19 years of age must be continuously enrolled and make satisfactory progress towards the awarding of a high school diploma [Ref. Education Code §47612(a)]. Title V, California Code of Regulations §11965 defines "satisfactory progress" as the progress needed for completion of the substance of a course of study required for graduation at the chartering school district's own schools. This progress must: 1) be uninterrupted; 2) consist of passing grades; and 3) be at a rate at least adequate to allow the pupil to successfully complete the full program in the time that the chartering school district allows for its own schools.

The Civicorps Corpsmember Academy serves youth ages 18-24 who have left the traditional education system without graduating and who are residents of Alameda and Contra Costa counties. Most of our high school students live in low-income communities along the Richmond to Hayward corridor in Alameda County. In July 2011 the student population was 69% male, 84% African-American, 5% Latino, 4% Asian/Pacific Islander, 4% two or more races, and 2% White. Two percent are Spanish monolingual; another 4% are Spanish/English bilingual; and 2% are bilingual in other languages and English. As students in our charter school, 97% are eligible for the free and reduced price lunch program in the public schools. Almost universally, corpsmembers come to us having done poorly in the public schools. Levels of student literacy for native English speakers range from 2nd grade equivalency through 12th grade equivalency with the average grade equivalency between 4th and 5th grade.

Students who come to Civicorps to complete their high school requirements face serious challenges to employability and productivity due to criminal records, early parenthood, learning disabilities, and homelessness. On average, one-third to one-half are parents and must take care of their own children. Up to 30% of our corpsmembers have unstable or no housing. Approximately 40% have had involvement in the criminal justice system, and 30% are currently on probation. In most cases, the Corpsmember Academy's open entry-open exit education/service program provides their first highly disciplined work experience and a chance to resurrect their education and employability. The value of the program is the opportunity for students to attend school while earning money working part-time on environmental projects in the community.

The Civicorps Corpsmember Academy currently resides at 101 Myrtle Street in West Oakland and is specifically designed to meet the needs of the students and includes classrooms, a large community space, student computer lab, a career center and a teacher resource room. The space is easily accessible by public transportation and is large enough to accommodate growth plans for the Corpsmember Academy. The Civicorps administrative offices are also located at the Myrtle Street site.

School Site	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Corpsmember Academy Total Projected School Enrollment</i>	120	130	140	160	180

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. An educated person is responsible for oneself and for others; participates thoughtfully and passionately in the life of the community; is well prepared for employment and the demands of the workplace; and builds and protects the common good – the institutions that permit society to be healthy and to thrive.

Citizenship is grounded in the attitude that everyone should be part of the solution in addressing issues and concerns that affect personal, community and public well-being. To be an educated person in the 21st century, public schools need to instill in our youth 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. The Civicorps Academy has 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 to 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, the Civicorps Corpsmember Academy will enable its pupils to become self-motivated, competent, lifelong learners in the 21st century by requiring all students to become proficient in each of the following three literacies which are explained in more detail in Element B: Student Outcomes.

Academic Literacy

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

Artistic Literacy

Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology.

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.

To accomplish this mission, the school has designated ten school-wide student outcomes that outline what we intend for all Civicorps Corpsmember Academy graduates to know and be able to do upon promotion from our school. These outcomes state that all students will be able to understand and demonstrate:

1. The ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
2. The ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.
3. The ability to problem solve using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.
4. 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.
5. 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.
6. An appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.
7. An appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.
8. Positive health habits and behaviors/strategies for maintaining mental and physical wellness.
9. An appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.
10. 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.

We believe that these student outcomes are necessary to prepare students for citizenship, college and career. They will be discussed in more detail in Element B: Student Outcomes.

How Learning Best Occurs: Educational Philosophy and Practices

The educational philosophy of the Civicorps Corpsmember Academy 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, integrated in its curriculum focus, 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.

To put our educational philosophy into practice, we have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole person. This program will serve all students including young adults with exceptional needs through implementation of the following practices:

1. *Service and Project-Based Learning*
2. *Caring School Community*
3. *Arts and Technology Integration*
4. *Authentic Assessment*
5. *Community Internships and Work Experience*
6. *21st Century Skills*

1. Service-Learning

Service-learning, the teaching strategy central to the Civicorps Corpsmember Academy's mission and guiding principles, links academic learning through the medium of service to real life needs in the school and the larger community. It is a learned activity involving planning, action, reflection and evaluation. As such, we weave it into the fabric of our academic life and every student is provided with developmentally appropriate opportunities to give back to the community. Its value is truly democratic, offering every student the opportunity to practice citizenship and leadership by doing real work in their communities.. Service acts as a catalyst that alters the dynamics of a traditional classroom, strengthens academic performance and transforms the tone of a school. Service is reinforced through all elements of the curriculum and is also a graduation requirement for Corpsmember Academy students.

2. Caring School Community

In order to provide our students with the knowledge and skills needed to become active and responsible citizens, we intentionally organized the Civicorps Corpsmember Academy to foster a caring school community. Research suggests that small schools and a caring environment are very important to nurture students' academic, social and emotional development. School size is small, and student-to-teacher ratios are no more than 20:1 so that school administrators, teachers and students can get to know each other well. 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. Weekly community-meetings which explore local issues, celebrate accomplishments and explore area resources and current events directly serve this goal.

3. Arts and Technology Integration

The Civicorps Corpsmember Academy strongly supports arts education in at least two ways. First, art is seen as a subject in its own right for students to understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression and communication. Second, the visual and performing arts are integrated with core academic subjects as a tool for teaching and expressing new knowledge and skills in order to support all students in demonstrating mastery of the state standards and school-wide civic literacy outcomes. The fifteen year partnership with San Francisco Shakespeare Company and annual trips to the Oregon Shakespeare Festival provide dynamic opportunities for corpsmembers to gain exposure to and experience in theater. In addition, students will be introduced to the latest technology to support both learning and access to information. Technology as a tool for communication will also be reinforced. Research, critical thinking and exposure will be emphasized through technology arts.

4. Authentic Assessment

Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at the Civicorps Corpsmember Academy and also as an educational practice that motivates learning and drives instruction. 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 academic level, standards-based rubrics. Computerized assessments from the Northwest Education Association (NWEA) will also allow us to measure progress throughout the year and to identify student academic strengths and gaps so that they can be addressed within each student's portfolio progress review plan.

5. Community Partnerships and Service Experiences.

The community partnerships and environmental/conservation field work provides our Corpsmember Academy students with valuable opportunities to practice an interdisciplinary array of skills from math, language arts, fine arts, geography, science, and technology by connecting their classroom learning to service experiences in the community. Following principles of experiential education, Corpsmember Academy faculty guide their students through service that encourages them to expand their job and leadership skills and to develop personal values, ethics and an awareness of social, political and environmental issues with the goal of preparing students to be productive, active citizens in their communities.

6. 21st Century Skills

In conjunction with building core academic competencies, Civicorps recognizes the need to address the skills needed in the workplace: critical thinking, problem-solving, innovation, creativity, communication, and collaboration. We understand

these to be “21st Century Skills” and, as such, infuse them into all aspects of our program. In the classroom, students are challenged to exercise critical-thinking and problem-solving skills on a daily basis. Students are required to participate in a three-day conflict resolution training that emphasizes communication, collaboration, and creative problem-solving. It is part of our mission to prepare students not just for jobs, but for careers. Adopting 21st Century Skills as part of our methodology reinforces our commitment to our students and their personal and professional communities.

Support for English Language Learners.

As required by California state law, all Civicorps Corpmember Academy students (and parents where applicable) will be asked to complete a Home Language Survey in the student enrollment packet. If a language other than English is indicated as their primary language 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. The unofficial results of this test are made available to parents and teachers immediately, and official results from the state are distributed as soon as they are received by the school.

Academically, the Civicorps Corpmember Academy will meet the needs of its English language learners through an inclusion model. To provide support to English language learners, all teachers at the Civicorps Corpmember Academy will use instructional strategies that include front-loading vocabulary, scaffolding, visual references, schema, high interest text, small group instruction and heterogeneous grouping. CLAD or BCLAD certification for all teachers will be strongly encouraged. The Civicorps Corpmember Academy will comply with all applicable state and federal laws regarding testing and service provision to English Language Learners including testing accommodations and lesson modifications.

Support for Academically Low-Achieving Students.

As stated in the introduction, the majority of students entering the Corpmember Academy do so with a 4th to 5th grade reading level and can be identified as “low-achieving.” Lack of academic success is attributed to a number of things including past drop-out rates, economic and social barriers and extensive support needs. The instructional model for the Corpmember Academy has been specifically designed to meet the needs of all students including those with specific learning needs. Key elements of the charter design include the following:

Year Round School (trimesters)

Data indicates that students lose progress over the summer months while school is not in session. Our charter runs a year-round school so that students can continue to access educational and support services.

Foundation, Learning and Field Academies

Another component is the Academies within the Corpsmember Academy. In the past, students entering Civicorps would be directly placed in the Field Program, where they would do project-based learning through service projects Monday through Thursday and attend school in the evenings and on Fridays. Data indicates that this model was not successful for students with significant academic needs, specifically those with low literacy rates and those learning English as a second language.

Our current charter design includes the Foundation Academy for students with the greatest academic needs. While this is not a stand alone Academy, the Foundation Academy will serve students within the Learning Academy whose math and reading scores demonstrate a need for greater support. Students in the Foundation Academy receive comprehensive daily instruction, small group work and individualized guidance. All students enter into the Learning Academy. The academic program in the Learning Academy focuses on the theme "Think Globally, Act Locally" which promotes active research and tasks students with developing a leadership agenda for the communities in which they live. It will also reinforce basic skills and teach students study techniques and tools for academic success. This allows us to link all aspects of the Corpsmember Academy and allows for the delivery of a continuum of services from orientation through graduation.

Once students demonstrate academic growth and an investment in their educational goals through two to four months of excellent attendance, classroom participation and portfolio progress, they enter the Field Academy which allows students to expand their leadership and life skills by serving on small work crews that conduct service and work projects in Oakland and the East Bay. Students in the Field Academy supplement their field work through evening and Friday classes; science and math standards are closely connected to the field. Project-based learning through service, individualized instruction and intensive support in math and English are inherent throughout all levels of the Corpsmember Academy. Critical thinking and the conscious exploration of how students can be engaged in their own learning and their own communities is the goal throughout the entire program.

The Civicorps Corpsmember Academy holds high expectations for all of its students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students will be identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, the Civicorps Corpsmember Academy will have our staff Resource Specialist assess them and if appropriate, will recommend individualized instruction and small group work. If deemed necessary, the faculty will create a student study team (SST) comprised of teachers, field supervisors, family members (when appropriate), the student and other support providers to identify strategies to better support the student's success.

Support for Academically High-Achieving Students.

Academically high-achieving students will be identified through teacher recommendation, progress reports, test scores, and/or other assessment measures. These students will be pushed to meet and exceed grade level standards and school-wide outcomes by setting appropriate goals for themselves during Teacher-Student portfolio check-in and through conversations with school faculty including the student's Field Supervisor. The Civicorps Corpmember Academy faculty will support these students through differentiated instruction and additional assignments during or after school. In addition, high achieving students may be encouraged to enroll in challenging internships and college level course work at local colleges and universities and/or distance learning centers as appropriate for each student's needs.

Support for Students with Special Needs.

The Civicorps Corpmember Academy pledges to work in cooperation with the Oakland Unified School District (OUSD) and its special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs that qualify for additional services.

To identify students who may be in need of special education services, the Civicorps Corpmember Academy staff will ask its parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff will also forward its enrollment lists to the OUSD SELPA to check to see if any of its students have an open IEP. Should students appear to require additional assistance, the on-site Civicorps Corpmember Academy staff Resource Specialist will create an SST comprised of teachers, family members (when appropriate), the student and other support providers to identify strategies to better support the student's success. In coordination with the local SELPA, professional development in supporting and identifying students with disabilities and utilizing resources for students will be provided to Civicorps Corpmember Academy teachers annually.

The student study team will collaborate with special education professionals provided through our SELPA to ensure that appropriate individualized goals are set for qualifying students. In addition, the team will ensure that action plans with clearly delineated objectives, due dates, and assignments of responsibility for implementation is carried forth.

The school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education services pursuant to Education Code Section 47641(b). The Civicorps Corpmember Academy will annually and in good faith negotiate written agreements with the authorizing district and SELPA to clearly specify the fees and services to be provided. The academy shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). Nothing in this charter shall be deemed to prevent the school from opting to exercise its option to function as an independent local education agency in the future.

The Civicorps Corpsmember Academy and the OUSD will implement all aspects of a uniform complaint procedure for special education. The OUSD will, whenever necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the OUSD will, in consultation with the Civicorps Corpsmember Academy, defend all aspects of the process for which it bears primary responsibility under the terms of this agreement. The Civicorps Corpsmember Academy will, in consultation with the OUSD, defend all aspects of the process for which it bears primary responsibility.

Transfer of Courses and College Entrance Requirements.

The Civicorps Corpsmember Academy is scheduled to begin the accreditation process with the Western Association of Schools and Colleges (WASC) accrediting body and expects to become accredited within the next five years. Once WASC accredited, we will inform parents and corpsmembers about transfer agreements and procedures with neighboring public schools. We will also work with students whose educational goals include entrance into a UC and/or CSU system upon graduation. Currently, when enrolling in the Corpsmember Academy, students meet with school faculty to determine their educational program and personal educational goals. Throughout the program, students meet with faculty members to discuss further educational opportunities in vocational training and post-secondary education. Through a partnership with The National Corps Network and AmeriCorps, college scholarships for students completing a minimum amount of service hours are awarded to corpsmembers to assist them in furthering their education.

B. MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. [California Education Code Section 47605(b)(5)(B)].

The student outcomes for the Civicorps Corpsmember Academy 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. All students at the Civicorps Corpsmember Academy, including individuals with special learning or academic needs, and/or English Language Learners, will be expected to meet these outcomes in order to graduate and/or 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 graduate from the Corpsmember Academy, students must demonstrate competency in the areas of academic, artistic, and civic literacy. Each of these "literacy

types” and the accompanying Civicorps Student Outcomes are described in the following three sections.

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 Civicorps Academy 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, science, and social studies 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 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, Performing and Literary 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 as the ability to participate 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.

The Civicorps Academy 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 and/or other outcomes and benchmarks deemed appropriate by the Civicorps Corpmember Academy Board of Directors and staff. Each standard/outcome will be further delineated into developmentally appropriate benchmarks that are described through in depth rubrics and/or performance tasks. These standards rubrics and benchmarks will be provided to all students and stakeholders at the start of every school year. Student progress towards meeting benchmarks will be monitored and reported to and discussed with students and stakeholders a minimum of three times per school year.

In order to best serve our students and community, the Corpmember Academy 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. The Corpmember Academy 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. The District board agrees to hear and

render an amendment decision pursuant to the timelines and processes as specified in the California Education Code Section 476059(b).

For the purposes of this Corpmember Academy Charter, the graduation requirements are described below.

Graduation Requirements.

The curriculum used in the Corpmember Academy is designed to meet the required state content and performance standards in each of the “core” academic areas of math, language arts, science, and history/social science [California Education Code Section 47605(c)(1)]. As the following chart demonstrates, our curriculum is also designed in alignment with the Oakland Unified School District.

OUSD High School Requirements (one semester course = 5 credits)	Civicorps Corpmember Academy Graduation Requirements
English: 40 credits	Continuous participation in English classes Minimum Score on NWEA assessments Passage of CAHSEE exam Portfolio assignments
Math: 30 credits including Algebra and Geometry	Continuous participation in math classes Minimum Score on NWEA assessments Passage of CAHSEE exam
Science: 30 credits including Physical Science and Biology/Life Science	Field work: application of science standards to service and field projects through participation in science class Minimum score on NWEA assessments and CASAS tests Portfolio assignments
World Cultures: 10 credits	Workshops – Diversity awareness Community Meetings - Cultural Awareness Portfolio assignments
U.S. History: 10 credits	Social Studies Course Minimum score on CASAS tests Portfolio assignments
American Government/Economics: 10 credits	Civics/ Life Skills Course Minimum score on CASAS tests Portfolio assignments
World Language: 20 credits	To be developed
Visual/Performing Arts: 10 credits	Technology Workshops Portfolio assignments to document participation in annual Shakespeare production, performance art or visual art classes. Participation in thematic unit (for example, the Oakland guide book, which details Oakland from the perspective of the students).
Physical Education: 20 credits	Field work, 32 hours a week; morning calisthenics
Electives: 50 credits may include	Portfolio assignments to document completion of elective

maximum of 40 credits work experience	coursework, including courses such as employability, "life after the Corps," leadership, civics etc. Field work and/or internships, 32 hours a week
Service Learning/Community Service: none	30 hours of service in the community with reflection. Participation in one of several "AmeriCorps Education-award" programs
Senior Project	Research paper on a social justice issue Presentation of research paper using multi-media resources Public Portfolio Presentation
GPA of 2.0	Completion of all requirements with "meets or exceeds expectations"
Passage of CAHSEE (ELA & Math)	Passage of CAHSEE (Language Arts and Mathematics)

Students will demonstrate their proficiency in all subject matter areas including earning a minimum score in English, math and science on the MAP (Measure of Academic Progress), an external assessment from the Northwest Education Association (NWEA). NWEA's MAP assessment system can be administered several times per year and is designed to show status and growth. It received the highest ranking from WestEd, a research agency, for alternative assessment systems. As noted earlier, the Civicorps Corpsmember Academy has begun the WASC accreditation process and expects to become accredited within the next five years.

C. ASSESSMENT METHODS

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

All students will demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as a score of "basic" or above on California Standards-based assessments and grades of "meets or exceeds expectations" on all academic portfolios and exhibitions. "Mastery" for special needs and LEP students will be defined appropriately according to their IEPs and English proficiency levels.

In order to ensure that all students at the Civicorps Corpsmember Academy are achieving the student outcomes detailed above, assessment at the academy will be consistent, continuous and based on both internal and external assessment measures as summarized below. This data will be used to adapt instructional practices and to inform the development and implementation of school structures, systems and policies to support the success of all students in achieving the school's mission.

	Internal Assessments	External Assessments
Academic Literacy	<ul style="list-style-type: none"> • Classroom content assessments • Schoolwide Reading and Mathematics Assessments 	<ul style="list-style-type: none"> • CAHSEE • CELDT • NWEA

	<ul style="list-style-type: none"> • Portfolio with educationally appropriate Rubrics 	<ul style="list-style-type: none"> • CASAS
Artistic Literacy	<ul style="list-style-type: none"> • Classroom content assessments • Portfolio with educationally appropriate Rubrics • Presentations 	
Civic Literacy	<ul style="list-style-type: none"> • Pre and Post Student Attitudinal Survey • Portfolio with educationally appropriate rubrics • Student attendance and behavior • Service requirements & reflections 	

External Assessments

As mandated by California Education Code Section 47605(c)(2), the Civcorps Corpsmember Academy will annually administer the state mandated assessments that currently include the California High School Exit Exam (CAHSEE) and California English Language Development Test (CELDT).

At the Corpsmember Academy, teachers will administer MAP (Measure of Academic Progress) assessments for students to demonstrate proficiency in key subject areas required for graduation. The NWEA standards-based assessment system which includes computerized, norm and criteria -referenced assessments will also be used for diagnostic purposes to assess students' basic skills in reading, language, mathematics, science and spelling. NWEA will also be used to measure individualized student growth targets.

Because of the unique student demographic served by the Civcorps Corpsmember Academy, we have received, Alternative Schools Accountability Model (ASAM) status. The ASAM provides a framework for accountability for alternative schools serving very high-risk, student populations. ASAM standards are approved by the California Department of Education and have been designed specifically to provide state-approved alternative accountability benchmarks for schools such as the Civcorps Corpsmember Academy.

Under the ASAM model, graduation and CAHSEE standards will remain constant, but there will be more measurements by which we can track school accountability measures such as student persistence (retention), graduation rates within a certain time period, and continuous student improvement. The ASAM model will also allow us to compare our progress with schools serving similar student populations.

ASAM measures will identify progress in three distinct areas-- learning readiness, academic performance, and transition to higher education or employment with a living

wage. Benchmarks and indicators in each area include the following (see chart below). Baseline data will be gathered to determine progress and growth in each area.

Alternative Schools Assessment Measures (ASAM) Indicators

Learning Readiness	Academic Performance	Transition
<ul style="list-style-type: none"> • Attendance • Student engagement • Student persistence • Suspension • Sustained daily attendance 	<ul style="list-style-type: none"> • ELA • Math • Science • Progress toward portfolio requirements 	<ul style="list-style-type: none"> • CAHSEE scores • Sustained Academic Performance • Graduation Rates • Successful transition to higher education • Successful transition to employment

Internal Assessments

To monitor student progress in achieving academic, artistic and civic literacies, the Civicorps Corpmember Academy will also utilize the following forms of internal school-developed assessments:

Progress Reports towards Educational Goals

The Civicorps Corpmember Academy progress reports were developed to help students and stakeholders understand what is taught at the school and to help teachers and students reflect on academic performance relative to the school's mission and individualized goals. Progress is monitored in the following ways:

- (1) Student progress in academic literacy, especially language arts and mathematics, is documented through coursework, projects and presentations, portfolio check-ins and quarterly computerized NWEA assessments
- (2) Student progress in science and social studies is documented through classroom and workshop assignments, projects and portfolios and, for science, the Measure of Academic Progress (MAP) exam is being added;
- (3) Student progress in civic literacy is documented with student surveys and required community service hours and described in more detail below. Written reflections of service will also be used as a measurement tool.
- (4) Student progress in artistic literacy is documented according to the visual and performing arts standards through presentations and narrative assessments.

Portfolio of Work

Throughout the year students, with the aid of their teachers and advisors, will compile a portfolio. The Portfolio may hold a variety of materials such as journals, content and performance assessments, cooperative and individualized

class work, and final projects. The portfolio will be used by teachers, students, and parents to reflect on a student's academic growth over time. Completion of the portfolio, including a public presentation or "showcase of work," is a high school graduation requirement.

Content Assessments

In order to measure student progress towards content and performance standards, teachers will create assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, journals, tests, reports, projects) must "meet or exceed" pre-determined standards. Standards for classroom assignments will be clearly delineated through rubrics.

Performance Tasks

In order to demonstrate students' academic development, the Corpsmember Academy has identified performance tasks that relate to the five core areas of competency required for graduation (Academics, Employability, Life Skills, Communication and Citizenship). These include evidence of learning based on projects completed in class, in the community and/or in training opportunities. Performance expectations are also tied into field service conducted on a crew of Civicorps. Evidence will be presented using a variety of formats including written, oral, computer generated, audiovisual and performance.

Student Pre/Post Civic Attitudinal Survey

In order to measure students' civic development, teachers will use the school wide pre/post assessment for civic thinking skills, civic participation skills and behaviors and that measures civic dispositions, civic knowledge and civic skills as developed during their time in Civicorps Corpsmember Academy.

Measurable Pupil Outcomes

In addition to the school-wide student outcomes and benchmarks specified above, the Civicorps Corpsmember Academy aims to meet the following school-wide performance standards related to areas of attendance, continuous student progress and training, graduation, and post-secondary/job placement at the school.

As noted earlier, the student population of the Civicorps Corpsmember Academy is a challenging one to serve in a sustained manner. As a result, the Corpsmember Academy aims to meet the following school-wide performance standards related to the areas of attendance, graduation and post-secondary education/job placement.

Outcome	Instrument	Target
High attendance rate	Analysis of monthly attendance data	Maintain or exceed an average 75% monthly attendance rate
Increased NWEA scores	NWEA results	75% of students who have

		not yet reached proficiency will demonstrate growth each quarter
Increased NWEA scores	NWEA results	Students will show an average increase of 4 points for math and 3 points for reading and language each quarter
High graduation rate	Comparison of graduation ready students to graduates	80% of students will graduate within 9 months of becoming "graduation ready"
High student persistence rate	Analysis of annual enrollment records	Civicorps Academy will keep 75% of its long-term (90+ days of enrollment) students from year to year excluding those who physically move out of the area
High student satisfaction with the quality and clarity of instruction by teaching staff	Student survey results	80% of students will strongly agree that the teachers explain things clearly and are open to questions and feedback
High student satisfaction with the quality of their learning experience	Student survey results	80% of students will strongly agree that the teachers are presenting challenging and interesting material
Service to community	Meeting criteria of the graduation requirements	Each year, 100% of graduates will have completed a minimum 30 hours of unpaid service in the community
AmeriCorps Education Award Program scholarship recipients	Completion data	100% of corpmembers will complete at least one AmeriCorps scholarship worth a minimum of \$1,000 prior to graduation
Post-Corps placement	College enrollment or employment verification	Within 3 months of graduation, 75% of graduates will enroll in post-secondary education and/or begin career-track internship/employment

Post-Corps placement	College enrollment or employment verification	Within 6 months of graduation, 60% of graduates will be enrolled in post-secondary education and/or in career-track internship/employment
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The Civicorps Corpmember Academy will also meet state accountability expectations though the satisfactory adherence to ASAM measures of sustained daily attendance, graduation rates and student persistence.

Collecting, Analyzing and Reporting Data

The Civicorps Corpmember Academy will report a summary of its outcomes and accomplishments to students, parents, community stakeholders and the District annually. The purpose of the annual school performance report is to guide decision-making and to establish an annual snapshot of the school. The school will make adjustments as needed in order to ensure continuous improvement. The report will include the required elements in the School Accountability Report Card and/or ASAM measures in addition to the following elements:

- A statement of school-wide goals and targets and the extent to which the targets have been met;
- Number of high school diplomas awarded, and;
- Other measures of performance including attendance, apprenticeships, job placements, competitions, and college placements.

If Civicorps Corpmember Academy does not test (i.e., STAR) with the District, Civicorps Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Civicorps Corpmember Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

Student Retention and Promotion

Students will be given individualized portfolio check-ins which document educational strengths and weaknesses and set individualized benchmarks for student growth and achievement. Student progress will be monitored quarterly to assure continuous growth and to adapt educational strategies when necessary. Retention in the program and/or promotion through the program will be determined through careful examination of each student’s overall achievement on assessment measures, CAHSEE examinations, student progress reports and teacher recommendations. For students with special

needs and English Language Learners, mastery and promotion will be dependent on their respective IEP and/or English proficiency levels.

D. GOVERNANCE

A description of "governance structure of the school" [California Education Code Section 47605(b)(5)(D)].

The governance structure of the Charter School will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors: including Program Committee
- An Executive Director and Supporting Administrators

The Civicorps Corpmember Academy will operate as a part of Civicorps Schools, a California Public Benefit Corporation pursuant to California Law. The school will be governed pursuant to the bylaws adopted by the board, as subsequently amended pursuant to the process specified in the bylaws.

Assurances

Civicorps Corpmember Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Civicorps Corpmember Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Civicorps Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Civicorps Corpmember Academy and of the District. Civicorps Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities as well. To the extent that there is information that the District has, but that Civicorps Academy does not have that Civicorps Academy needs in order to meet its obligations, the District shall provide the same to Civicorps Academy in a reasonably timely manner upon request.

Board of Directors

The Civicorps Corpmember Academy Governance Council is the Civicorps 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 10 members and will build to a maximum of 25. Each Board Member is elected for a three-year term. New members are recruited and

screened by a Recruitment Committee composed of Board Members. Each new member must be approved by a simply majority of those already on the Board. The Board members share a passionate commitment for public school reform. Please see Appendix A for the contact list of Civicorps's Board of Directors. The Board will establish major Civicorps Corpmember Academy 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 the Civicorps Corpmember Academy and the degree to which it is meeting its goals and achieving its mission through information provided primarily from the Civicorps Executive Director.
- **Advocacy:** The Board is responsible for advocating for the Civicorps Corpmember Academy including raising funds.
- **Hiring:** The Board hires, supports, evaluates and advises the Executive Director of Civicorps Schools.

Members of Civicorps Corpmember Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Civicorps Corpmember Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

The Oakland Unified School District is entitled to a representative on the Civicorps 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.

The school complies with all applicable federal, state and local laws. Civicorps Schools 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 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.

Operations. 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 charter school will be handled pursuant to the terms of Civicorps Schools' insurance policies.

The Civicorps Corpmember Academy 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.

Civicorps Corpmember Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Civicorps Academy acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Civicorps Academy, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Corpmember Academy by law or charter provisions.

E. EMPLOYEE QUALIFICATIONS

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

The Civicorps Corpmember Academy has four categories of staff members: Administrators, Teachers, Instructional Support Staff and Non-Instructional Support Staff. For all positions, the Civicorps Corpmember Academy Charter 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.
- 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.
- Who have extensive experience working in diverse, urban communities.

As provided for in the California Charter Schools Act, the Civicorps Corpmember Academy may choose not to require credentials for teachers in non-core, non-college preparatory courses. The school will conduct background checks of all candidates 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 at the Civicorps Corpsmember Academy includes the Head of School and the Instructional Lead and other program managers such as the support services manager and the field program manager who support the Head of School in achieving the outcomes outlined in this charter petition. Qualifications for the principal and instructional lead positions include 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.

Teachers. The teaching staff includes teachers and field supervisors. Teachers will be responsible for teaching the core academic curriculum. Field Supervisors are responsible for supervising students in the field activities of the Corpsmember Academy's field component. 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 one to three years of teaching experience. CLAD/BCLAD certification is highly desired. The Resource Specialist will also hold the appropriate PPS credential.

Field Supervisors teaching the non-core curriculum should hold at least a vocational certificate and/or a Bachelor's degree in environmental science or another relevant subject, and they must have three to five years of relevant experience working with youth and/or in the environmental field.

Instructional Support Staff. Instructional Support Staff, including teacher interns, coordinators 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. At the Corpsmember Academy, coordinators are responsible for developing curriculum and assisting with instruction. Operations staff are 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. Coordinators should hold at least a Bachelor's degree in environmental science or another relevant subject, and they must have relevant experience working with youth.

Non-Instructional Support Staff. The non-instructional support staff provides a variety of support services to the administrative and teaching staff. The development staff is 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, internal, and external communication. The counseling staff is responsible for providing guidance in the school and in the students' academic and 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 Master's degrees for development or human resources managers); and relevant work experience of at least three to five years in their fields.

Teacher Hiring. Civicorps Schools 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 28 years, the Corpmember Academy 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, the Civicorps Corpmember Academy will continue to seek candidates who are highly qualified and meet the requirements of the No Child Left Behind (NCLB) Act.

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 the Civicorps Corpmember Academy are also encouraged to improve their practice through individualized professional development.

Teacher Evaluation. Civicorps Schools uses a tri-annual evaluation process 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 the mission and the six California Standards for the Teaching Profession.

F. HEALTH AND SAFETY REQUIREMENTS

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

The Civicorps Corpsmember Academy 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 the school's 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;
- Training for staff and students relating to preventing contact with blood-borne pathogens;
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines;
- A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no seismic safety hazard;
- Regular student screening for tuberculosis, vision, hearing and scoliosis;
- 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;
- An emergency management plan that outlines policies and procedures for response to natural disasters and emergencies. This includes a schoolwide emergency team that includes teachers, administrators, counselors, and students. The emergency plan spells out procedures for most conceivable emergencies;
- 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 corpsmember handbooks which will be reviewed by the faculty and staff and approved by the board on an on-going basis. (Please see Appendix for the Staff Handbook and for the Corpsmember Handbook)

Civicorps Corpsmember Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

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 Oakland and the larger East Bay community, the Civicorps Corpsmember Academy 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;
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- Inclusion in the District's annual open enrollment process for Oakland parents;
- Targeted outreach to social service providers, probation officers and WIA providers; and;
- Meetings with principals and counselors of local schools to recruit students who will not meet graduation requirements, but could benefit from a school that works to meet social, emotional, financial, and academic needs of 18-24 year old students.

H. ADMISSIONS REQUIREMENTS

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

The Civicorps Corpsmember Academy 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, the Civicorps Corpsmember Academy seeks to recruit for diversity within its student population that reflects the population of 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.

The Civicorps Corpmember Academy accepts students throughout the school year and holds regularly scheduled student orientations. In order to be admitted into the Civicorps Corpmember Academy applicant pool, a student must complete an application and interview and participate in an orientation process that will include an introduction to the school's mission and policies.

The Civicorps Corpmember Academy strives to serve all students that would like to attend while striving to maintain a gender balance in its classrooms. In the event that the number of students seeking admission to any grade or class exceeds capacity, the Academy shall have the right to grant priority in admissions to siblings of current students, children of staff, and residents of the charter granting District or county. The Academy may also grant admission preference to school founders, as defined by the school's governing board, provided that students admitted under a founders' preference shall not constitute more than 25 percent of the school's enrollment. If more applications are received than there are available slots, a public, random lottery will be held to determine enrollment.

By October 1 of each year, Civicorps Corpmember Academy will notify the District in writing of the application deadline and proposed lottery date. Civicorps Corpmember Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with approved charter.

Parents and students will be informed of their entrance into the Civicorps Corpmember Academy via the public lottery session or by phone or mail if they are not present at the lottery. Based on the lottery, a 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.

I. FINANCIAL and PROGRAMMATIC 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 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 the school's 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.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and submitted to the Civicorps Board of Directors for review and approval by December 15 of each year. The results of the audit will be sent to the Charter School liaison of the Oakland Unified School District, the District's Administrative Director of Business services or designated staff and other entities as required by law (such as Alameda County Office of Education, Office of the State Controller and the California Department of Education). The Civicorps Board of Directors Finance Committee will review any audit exceptions in a timely manner and issue an acceptance of the audit to the organization's full Board of Directors along with recommendations on how exceptions will be resolved. All exceptions and deficiencies will be communicated to the District in a timely manner, and any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process.

The Civicorps Corpmember Academy Charter School will receive funding according to the California Education Code and other relevant laws and any funds due to the school from the District shall be forwarded to Civicorps in a timely manner. During the term of this charter petition, the Civicorps Corpmember Academy and the District will attempt to negotiate in good faith to develop a Memorandum of Understanding that clarifies the financial relationship between the two entities. The District may charge for the actual cost of supervisory oversight of the Charter School not to exceed 3% if Civicorps Corpmember Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Impact on Charter Authorizer

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- December 15 – Schedule of Expenditures of Federal Awards
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent

Civicorps Corpmember Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Civicorps Corpmember Academy is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Civicorps Corpmember Academy.
- The District is authorized to revoke this charter for, among other reasons, the failure of Civicorps Corpmember Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Civicorps Corpmember Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Civicorps Corpmember Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Civicorps Corpmember Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Civicorps Corpmember Academy operations is received by the District, the Civicorps Corpmember Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Corpmember Academy by law or charter provisions.

Federal Funds Compliance

To the extent that Civicorps Corpmember Academy is a recipient of federal funds, including federal Title I, Part A funds, Civicorps has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Civicorps Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include but are not limited to, the following:

- Notify parents at the beginning of each school year of the “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I Meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Civicorps Corpmember Academy also understand that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

J. PUPIL SUSPENSION AND EXPULSION

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

The Civicorps Corpmember Academy 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 Corpmember Handbook and the policies of the Civicorps Corpmember Academy. 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 Corpmember 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 Academy’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.

In the case of a special education student, or a student who receives 504 accommodations, Civicorps Corpsmember Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

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)].

The Civicorps Schools has established a retirement system in lieu of existing public employment retirement systems, according to the policies established by the Civicorps Board of Directors. The Staff Retirement System consists of the federal social security system and a 403(b) plan through Nationwide. 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 a percentage 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 OUSD shall cooperate as necessary to forward any required payroll deductions and related data. The school shall apply to the OUSD for 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.

L. ATTENDANCE ALTERNATIVES

A statement of "public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" [California Education Code Section 47605(b)(5)(L)].

Students who opt not to attend the Civicorps Corpmember Academy 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. The Civicorps Corpmember Academy will transfer student records to and from the appropriate schools to follow student progress.

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)].

The Civicorps Corpmember Academy staff are employees of Civicorps Schools. The right of employees to leave the OUSD to work at the Academy as well as the right to return to the OUSD for academy 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.

N. DISPUTE RESOLUTION PROCESS, REPORTING AND RENEWAL

A statement describing "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 the Civicorps Corpmember Academy 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 and to minimize the burden on the District.

The staff and governing board members of the Civicorps Corpmember Academy agree to attempt to resolve all disputes between the District and Civicorps Corpmember Academy 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 Dispute Resolution

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 for a more detailed description of the dispute resolution process contained in the Civicorps Staff Handbook regarding internal disputes.

External Dispute Resolution

Any controversy or claim arising out of or relating to the charter agreement between the District and Civicorps Corpsmember Academy, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in anyway related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation or receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Civicorps Corpsmember Academy

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation or receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The

Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of the mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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.

Parent Complaints

Civicorps Corpmember Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other

areas. Civicorps Corpmember Academy will not, at any time, refer complaints to the District.

The complaint procedure will include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Civicorps Corpmember Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Civicorps Corpmember Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Civicorps Corpmember Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Civicorps Corpmember Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Civicorps Corpmember Academy will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the education program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in any manner.

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.

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)].

In accordance with the California Department of Education's suggested process for charter school closures, the Civicorps Corpmember Academy Charter School shall adopt the following process in the event that it closes:

1. Document closure action: The Civicorps Board of Directors shall document the closure of the school through formal action, identifying the reason for the action as voluntary or revocation of the charter.
2. Notification to educational agencies: The Civicorps Corpmember Academy shall notify any school districts that may be responsible for providing educational services to the former students of the charter school, including notice of the school closure to the Charter Schools unit at the California Department of Education.
3. Notification to students and parents/guardians: The Civicorps Corpmember Academy shall notify parents/guardians and students of the charter school as soon as possible if it appears that the school closure will be imminent.
4. Transfer of student and school records: The Civicorps Corpmember Academy shall establish a process for the transfer of student records and assist parents in the transfer of students to other appropriate schools. The school and district shall agree to a plan for the maintenance of all school records.
5. Financial closeout: The Civicorps Corpmember Academy shall conduct an independent audit within six months of the school closure. The audit will include an assessment of all of the school's assets, liabilities and accounts receivable. The Civicorps Academy shall also submit any required year-end financial reports as soon as possible after the close but no later than the required deadline for year-end reporting.
6. Dissolution of assets: The Civicorps Corpmember Academy shall develop a plan for the dissolution of assets and repayment of any liabilities as determined by the audit in conjunction with applicable law for a non-profit corporation.

CHARTER-RELATED ISSUES

Term of Charter Petition. The term of this charter shall begin on July 1, 2012 and this charter will expire five years thereafter.

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of Civicorps Corpmember Academy 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.

Civicorps Corpmember Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

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 the Civicorps Corpmember Academy 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 may revoke the charter of Civicorps Corpmember Academy pursuant to Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Facilities. If Civicorps Corpmember Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Civicorps Corpmember Academy moves or expands to another facility during the term of this charter, Civicorps Corpmember Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Civicorps Corpmember Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

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 Corpmember Academy 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 the school's existing and longstanding insurance policies.

The Civicorps Corpmember Academy 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. The Civicorps Corpmember Academy will assume all potential civil liability and will hold the District free of such responsibility.

Financial Statements. See Appendix for five year budget.

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

Civicorps Corpmember Academy
101 Myrtle Street
Oakland, CA 94607

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

INTRODUCTION

The Civicorps Corpmember Academy is a full-service community school and multi-program nonprofit educational organization located in Oakland, California. Serving 18-24 year old disconnected youth, the Civicorps Corpmember Academy is committed to the development of the whole student so that our youth enter adulthood prepared to be fully responsible citizens. This enriched understanding of citizenship connects the inner and outer lives of students and affirms the rights and responsibilities of individuals who work to promote the common good. Since opening its doors over 28 years ago, Civicorps (formerly the East Bay Conservation Corps) has been a leader in developing innovative models to serve youth and communities through education reform, youth development, environmental stewardship and service. Civicorps Academy's comprehensive program model enhances participants' academic, leadership, employment 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.

Civicorps Schools received its original K-12 charter in 1995. The first school site, the Corpmember High School, opened in 1996. The charter was renewed in 2000, and the K-5 school site was launched in 2001. In 2006, the charter was renewed again and is valid for the Corpmember Academy through June 2012. As with previous Civicorps charters, 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 K-5 school and the Corpmember Academy. However, after careful review of student and community needs at the different school sites -- in particular the school calendar and student assessment systems-- the Civicorps Board of Directors decided that each school would be better served with distinct charters.

The design of the charter for the Civicorps Corpmember Academy is a culmination of years of experience working with this young adult population along with data on effective learning practices and insight from experts in the field. It continues to be based on the philosophies of the founding charter but expands on those concepts to explore the extent to which service and citizenry can serve to reconnect and reengage a disenfranchised and marginalized population so that they can succeed academically and professionally. There are no significant structural or instructional changes from the original charter which was specifically created to best serve our students and communities. The current structure includes a calendar of year-round instruction, the continuation of "Learning Academies", the inclusion of Alternative Schools Accountability Measures (ASAM) and the strong presence of student support services to address unmet needs that are currently hindering student success.

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The Corpsmember Academy will continue to serve the student population of 18-24 year olds seeking to complete a high school education at the 101 Myrtle Street site in West Oakland.

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) and (ii)].

Student Population to Be Served

Central to its mission to reinvest in the civic purpose of public education and to provide a rigorous educational experience for students of all abilities, the Civicorps Corpsmember Academy actively recruits a student body that brings together the socio-economic and ethnic diversity of Oakland and the broader San Francisco Bay Area including high school students who have been the most underserved— young adults who have not succeeded in the traditional education system due to a variety of factors including parenthood, homelessness, violence, poverty, involvement in the criminal justice system, among others.

Admission to the Civicorps Corpsmember Academy is open to any resident of California. To remain eligible for generating charter school apportionment, a student over 19 years of age must be continuously enrolled and make satisfactory progress towards the awarding of a high school diploma [Ref. Education Code §47612(a)]. Title V, California Code of Regulations §11965 defines "satisfactory progress" as the progress needed for completion of the substance of a course of study required for graduation at the chartering school district's own schools. This progress must: 1) be uninterrupted; 2) consist of passing grades; and 3) be at a rate at least adequate to allow the pupil to successfully complete the full program in the time that the chartering school district allows for its own schools.

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The Civicorps Corpmember Academy serves youth ages 18-24 who have left the traditional education system without graduating and who are residents of Alameda and Contra Costa counties. Most of our high school students live in low-income communities along the Richmond to Hayward corridor in Alameda County. In July 2011, the student population was 69% male, 84% African-American, 5% Latino, 4% Asian/Pacific Islander, 4% two or more races, and 2% White. Two percent are Spanish monolingual; another 4% are Spanish/English bilingual; and 2% are bilingual in other languages and English. As students in our charter school, 97% are eligible for the free and reduced price lunch program in the public schools. Almost universally, corpmembers come to us having done poorly in the public schools. Levels of student literacy for native English speakers range from 2nd grade equivalency through 12th grade equivalency with the average grade equivalency between 4th and 5th grade.

Students who come to Civicorps to complete their high school requirements face serious challenges to employability and productivity due to criminal records, early parenthood, learning disabilities, and homelessness. On average, one-third to one-half are parents and must take care of their own children. Up to 30% of our corpmembers have unstable or no housing. Approximately 40% have had involvement in the criminal justice system, and 30% are currently on probation. In most cases, the Corpmember Academy's open entry-open exit education/service program provides their first highly disciplined work experience and a chance to resurrect their education and employability. The value of the program is the opportunity for students to attend school while earning money working part-time on environmental projects in the community.

The Civicorps Corpmember Academy currently resides at 101 Myrtle Street in West Oakland, and is specifically designed to meet the needs of the students and includes classrooms, a large community space, student computer lab, a career center and a teacher resource room. The space is easily accessible by public transportation and is large enough to accommodate growth plans for the Corpmember Academy. The Civicorps administrative offices are also located at the Myrtle Street site.

School Site	2012-13	2013-14	2014-15	2015-16	2016-17
Corpmember Academy Total Projected School Enrollment	<u>120</u>	<u>130</u>	140	160	180

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. An educated person is responsible for oneself and for others; participates thoughtfully and passionately in the life of the community; is well prepared for employment and the demands of the workplace; and builds and protects the common good – the institutions that permit society to be healthy and to thrive.

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Citizenship is grounded in the attitude that everyone should be part of the solution in addressing issues and concerns that affect personal, community and public well-being. To be an educated person in the 21st century, public schools need to instill in our youth 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. The Civicorps Academy has 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 to help others. We wish to ensure that all of our citizens can fully participate in the future.

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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, the Civicorps Corpmember Academy will enable its pupils to become self-motivated, competent, lifelong learners in the 21st century by requiring all students to become proficient in each of the following three literacies which are explained in more detail in Element B: Student Outcomes.

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Academic Literacy

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

Artistic Literacy

Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology.

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.

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To accomplish this mission, the school has designated ten school-wide student outcomes that outline what we intend for all Civicorps Corpmember Academy graduates to know and be able to do upon promotion from our school. These outcomes state that all students will be able to understand and demonstrate:

1. The ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data.
2. The ability to communicate effectively and creatively – with a range of audiences – through writing, speaking, listening, and the use of visual forms.
3. The ability to problem solve using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes.
4. 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.
5. 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.
6. An appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression, and communication.
7. An appreciation and skillful use of technology to facilitate and/or enhance learning, expression, and communication.
8. Positive health habits and behaviors/strategies for maintaining mental and physical wellness.
9. An appreciation of community as well as skills for responsible participation and leadership within a variety of interdependent community contexts.
10. 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.

We believe that these student outcomes are necessary to prepare students for citizenship, college and career. They will be discussed in more detail in Element B: Student Outcomes.

How Learning Best Occurs: Educational Philosophy and Practices

The educational philosophy of the Civicorps Corpmember Academy 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, integrated in its curriculum focus, 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.

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To put our educational philosophy into practice, we have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole person. This program will serve all students including young adults with exceptional needs through implementation of the following practices:

1. Service and Project-Based Learning
2. Caring School Community
3. Arts and Technology Integration
4. Authentic Assessment
5. Community Internships and Work Experience
6. 21st Century Skills

1. Service-Learning

Service-learning, the teaching strategy central to the Civicorps Corpmember Academy's mission and guiding principles, links academic learning through the medium of service to real life needs in the school and the larger community. It is a learned activity involving planning, action, reflection and evaluation. As such, we weave it into the fabric of our academic life and every student is provided with developmentally appropriate opportunities to give back to the community. Its value is truly democratic, offering every student the opportunity to practice citizenship and leadership by doing real work in their communities. Service acts as a catalyst that alters the dynamics of a traditional classroom, strengthens academic performance and transforms the tone of a school. Service is reinforced through all elements of the curriculum and is also a graduation requirement for Corpmember Academy students.

2. Caring School Community

In order to provide our students with the knowledge and skills needed to become active and responsible citizens, we intentionally organized the Civicorps Corpmember Academy to foster a caring school community. Research suggests that small schools and a caring environment are very important to nurture students' academic, social and emotional development. School size is small, and student-to-teacher ratios are no more than 20:1 so that school administrators, teachers and students can get to know each other well. 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. Weekly community-meetings which explore local issues, celebrate accomplishments and explore area resources and current events directly serve this goal.

3. Arts and Technology Integration

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The Civicorps Corpmember Academy strongly supports arts education in at least two ways. First, art is seen as a subject in its own right for students to understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/meaning making, creative problem solving, expression and communication. Second, the visual and performing arts are integrated with core academic subjects as a tool for teaching and expressing new knowledge and skills in order to support all students in demonstrating mastery of the state standards and school-wide civic literacy outcomes. The fifteen year partnership with San Francisco Shakespeare Company and annual trips to the Oregon Shakespeare Festival provide dynamic opportunities for corpmembers to gain exposure to and experience in theater. In addition, students will be introduced to the latest technology to support both learning and access to information. Technology as a tool for communication will also be reinforced. Research, critical thinking and exposure will be emphasized through technology arts.

4. Authentic Assessment

Authentic assessments such as projects, portfolios and showcases of learning serve both as a means to evaluate our students at the Civicorps Corpmember Academy and also as an educational practice that motivates learning and drives instruction. 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 academic level, standards-based rubrics. Computerized assessments from the Northwest Education Association (NWEA) will also allow us to measure progress throughout the year and to identify student academic strengths and gaps so that they can be addressed within each student's portfolio progress review plan.

5. Community Partnerships and Service Experiences.

The community partnerships and environmental/conservation field work provides our Corpmember Academy students with valuable opportunities to practice an interdisciplinary array of skills from math, language arts, fine arts, geography, science, and technology by connecting their classroom learning to service experiences in the community. Following principles of experiential education, Corpmember Academy faculty guide their students through service that encourages them to expand their job and leadership skills and to develop personal values, ethics and an awareness of social, political and environmental issues with the goal of preparing students to be productive, active citizens in their communities.

6. 21st Century Skills

In conjunction with building core academic competencies, Civicorps recognizes the need to address the skills needed in the workplace: critical thinking, problem-solving, innovation, creativity, communication, and collaboration. We understand these to be "21st Century Skills" and, as such, infuse them into all aspects of our

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program. In the classroom, students are challenged to exercise critical-thinking and problem-solving skills on a daily basis. Students are required to participate in a three-day conflict resolution training that emphasizes communication, collaboration, and creative problem-solving. It is part of our mission to prepare students not just for jobs, but for careers. Adopting 21st Century Skills as part of our methodology reinforces our commitment to our students and their personal and professional communities.

Support for English Language Learners.

As required by California state law, all Civicorps Corpmember Academy students (and parents where applicable) will be asked to complete a Home Language Survey in the student enrollment packet. If a language other than English is indicated as their primary language 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. The unofficial results of this test are made available to parents and teachers immediately, and official results from the state are distributed as soon as they are received by the school.

Academically, the Civicorps Corpmember Academy will meet the needs of its English language learners through an inclusion model. To provide support to English language learners, all teachers at the Civicorps Corpmember Academy will use instructional strategies that include front-loading vocabulary, scaffolding, visual references, schema, high interest text, small group instruction and heterogeneous grouping. CLAD or BCLAD certification for all teachers will be strongly encouraged. The Civicorps Corpmember Academy will comply with all applicable state and federal laws regarding testing and service provision to English Language Learners including testing accommodations and lesson modifications.

Support for Academically Low-Achieving Students.

As stated in the introduction, the majority of students entering the Corpmember Academy do so with a 4th to 5th grade reading level and can be identified as "low-achieving." Lack of academic success is attributed to a number of things including past drop-out rates, economic and social barriers and extensive support needs. The instructional model for the Corpmember Academy has been specifically designed to meet the needs of all students including those with specific learning needs. Key elements of the charter design include the following:

Year Round School (trimesters)

Data indicates that students lose progress over the summer months while school is not in session. Our charter runs a year-round school so that students can continue to access educational and support services.

Foundation, Learning and Field Academies

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Another component is the Academies within the Corpmember Academy. In the past, students entering Civicorps would be directly placed in the Field Program, where they would do project-based learning through service projects Monday through Thursday and attend school in the evenings and on Fridays. Data indicates that this model was not successful for students with significant academic needs, specifically those with low literacy rates and those learning English as a second language.

Our current charter design includes the Foundation Academy for students with the greatest academic needs. While this is not a stand alone Academy, the Foundation Academy will serve students within the Learning Academy whose math and reading scores demonstrate a need for greater support. Students in the Foundation Academy receive comprehensive daily instruction, small group work and individualized guidance. All students enter into the Learning Academy. The academic program in the Learning Academy focuses on the theme "Think Globally, Act Locally" which promotes active research and tasks students with developing a leadership agenda for the communities in which they live. It will also reinforce basic skills and teach students study techniques and tools for academic success. This allows us to link all aspects of the Corpmember Academy and allows for the delivery of a continuum of services from orientation through graduation.

Once students demonstrate academic growth and an investment in their educational goals through two to four months of excellent attendance, classroom participation and portfolio progress, they enter the Field Academy which allows students to expand their leadership and life skills by serving on small work crews that conduct service and work projects in Oakland and the East Bay. Students in the Field Academy supplement their field work through evening and Friday classes; science and math standards are closely connected to the field. Project-based learning through service, individualized instruction and intensive support in math and English are inherent throughout all levels of the Corpmember Academy. Critical thinking and the conscious exploration of how students can be engaged in their own learning and their own communities is the goal throughout the entire program.

The Civicorps Corpmember Academy holds high expectations for all of its students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students will be identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, the Civicorps Corpmember Academy will have our staff Resource Specialist assess them and if appropriate, will recommend individualized instruction and small group work. If deemed necessary, the faculty will create a student study team (SST) comprised of teachers, field supervisors, family members (when appropriate), the student and other support providers to identify strategies to better support the student's success.

Support for Academically High-Achieving Students.

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Civicorps Corpmember Academy

Charter School Petition

Submitted to the Oakland Unified School District on October 26, 2011

Academically high-achieving students will be identified through teacher recommendation, progress reports, test scores, and/or other assessment measures. These students will be pushed to meet and exceed grade level standards and school-wide outcomes by setting appropriate goals for themselves during Teacher-Student portfolio check-in and through conversations with school faculty including the student's Field Supervisor. The Civicorps Corpmember Academy faculty will support these students through differentiated instruction and additional assignments during or after school. In addition, high achieving students may be encouraged to enroll in challenging internships and college level course work at local colleges and universities and/or distance learning centers as appropriate for each student's needs.

Support for Students with Special Needs.

The Civicorps Corpmember Academy pledges to work in cooperation with the Oakland Unified School District (OUSD) and its special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs that qualify for additional services.

To identify students who may be in need of special education services, the Civicorps Corpmember Academy staff will ask its parents and students upon enrollment if they have an Individualized Educational Program (IEP). The school staff will also forward its enrollment lists to the OUSD SELPA to check to see if any of its students have an open IEP. Should students appear to require additional assistance, the on-site Civicorps Corpmember Academy staff Resource Specialist will create an SST comprised of teachers, family members (when appropriate), the student and other support providers to identify strategies to better support the student's success. In coordination with the local SELPA, professional development in supporting and identifying students with disabilities and utilizing resources for students will be provided to Civicorps Corpmember Academy teachers annually.

The student study team will collaborate with special education professionals provided through our SELPA to ensure that appropriate individualized goals are set for qualifying students. In addition, the team will ensure that action plans with clearly delineated objectives, due dates, and assignments of responsibility for implementation is carried forth.

The school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education services pursuant to Education Code Section 47641(b). The Civicorps Corpmember Academy will annually and in good faith negotiate written agreements with the authorizing district and SELPA to clearly specify the fees and services to be provided. The academy shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). Nothing in this charter shall be deemed to prevent the school from opting to exercise its option to function as an independent local education agency in the future.

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Civicorps Corpmember Academy

Charter School Petition

Submitted to the Oakland Unified School District on October 26, 2011

The Civicorps Corpmember Academy and the OUSD will implement all aspects of a uniform complaint procedure for special education. The OUSD will, whenever necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the OUSD will, in consultation with the Civicorps Corpmember Academy, defend all aspects of the process for which it bears primary responsibility under the terms of this agreement. The Civicorps Corpmember Academy will, in consultation with the OUSD, defend all aspects of the process for which it bears primary responsibility.

Transfer of Courses and College Entrance Requirements.

The Civicorps Corpmember Academy is scheduled to begin the accreditation process with the Western Association of Schools and Colleges (WASC) accrediting body and expects to become accredited within the next five years. Once WASC accredited, we will inform parents and corpmembers about transfer agreements and procedures with neighboring public schools. We will also work with students whose educational goals include entrance into a UC and/or CSU system upon graduation. Currently, when enrolling in the Corpmember Academy, students meet with school faculty to determine their educational program and personal educational goals. Throughout the program, students meet with faculty members to discuss further educational opportunities in vocational training and post-secondary education. Through a partnership with The National Corps Network and AmeriCorps, college scholarships for students completing a minimum amount of service hours are awarded to corpmembers to assist them in furthering their education.

B. MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. [California Education Code Section 47605(b)(5)(B)].

The student outcomes for the Civicorps Corpmember Academy 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. All students at the Civicorps Corpmember Academy, including individuals with special learning or academic needs, and/or English Language Learners, will be expected to meet these outcomes in order to graduate and/or 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 graduate from the Corpmember Academy, students must demonstrate competency in the areas of academic, artistic, and civic literacy. Each of these "literacy

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types" and the accompanying Civicorps Student Outcomes are described in the following three sections.

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 Civicorps Academy 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, science, and social studies 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 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, Performing and Literary Arts*

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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 as the ability to participate 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:

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- *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.

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The Civicorps Academy 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 and/or other outcomes and benchmarks deemed appropriate by the Civicorps Corpmember Academy Board of Directors and staff. Each standard/outcome will be further delineated into developmentally appropriate benchmarks that are described through in depth rubrics and/or performance tasks. These standards rubrics and benchmarks will be provided to all students and stakeholders at the start of every school year. Student progress towards meeting benchmarks will be monitored and reported to and discussed with students and stakeholders a minimum of three times per school year.

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In order to best serve our students and community, the Corpmember Academy 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. The Corpmember Academy 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. The District board agrees to hear and

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render an amendment decision pursuant to the timelines and processes as specified in the California Education Code Section 476059(b).

For the purposes of this Corpsmember Academy Charter, the graduation requirements are described below.

Graduation Requirements.

The curriculum used in the Corpsmember Academy is designed to meet the required state content and performance standards in each of the "core" academic areas of math, language arts, science, and history/social science [California Education Code Section 47605(c)(1)]. As the following chart demonstrates, our curriculum is also designed in alignment with the Oakland Unified School District.

OUSD High School Requirements <i>(one semester course = 5 credits)</i>	Civicorps Corpsmember Academy Graduation Requirements
English: <u>40 credits</u>	Continuous participation in English classes Minimum Score on NWEA assessments Passage of CAHSEE exam Portfolio assignments
Math: <u>30 credits</u> including Algebra and Geometry	Continuous participation in math classes Minimum Score on NWEA assessments Passage of CAHSEE exam
Science: <u>30 credits including Physical Science and Biology/Life Science</u>	Field work: application of science standards to service and field projects <u>through participation in science class</u> Minimum score on NWEA assessments <u>and CASAS tests</u> Portfolio assignments
World Cultures: <u>10 credits</u>	Workshops – Diversity awareness Community Meetings - Cultural Awareness Portfolio assignments
U.S. History: <u>10 credits</u>	<u>Social Studies</u> Course <u>Minimum score on CASAS tests</u> Portfolio assignments
American Government/Economics: <u>10 credits</u>	Civics/ Life Skills Course <u>Minimum score on CASAS tests</u> Portfolio assignments
World Language: <u>20 credits</u>	To be developed
Visual/Performing Arts: <u>10 credits</u>	Technology Workshops Portfolio assignments to document participation in annual Shakespeare production, performance art or visual art classes. Participation in thematic unit (for example, the Oakland guide book, which details Oakland from the perspective of the students).
Physical Education: <u>20 credits</u>	Field work, 32 hours a week; morning calisthenics
Electives: <u>50 credits may include</u>	Portfolio assignments to document completion of elective

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2 semesters Science electives~~

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maximum of 40 credits work experience	coursework, including courses such as employability, "life after the Corps," leadership, civics etc. <u>Field work and/or internships, 32 hours a week</u>
Service Learning/Community Service: none	30 hours of service in the community with reflection. Participation in one of several "AmeriCorps Education-award" programs
Senior Project	<u>Research paper on a social justice issue</u> <u>Presentation of research paper using multi-media resources</u> <u>Public Portfolio Presentation</u>
GPA of 2.0	Completion of all requirements with "meets or exceeds expectations"
Passage of CAHSEE (ELA & Math)	Passage of CAHSEE (Language Arts and Mathematics)

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Students will demonstrate their proficiency in all subject matter areas including earning a minimum score in English, math and science on the MAP (Measure of Academic Progress), an external assessment from the Northwest Education Association (NWEA). NWEA's MAP assessment system can be administered several times per year and is designed to show status and growth. It received the highest ranking from WestEd, a research agency, for alternative assessment systems. As noted earlier, the Civicorps Corpsmember Academy has begun the WASC accreditation process and expects to become accredited within the next five years.

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C. ASSESSMENT METHODS

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All students will demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as a score of "basic" or above on California Standards-based assessments and grades of "meets or exceeds expectations" on all academic portfolios and exhibitions. "Mastery" for special needs and LEP students will be defined appropriately according to their IEPs and English proficiency levels.

In order to ensure that all students at the Civicorps Corpsmember Academy are achieving the student outcomes detailed above, assessment at the academy will be consistent, continuous and based on both internal and external assessment measures as summarized below. This data will be used to adapt instructional practices and to inform the development and implementation of school structures, systems and policies to support the success of all students in achieving the school's mission.

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	Internal Assessments	External Assessments
Academic Literacy	<ul style="list-style-type: none"> Classroom content assessments Schoolwide Reading and Mathematics Assessments 	<ul style="list-style-type: none"> CAHSEE CELDT NWEA

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	<ul style="list-style-type: none"> Portfolio with educationally appropriate Rubrics 	<ul style="list-style-type: none"> <u>CASAS</u>
Artistic Literacy	<ul style="list-style-type: none"> Classroom content assessments Portfolio with educationally appropriate Rubrics Presentations 	
Civic Literacy	<ul style="list-style-type: none"> <u>Pre and Post</u> Student Attitudinal Survey Portfolio with educationally appropriate rubrics Student attendance and behavior Service requirements & reflections 	

External Assessments

As mandated by California Education Code Section 47605(c)(2), the Civcorps Corpsmember Academy will annually administer the state mandated assessments that currently include the California High School Exit Exam (CAHSEE) and California English Language Development Test (CELDT).

At the Corpsmember Academy, teachers will administer MAP (Measure of Academic Progress) assessments for students to demonstrate proficiency in key subject areas required for graduation. The NWEA standards-based assessment system which includes computerized, norm and criteria -referenced assessments will also be used for diagnostic purposes to assess students' basic skills in reading, language, mathematics, science and spelling. NWEA will also be used to measure individualized student growth targets.

Because of the unique student demographic served by the Civcorps Corpsmember Academy, we have received Alternative Schools Accountability Model (ASAM) status. The ASAM provides a framework for accountability for alternative schools serving very high-risk, student populations. ASAM standards are approved by the California Department of Education and have been designed specifically to provide state-approved alternative accountability benchmarks for schools such as the Civcorps Corpsmember Academy.

Under the ASAM model, graduation and CAHSEE standards will remain constant, but there will be more measurements by which we can track school accountability measures such as student persistence (retention), graduation rates within a certain time period, and continuous student improvement. The ASAM model will also allow us to compare our progress with schools serving similar student populations.

ASAM measures will identify progress in three distinct areas-- learning readiness, academic performance, and transition to higher education or employment with a living

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wage. Benchmarks and indicators in each area include the following (see chart below). Baseline data will be gathered to determine progress and growth in each area.

Alternative Schools Assessment Measures (ASAM) Indicators

Learning Readiness	Academic Performance	Transition
<ul style="list-style-type: none"> Attendance Student engagement Student persistence Suspension Sustained daily attendance 	<ul style="list-style-type: none"> EJA Math Science Progress toward portfolio requirements 	<ul style="list-style-type: none"> CAHSEE scores Sustained Academic Performance Graduation Rates Successful transition to higher education Successful transition to employment

Internal Assessments

To monitor student progress in achieving academic, artistic and civic literacies, the Civicorps Corpsmember Academy will also utilize the following forms of internal school-developed assessments:

Progress Reports towards Educational Goals

The Civicorps Corpsmember Academy progress reports were developed to help students and stakeholders understand what is taught at the school and to help teachers and students reflect on academic performance relative to the school's mission and individualized goals. Progress is monitored in the following ways:

- (1) Student progress in academic literacy, especially language arts and mathematics, is documented through coursework, projects and presentations, portfolio check-ins and quarterly computerized NWEA assessments
- (2) Student progress in science and social studies is documented through classroom and workshop assignments, projects and portfolios and, for science, the Measure of Academic Progress (MAP) exam is being added;
- (3) Student progress in civic literacy is documented with student surveys and required community service hours and described in more detail below. Written reflections of service will also be used as a measurement tool.
- (4) Student progress in artistic literacy is documented according to the visual and performing arts standards through presentations and narrative assessments.

Portfolio of Work

Throughout the year students, with the aid of their teachers and advisors, will compile a portfolio. The Portfolio may hold a variety of materials such as journals, content and performance assessments, cooperative and individualized

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class work, and final projects. The portfolio will be used by teachers, students, and parents to reflect on a student's academic growth over time. Completion of the portfolio, including a public presentation or "showcase of work," is a high school graduation requirement.

Content Assessments

In order to measure student progress towards content and performance standards, teachers will create assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, journals, tests, reports, projects) must "meet or exceed" pre-determined standards. Standards for classroom assignments will be clearly delineated through rubrics.

Performance Tasks

In order to demonstrate students' academic development, the Corpmember Academy has identified performance tasks that relate to the five core areas of competency required for graduation (Academics, Employability, Life Skills, Communication and Citizenship). These include evidence of learning based on projects completed in class, in the community and/or in training opportunities. Performance expectations are also tied into field service conducted on a crew of Civicorps. Evidence will be presented using a variety of formats including written, oral, computer generated, audiovisual and performance.

Student Pre/Post Civic Attitudinal Survey

In order to measure students' civic development, teachers will use the school wide pre/post assessment for civic thinking skills, civic participation skills and behaviors and that measures civic dispositions, civic knowledge and civic skills as developed during their time in Civicorps Corpmember Academy.

Measurable Pupil Outcomes

In addition to the school-wide student outcomes and benchmarks specified above, the Civicorps Corpmember Academy aims to meet the following school-wide performance standards related to areas of attendance, continuous student progress and training, graduation, and post-secondary/job placement at the school.

As noted earlier, the student population of the Civicorps Corpmember Academy is a challenging one to serve in a sustained manner. As a result, the Corpmember Academy aims to meet the following school-wide performance standards related to the areas of attendance, graduation and post-secondary education/job placement.

<u>Outcome</u>	<u>Instrument</u>	<u>Target</u>
<u>High attendance rate</u>	<u>Analysis of monthly attendance data</u>	<u>Maintain or exceed an average 75% monthly attendance rate</u>
<u>Increased NWEA scores</u>	<u>NWEA results</u>	<u>75% of students who have</u>

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<#>The Corpmember High School will increase its graduation rate by 5% each year (including passage of CAHSEE and completion of community internship/work experience).¶

<#>95% of EBCC Corpmember High School graduates will enroll in post-secondary education and/or begin career-track community internships or workplace employment within four months of graduation from the program.¶

<#>The EBCC Corpmember High School seeks to maintain or ex(... [6]

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		<u>not yet reached proficiency will demonstrate growth each quarter</u>
<u>Increased NWEA scores</u>	<u>NWEA results</u>	<u>Students will show an average increase of 4 points for math and 3 points for reading and language each quarter</u>
<u>High graduation rate</u>	<u>Comparison of graduation ready students to graduates</u>	<u>80% of students will graduate within 9 months of becoming "graduation ready"</u>
<u>High student persistence rate</u>	<u>Analysis of annual enrollment records</u>	<u>Civicorps Academy will keep 75% of its long-term (90+ days of enrollment) students from year to year excluding those who physically move out of the area</u>
<u>High student satisfaction with the quality and clarity of instruction by teaching staff</u>	<u>Student survey results</u>	<u>80% of students will strongly agree that the teachers explain things clearly and are open to questions and feedback</u>
<u>High student satisfaction with the quality of their learning experience</u>	<u>Student survey results</u>	<u>80% of students will strongly agree that the teachers are presenting challenging and interesting material</u>
<u>Service to community</u>	<u>Meeting criteria of the graduation requirements</u>	<u>Each year, 100% of graduates will have completed a minimum 30 hours of unpaid service in the community</u>
<u>AmeriCorps Education Award Program scholarship recipients</u>	<u>Completion data</u>	<u>100% of corpmembers will complete at least one AmeriCorps scholarship worth a minimum of \$1,000 prior to graduation</u>
<u>Post-Corps placement</u>	<u>College enrollment or employment verification</u>	<u>Within 3 months of graduation, 75% of graduates will enroll in post-secondary education and/or begin career-track internship/employment</u>

<u>Post-Corps placement</u>	<u>College enrollment or employment verification</u>	<u>Within 6 months of graduation, 60% of graduates will be enrolled in post-secondary education and/or in career-track internship/employment</u>
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The Civicorps Corpmember Academy will also meet state accountability expectations through the satisfactory adherence to ASAM measures of sustained daily attendance, graduation rates and student persistence.

Collecting, Analyzing and Reporting Data

The Civicorps Corpmember Academy will report a summary of its outcomes and accomplishments to students, parents, community stakeholders and the District annually. The purpose of the annual school performance report is to guide decision-making and to establish an annual snapshot of the school. The school will make adjustments as needed in order to ensure continuous improvement. The report will include the required elements in the School Accountability Report Card and/or ASAM measures in addition to the following elements:

- A statement of school-wide goals and targets and the extent to which the targets have been met;
- Number of high school diplomas awarded, and;
- Other measures of performance including attendance, apprenticeships, job placements, competitions, and college placements.

If Civicorps Corpmember Academy does not test (i.e., STAR) with the District, Civicorps Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Civicorps Corpmember Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

Student Retention and Promotion

Students will be given individualized portfolio check-ins which document educational strengths and weaknesses and set individualized benchmarks for student growth and achievement. Student progress will be monitored quarterly to assure continuous growth and to adapt educational strategies when necessary. Retention in the program and/or promotion through the program will be determined through careful examination of each student's overall achievement on assessment measures, CAHSEE examinations, student progress reports and teacher recommendations. For students with special

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needs and English Language Learners, mastery and promotion will be dependent on their respective IEP and/or English proficiency levels.

D. GOVERNANCE

A description of "governance structure of the school" [California Education Code Section 47605(b)(5)(D)].

The governance structure of the Charter School will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors: including Program Committee
- An Executive Director and Supporting Administrators

The Civicorps Corpmember Academy will operate as a part of Civicorps Schools, a California Public Benefit Corporation pursuant to California Law. The school will be governed pursuant to the bylaws adopted by the board, as subsequently amended pursuant to the process specified in the bylaws.

Assurances

Civicorps Corpmember Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Civicorps Corpmember Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Civicorps Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Civicorps Corpmember Academy and of the District. Civicorps Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities as well. To the extent that there is information that the District has, but that Civicorps Academy does not have that Civicorps Academy needs in order to meet its obligations, the District shall provide the same to Civicorps Academy in a reasonably timely manner upon request.

Board of Directors

The Civicorps Corpmember Academy Governance Council is the Civicorps 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 10 members and will build to a maximum of 25. Each Board Member is elected for a three-year term. New members are recruited and

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screened by a Recruitment Committee composed of Board Members. Each new member must be approved by a simple majority of those already on the Board. The Board members share a passionate commitment for public school reform. Please see Appendix A for the contact list of Civicorps's Board of Directors. The Board will establish major Civicorps Corpmember Academy 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 the Civicorps Corpmember Academy and the degree to which it is meeting its goals and achieving its mission through information provided primarily from the Civicorps Executive Director.
- **Advocacy:** The Board is responsible for advocating for the Civicorps Corpmember Academy including raising funds.
- **Hiring:** The Board hires, supports, evaluates and advises the Executive Director of Civicorps Schools.

Members of Civicorps Corpmember Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Civicorps Corpmember Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

The Oakland Unified School District is entitled to a representative on the Civicorps 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.

The school complies with all applicable federal, state and local laws. Civicorps Schools 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 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.

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An EBCC Corpmember Charter School Advisory group composed of parents, students, probation officers, social service providers and other community stakeholders will be established to provide the EBCC Corpmember Academy management team. The Advisory Group is charged with supporting the EBCC Corpmember Academy Charter School mission; informing school decisions; participating in community events; communicating school goals to the community and bringing concerns to the EBCC Corpmember Academy administrators. ¶

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Operations. 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 charter school will be handled pursuant to the terms of Civicorps Schools' insurance policies.

The Civicorps Corpmember Academy 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.

Civicorps Corpmember Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Civicorps Academy acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Civicorps Academy, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Corpmember Academy by law or charter provisions.

E. EMPLOYEE QUALIFICATIONS

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

The Civicorps Corpmember Academy has four categories of staff members: Administrators, Teachers, Instructional Support Staff and Non-Instructional Support Staff. For all positions, the Civicorps Corpmember Academy Charter 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.
- 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.
- Who have extensive experience working in diverse, urban communities.

As provided for in the California Charter Schools Act, the Civicorps Corpmember Academy may choose not to require credentials for teachers in non-core, non-college preparatory courses. The school will conduct background checks of all candidates to ensure the health, safety and success of all students.

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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 at the Civicorps Corpmember Academy includes the Head of School and the Instructional Lead and other program managers such as the support services manager and the field program manager who support the Head of School in achieving the outcomes outlined in this charter petition. Qualifications for the principal and instructional lead positions include 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.

Teachers. The teaching staff includes teachers and field supervisors. Teachers will be responsible for teaching the core academic curriculum. Field Supervisors are responsible for supervising students in the field activities of the Corpmember Academy's field component. 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 one to three years of teaching experience. CLAD/BCLAD certification is highly desired. The Resource Specialist will also hold the appropriate PPS credential.

Field Supervisors teaching the non-core curriculum should hold at least a vocational certificate and/or a Bachelor's degree in environmental science or another relevant subject, and they must have three to five years of relevant experience working with youth and/or in the environmental field.

Instructional Support Staff. Instructional Support Staff, including teacher interns, coordinators 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. At the Corpmember Academy, coordinators are responsible for developing curriculum and assisting with instruction. Operations staff are 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. Coordinators should hold at least a Bachelor's degree in environmental science or another relevant subject, and they must have relevant experience working with youth.

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Non-Instructional Support Staff. The non-instructional support staff provides a variety of support services to the administrative and teaching staff. The development staff is 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, internal, and external communication. The counseling staff is responsible for providing guidance in the school and in the students' academic and 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 Master's degrees for development or human resources managers); and relevant work experience of at least three to five years in their fields.

Teacher Hiring. Civicorps Schools 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 28 years, the Corpmember Academy 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, the Civicorps Corpmember Academy will continue to seek candidates who are highly qualified and meet the requirements of the No Child Left Behind (NCLB) Act.

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 the Civicorps Corpmember Academy are also encouraged to improve their practice through individualized professional development.

Teacher Evaluation. Civicorps Schools uses a trj-annual evaluation process 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

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coaching, reflection, and evaluation areas are aligned to the mission and the six California Standards for the Teaching Profession.

F. HEALTH AND SAFETY REQUIREMENTS

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

The Civicorps Corpmember Academy 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 the school's 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;
- Training for staff and students relating to preventing contact with blood-borne pathogens;
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines;
- A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no seismic safety hazard;
- Regular student screening for tuberculosis, vision, hearing and scoliosis;
- 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;
- An emergency management plan that outlines policies and procedures for response to natural disasters and emergencies. This includes a schoolwide emergency team that includes teachers, administrators, counselors, and students. The emergency plan spells out procedures for most conceivable emergencies;
- 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 corpmember handbooks which will be reviewed by the faculty and staff and approved by the board on an on-going basis. (Please see Appendix for the Staff Handbook and for the Corpmember Handbook)

Civicorps Corpmember Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA).

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40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

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)].

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

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- 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;
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- Inclusion in the District's annual open enrollment process for Oakland parents; ,
- Targeted outreach to social service providers, probation officers and WIA providers; and;
- Meetings with principals and counselors of local schools to recruit students who will not meet graduation requirements, but could benefit from a school that works to meet social, emotional, financial, and academic needs of 18-24 year old students,

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H. ADMISSIONS REQUIREMENTS

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

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The Civicorps Corpmember Academy 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, the Civicorps Corpmember Academy seeks to recruit for diversity within its student population that reflects the population of the larger San Francisco Bay Area and from a community of families who are committed to the school's mission, instructional

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and operational philosophy and practices. Admission to the school shall be open to any resident of the State of California.

The Civicorps Corpmember Academy accepts students throughout the school year and holds regularly scheduled student orientations. In order to be admitted into the Civicorps Corpmember Academy applicant pool, a student must complete an application and interview and participate in an orientation process that will include an introduction to the school's mission and policies.

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The Civicorps Corpmember Academy strives to serve all students that would like to attend while striving to maintain a gender balance in its classrooms. In the event that the number of students seeking admission to any grade or class exceeds capacity, the Academy shall have the right to grant priority in admissions to siblings of current students, children of staff, and residents of the charter granting District or county. The Academy may also grant admission preference to school founders, as defined by the school's governing board, provided that students admitted under a founders' preference shall not constitute more than 25 percent of the school's enrollment. If more applications are received than there are available slots, a public, random lottery will be held to determine enrollment.

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By October 1 of each year, Civicorps Corpmember Academy will notify the District in writing of the application deadline and proposed lottery date. Civicorps Corpmember Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with approved charter.

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Parents and students will be informed of their entrance into the Civicorps Corpmember Academy via the public lottery session or by phone or mail if they are not present at the lottery. Based on the lottery, a 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.

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J. FINANCIAL and PROGRAMMATIC 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)(l)].

The Civicorps 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

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Civicorps Corpmember Academy

Charter School Petition

Submitted to the Oakland Unified School District on October 26, 2011

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 the school's 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.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and submitted to the Civicorps Board of Directors for review and approval by December 15 of each year. The results of the audit will be sent to the Charter School liaison of the Oakland Unified School District, the District's Administrative Director of Business services or designated staff and other entities as required by law (such as Alameda County Office of Education, Office of the State Controller and the California Department of Education). The Civicorps Board of Directors Finance Committee will review any audit exceptions in a timely manner and issue an acceptance of the audit to the organization's full Board of Directors along with recommendations on how exceptions will be resolved. All exceptions and deficiencies will be communicated to the District in a timely manner, and any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process.

The Civicorps Corpmember Academy Charter School will receive funding according to the California Education Code and other relevant laws and any funds due to the school from the District shall be forwarded to Civicorps in a timely manner. During the term of this charter petition, the Civicorps Corpmember Academy and the District will attempt to negotiate in good faith to develop a Memorandum of Understanding that clarifies the financial relationship between the two entities. The District may charge for the actual cost of supervisory oversight of the Charter School not to exceed 3% if Civicorps Corpmember Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Impact on Charter Authorizer

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o December 15 – Schedule of Expenditures of Federal Awards
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent

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Deleted: 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, not to 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 EBCC shall provide to the District financial reports as required by charter law including unaudited interim financial reports and an audited financial statement.

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Civicorps Corpmember Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Civicorps Corpmember Academy is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Civicorps Corpmember Academy.
- The District is authorized to revoke this charter for, among other reasons, the failure of Civicorps Corpmember Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Civicorps Corpmember Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices.
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Civicorps Corpmember Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Civicorps Corpmember Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Civicorps Corpmember Academy operations is received by the District, the Civicorps Corpmember Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Civicorps Corpmember Academy by law or charter provisions.

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Federal Funds Compliance

To the extent that Civicorps Corpmember Academy is a recipient of federal funds, including federal Title I, Part A funds, Civicorps has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Civicorps Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include but are not limited to, the following:

- Notify parents at the beginning of each school year of the "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I Meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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Civicorps Corpmember Academy also understand that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

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J. PUPIL SUSPENSION AND EXPULSION

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

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The Civicorps Corpmember Academy 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 Corpmember Handbook and the policies of the Civicorps Corpmember Academy. 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 Corpmember 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 Academy'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

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expulsions and will account for suspended or expelled students in its average daily attendance as required by law.

In the case of a special education student, or a student who receives 504 accommodations, Civicorps Corpmember Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

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)].

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The Civicorps Schools has established a retirement system in lieu of existing public employment retirement systems, according to the policies established by the Civicorps Board of Directors. The Staff Retirement System consists of the federal social security system and a 403(b) plan through Nationwide. 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 a percentage of the eligible employee's annual salary following the fulfillment of the eligibility requirements, depending on funds available.

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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 OUSD shall cooperate as necessary to forward any required payroll deductions and related data. The school shall apply to the OUSD for 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.

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L. ATTENDANCE ALTERNATIVES

A statement of "public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" [California Education Code Section 47605(b)(5)(L)].

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Deleted: 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

Civicorps Corpmember Academy

Charter School Petition

Submitted to the Oakland Unified School District on October 26, 2011

Students who opt not to attend the Civicorps Corpmember Academy 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. The Civicorps Corpmember Academy will transfer student records to and from the appropriate schools to follow student progress.

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)].

The Civicorps Corpmember Academy staff are employees of Civicorps Schools. The right of employees to leave the OUSD to work at the Academy as well as the right to return to the OUSD for academy 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.

N. DISPUTE RESOLUTION PROCESS, REPORTING AND RENEWAL

A statement describing "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 the Civicorps Corpmember Academy 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 and to minimize the burden on the District.

The staff and governing board members of the Civicorps Corpmember Academy agree to attempt to resolve all disputes between the District and Civicorps Corpmember Academy 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 Dispute Resolution

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

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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 for a more detailed description of the dispute resolution process contained in the Civicorps Staff Handbook regarding internal disputes.

External Dispute Resolution

Any controversy or claim arising out of or relating to the charter agreement between the District and Civicorps Corpmember Academy, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in anyway related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation or receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Civicorps Corpmember Academy

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation or receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The

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Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of the mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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.

Parent Complaints

Civicorps Corpmember Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other

Deleted: 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 to the Executive Director of the EBCC 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 the EBCC 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.¶

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areas. Civicorps Corpmember Academy will not, at any time, refer complaints to the District.

The complaint procedure will include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Civicorps Corpmember Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Civicorps Corpmember Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Civicorps Corpmember Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Civicorps Corpmember Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Civicorps Corpmember Academy will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the education program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in any manner.

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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].

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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.

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P. SCHOOL CLOSURE PROCEDURES

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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)].

In accordance with the California Department of Education's suggested process for charter school closures, the Civicorps Corpmember Academy Charter School shall adopt the following process in the event that it closes:

1. Document closure action: The Civicorps Board of Directors shall document the closure of the school through formal action, identifying the reason for the action as voluntary or revocation of the charter.
2. Notification to educational agencies: The Civicorps Corpmember Academy shall notify any school districts that may be responsible for providing educational services to the former students of the charter school, including notice of the school closure to the Charter Schools unit at the California Department of Education.
3. Notification to students and parents/guardians: The Civicorps Corpmember Academy shall notify parents/guardians and students of the charter school as soon as possible if it appears that the school closure will be imminent.
4. Transfer of student and school records: The Civicorps Corpmember Academy shall establish a process for the transfer of student records and assist parents in the transfer of students to other appropriate schools. The school and district shall agree to a plan for the maintenance of all school records.
5. Financial closeout: The Civicorps Corpmember Academy shall conduct an independent audit within six months of the school closure. The audit will include an assessment of all of the school's assets, liabilities and accounts receivable. The Civicorps Academy shall also submit any required year-end financial reports as soon as possible after the close but no later than the required deadline for year-end reporting.
6. Dissolution of assets: The Civicorps Corpmember Academy shall develop a plan for the dissolution of assets and repayment of any liabilities as determined by the audit in conjunction with applicable law for a non-profit corporation.

CHARTER-RELATED ISSUES

Term of Charter Petition. The term of this charter shall begin on July 1, 2012 and this charter will expire five years thereafter.

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Any amendments to this charter shall be made by mutual agreement of the Board of Directors of Civicorps Corpmember Academy 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.

Civicorps Corpmember Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

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 the Civicorps Corpmember Academy 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 may revoke the charter of Civicorps Corpmember Academy pursuant to Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Facilities. If Civicorps Corpmember Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Civicorps Corpmember Academy moves or expands to another facility during the term of this charter, Civicorps Corpmember Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Civicorps Corpmember Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

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.

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~~Deleted: 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, the EBCC Corpmember Academy and the District shall follow the laws and procedures in the California Education Code.~~

~~Deleted: The Corpmember High School is currently located at 1021 Third Street, Oakland, California and is scheduled to move to 2229 Campbell Street in West Oakland in June of 2007. The EBCC has secured a 10 year lease with a 5 year renewable option for this location which will also house the EBCC administrative officers. The EBCC Charter 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, the EBCC would seek any necessary amendments to this Charter.~~

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Civicorps Corpmember Academy
Charter School Petition
Submitted to the Oakland Unified School District on October 26, 2011

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 Corpmember Academy 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 the school's existing and longstanding insurance policies.

The Civicorps Corpmember Academy 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. The Civicorps Corpmember Academy will assume all potential civil liability and will hold the District free of such responsibility.

Financial Statements. See Appendix for five year budget.

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

Civicorps Corpmember Academy
101 Myrtle Street
Oakland, CA 94607

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

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Student Name _____

Civicorps Corpsmember Academy Graduation Requirements

The following is a list of all the requirements Corpsmembers must complete in order to graduate.
Progress toward graduation is tracked on the final page.

I. ACADEMIC SKILLS

Students will demonstrate academic proficiency by passing all of the following state and school required tests:

- A. **California High School Exit Exam (CAHSEE):** English/Language Arts & Mathematics
(passing score is 350)
- B. **Northwest Evaluation Association (NWEA):** Mathematics, Reading, and Language Usage (passing score is 220)
- C. **Comprehensive Adult Student Assessment System (CASAS):** 6 tests - American Government, U.S. and World History, Biological and Physical Science, Economics (passing score is 230)

Students will be enrolled in evening and Friday courses until all of the graduation requirements are met.

Class Participation: Successful class participation will be specified in course outlines and includes attendance, participation in class, and completion of assignments and classroom activities. Students are required to exhibit "satisfactory progress" in class as determined by teacher and course outline.

Progress Reports will be provided on a trimester basis and must be kept in student portfolio.

- D. **SEMINARS** – Students will participate in Friday Seminar courses. Seminars are:
 - 5-7 weeks in length
 - "Pass/No Pass" based on above definition of "class participation"
 - And focus on a specific subject area, including but not limited to: Art, Civics, History, Science, and Health.
 - Corpsmembers must complete and pass at least 3 seminar courses.

II. EMPLOYABILITY

Students must demonstrate skills, abilities, and characteristics required to successfully transition from Civicorps into continuing education or a "living wage" career through completion of the following:

- A. 3 positive evaluations of performance by Field Supervisor
- B. Resume & cover letter
- C. Interview Skills Workshop
- D. Career Inventory Project:
 - A report detailing relevant career/education choices and a clear understanding of the education and/or employment path necessary to pursue those choices
- E. Higher Education Assignment:
 - an exploration of higher education options and their enrollment processes

III. LIFE SKILLS

Students will demonstrate understanding of living healthfully, organizing and managing personal affairs, and positively contributing to family and communities. Students will also demonstrate critical thinking skills through oral and written assignments.

- A. Basic Life Skills
 - Personal Goal Plan
 - "Multiple Intelligences" Personal Learning Style Assessment
 - CPR & First Aid certifications

B. Academic Writing Supporting Life Skills

- **Research Paper and Oral Report**

- Written on a subject approved by the teacher as academic, thoughtful, and worthy of further exploration.

Requirements: Research papers must –

- Be a **minimum** of 5 typed, double-spaced pages
- Meet the academic standard of proficient or advanced on the Civcorps Research Writing Rubric
- Be presented orally with visual aid (i.e. poster, PowerPoint, handouts, etc.)

- **REQUIRED & CLASS Writing** - A minimum total of 14 written pages that include: 5 pages representing each of the following required writing types AND at least 5 pages relating to classroom lessons/projects described below:

<u>REQUIRED WRITING TYPES</u>	<u>CLASSROOM WRITING TOPICS</u>
* Biography	* Essay, Narrative, Research related to class or based on student interest
* Business Letter	* Lab Report
* Expository	* Poetry
* Literary Response	
* Persuasive	

Requirements: REQUIRED/CLASS Writing must –

- Typed and double-spaced
- No more than 3 assignments completed within a particular writing type
- Meet the academic standard of proficient or advanced on the Civcorps Writing Rubric

IV. COMMUNITY PARTICIPATION

Students must demonstrate awareness and understanding of connection between oneself and the community/ environment and be prepared to work towards personal and/or social change through completion of the following:

- A. 30 hours in service learning experience(s)
 - Reflection worksheet must be completed and reviewed by teacher for each service project
- B. Democratic Participation
 - a write up explaining your democratic participation and/or civic engagement through involvement in political activities, approved community/civic events, or advocacy of issues of personal and social interest

V. COMMUNICATION

Students will demonstrate ability to speak clearly, listen actively and attentively, and express thoughts and ideas orally, in writing, and through a variety of media through the completion of the following:

- A. 3 demonstrations of public speaking ability (in addition to oral report) through oral presentation to class or community meeting
- B. 3 multimedia and/or visual arts project
- C. Conflict Resolution Workshop and/or Peer Group Communication

Name: _____

Civcorps Corpsmember Academy Graduation Requirements

I. ACADEMIC SKILLS					
A	CAHSEE	Start Score/Date	Passing Score	Date	Reviewed by
	English/Language Arts				
	Mathematics				
B	NWEA				
	Language				
	Math				
	Reading				
C	CASAS				
	American Government				
	Biological Science				
	Economics				
	Physical Science				
	U.S. History				
	World History				
D	SEMINARS		Teacher	Date	Reviewed by
1					
2					
3					
4					
5					
6					

II. EMPLOYABILITY				
A	3 Positive Field Evaluations	Score	Date	Reviewed by
1				
2				
3				
B	Resume			
	Cover Letter			
C	Interview Skills Workshop			
D	Career Inventory Project			
E	Higher Education Assignment			

III. LIFE SKILLS				
A	Basic Life Skills		Date	Reviewed by
	Personal Goal Plan			
	"Multiple Intelligences"			
	CPR Certification			
	First Aid Certification			
B	Academic Writing Supporting Life Skills			
	Research Paper Topic	Rubric Score	Date	Reviewed by

Oral Report Topic	Rubric Score	Date	Reviewed by

	Topic	Writing Type	# of Pages	Rubric Score	Date	Reviewed by
REQUIRED WRITING						
REQUIRED WRITING						
REQUIRED WRITING						
REQUIRED WRITING						
REQUIRED WRITING						
Class Writing						
Class Writing						
Class Writing						
Class Writing						
Class WRITING						

IV. COMMUNITY PARTICIPATION				
A	30 hours in service learning experience	Hours Served	Date	Reflection Reviewed by
1				
2				
3				
B	Democratic Participation			

V. COMMUNICATION			
		Date	Reviewed by
A	Public Speaking (in addition to oral report)		
1			
2			
3			
B	3 Multimedia/Visual Arts Projects		
1			
2			
3			
C	Conflict Resolution/Peer Group		

Submit final portfolio to certifying instructor at least two weeks prior to graduation.

Final Portfolio review by: _____ on _____

Corpsmember Progress Report

August 26, 2011

CM Name:	Reporting Period:
D.O.B.:	Term: Yr:

	Class	Teacher	Performance Code	# of Absences	No. of Tardies	Comments
1						
2						
3						
4						
5						

Performance Code Key:

U = Unsatisfactory, performance/behavior needs immediate improvement

I = Improving, emergent performance/behavior

S = Satisfactory, performs/behaves competently

E = Excellent, performance/behavior exceeds expectations

Name _____

Date _____

1st period Teacher (evening class) _____

Portfolio Check-in: Corpsmember Reflection

Step One*: Review NWEA history

*Skip only those sections which you have already passed.

A. NWEA Math

_____ most recent score _____ second most recent score

Is there evidence of progress? YES or NO

Circle the section you need to improve the most (will show the lowest subset score).

Number Sense
Algebra and Functions
Measurement and Geometry
Statistics, Data Analysis, and Probability
Mathematical Reasoning

B. NWEA Language

_____ most recent score _____ second most recent score

Is there evidence of progress? YES or NO

Circle the section you need to improve the most (will show the lowest subset score).

Writing Strategies
Writing Applications
Sentence Structure and Grammar
Punctuation, Capitalization, and Spelling

C. NWEA Reading

_____ most recent score _____ second most recent score

Is there evidence of progress? YES or NO

Circle the section you need to improve the most (will show the lowest subset score).

Word Analysis and Vocabulary Development
Informational Structure and Expository Critique
Comprehension and Analysis of Text
Literary Response and Analysis

Step Two*: Review CAHSEE history

*Skip only those sections which you have already passed.

A. CAHSEE Math

_____ most recent score _____ second most recent score

Is there evidence of progress? YES or NO

Circle the section you need to improve the most (where did you miss the most problems relative to the number of questions).

- Probability and Statistics
- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Algebra I

B. CAHSEE ELA (English and Language Arts)

_____ most recent score _____ second most recent score

Is there evidence of progress? YES or NO

Circle the sections you need to improve the most (where did you miss the most problems relative to the number of questions).

- | | |
|--------------------------------|---------------------|
| <u>Reading</u> | <u>Writing</u> |
| Word Analysis | Writing Strategies |
| Reading Comprehension | Writing Conventions |
| Literary Response and Analysis | |

Reflection

Write down your thoughts on these scores – are you surprised, disappointed, satisfied? Explain.

What are your strategies for improving this score? (pay more attention in class, seek extra help/work, ask more questions, etc.?)

Step Three: Progress Report Review

Look over your most recent progress report. What patterns stand out? How can you improve?

Step Four: Portfolio Writing Requirements – What are you working on now?

Fill in boxes 1, 2, 3, and check off where you are in the process for each assignment.

1. Assignment	2 Teacher	3 Deadline	Outline Approved	Draft #1 Content	Draft #2 Format	Draft # 3 Grammar and Punctuation
<i>EXAMPLE</i> Business Letter	Mr. Cunningham	9/30/11	X	X	X	

Step Five: Next on Deck – What will you work on next?

Assignment	Teacher	Materials/support needed to complete this assignment	Deadline

Civicorps Charter High School
Business Letter Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Content	<ul style="list-style-type: none"> • Does not meet teacher and portfolio instructions • Does not provide a purpose for the letter • Provides few if any details and evidence • Does not use a business letter tone • Does not use the correct format 	<ul style="list-style-type: none"> • Meets some but not all teacher and portfolio instructions • Provides a limited purpose in the opening paragraph • Supporting details and evidence for the purpose are incomplete • Uses a tone that is marginally appropriate for a business letter • Uses a business letter format with some incorrect parts 	<ul style="list-style-type: none"> • Meets teacher and portfolio instructions • States the purpose in the opening paragraph (quickly gets to the point) • Supports the purpose with specific evidence and details • Uses an appropriate formal business tone • Uses the correct business letter block format 	<ul style="list-style-type: none"> • Meets and extends teacher and portfolio instructions • Clearly and creatively states the purpose in the opening paragraph • Supports the purpose with clear and specific evidence and details • Uses a clear and effective business tone • Clearly uses the correct block format
Organization and Focus	<ul style="list-style-type: none"> • Thoughts are disorganized • Is incoherent • Has minimal introduction and/or conclusion • Lacks focus 	<ul style="list-style-type: none"> • Thoughts are weakly organized • Has limited progression of ideas • Has a weak introduction and/or conclusion • Shifts the focus 	<ul style="list-style-type: none"> • Thoughts are organized • Demonstrates a progression of ideas • Contains an adequate introduction and conclusion • Establishes a focus • Establishes coherence within and among paragraphs through effective transitions 	<ul style="list-style-type: none"> • Thoughts are well organized • Demonstrates a clear and logical progression of ideas • Contains an effective introduction and conclusion • Maintains a clear focus • Establishes a clear coherence within and among paragraphs through effective transitions
Style and Conventions	<ul style="list-style-type: none"> • Barely legible • Doesn't use adequately constructed sentences and paragraphs • Serious spelling errors • Displays frequent errors in grammar and usage which cause confusion 	<ul style="list-style-type: none"> • Somewhat legible • Sometimes uses accurately constructed sentences and paragraphs • Frequent spelling errors • Distracting errors in grammar and usage which interfere with the flow of writing 	<ul style="list-style-type: none"> • Legible • Generally uses accurately constructed sentences and paragraphs • Generally uses correct spelling • Some errors in grammar and usage which do not affect understanding 	<ul style="list-style-type: none"> • Clearly legible • Consistent use or accurately constructed sentences and paragraphs • Consistently uses correct spelling • Shows command of grammar and usage

Civicorps Charter High School
Response to Literature Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Content	<ul style="list-style-type: none"> • Does not meet teacher and portfolio instructions • Does not understand the author's key ideas • Provides no support, quotes or references to the text • Has no awareness of stylistic devices • Does not address ambiguities 	<ul style="list-style-type: none"> • Meets some but not all teacher and portfolio instruction • May write about only one of the author's key ideas • Provides limited support of key ideas and viewpoints through quotes or references to the text • Has little awareness of stylistic devices • Makes little attempt to explain ambiguities 	<ul style="list-style-type: none"> • Meets teacher and portfolio instructions • Demonstrates an understanding of the author's key ideas • Supports key ideas and viewpoints through quotes and references to the text • Identifies stylistic devices (imagery, symbolism, figurative, language) and comments on their effect • Identifies and explains ambiguities (ideas that could be understand in more than one way) 	<ul style="list-style-type: none"> • Meets and extends teacher and portfolio instructions • Clearly and creatively demonstrates an understanding of the author's key ideas • Clearly supports key ideas and viewpoints through quotes and references to the text • Creatively identifies stylistic devices and clearly comments on their effectiveness • Clearly and creatively explains ambiguities
Organization and Focus	<ul style="list-style-type: none"> • Thoughts are disorganized • Is incoherent • Has minimal introduction and conclusion • Does not provide a thesis • Lacks focus 	<ul style="list-style-type: none"> • Thoughts are weakly organized • Provides a weak thesis • Has limited progression of ideas • Has a weak introduction and/or conclusion • Shifts the focus 	<ul style="list-style-type: none"> • Thoughts are organized • Establishes a thesis • Demonstrates a progression of ideas • Contains an adequate introduction and conclusion • Establishes a focus • Establishes coherence within and among paragraphs through effective transitions 	<ul style="list-style-type: none"> • Thoughts are well organized • Establishes a clear and creative thesis • Demonstrates a clear and logical progression of ideas • Contains an effective introduction and conclusion • Maintains a clear focus • Establishes a clear coherence within and among paragraphs through effective transitions
Style and Conventions	<ul style="list-style-type: none"> • Barely legible • Doesn't use adequately constructed sentences and paragraphs • Serious spelling errors • Displays frequent errors in grammar and usage which cause confusion 	<ul style="list-style-type: none"> • Somewhat legible • Sometimes uses accurately constructed sentences and paragraphs • Frequent spelling errors • Distracting errors in grammar and usage which interfere with the flow of writing 	<ul style="list-style-type: none"> • Legible • Generally uses accurately constructed sentences and paragraphs • Generally uses correct spelling • Some errors in grammar and usage which do not affect understanding 	<ul style="list-style-type: none"> • Clearly legible • Consistent use or accurately constructed sentences and paragraphs • Consistently uses correct spelling • Shows command of grammar and usage

Civicorps Charter High School
Expository Composition Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Content	<ul style="list-style-type: none"> • Does not meet teacher and portfolio instructions • Has no understanding of the task • Provides no thesis statement • Provides few if any details to support main ideas • Does not address the relative value of details 	<ul style="list-style-type: none"> • Meets some but not all teacher and portfolio instructions • Provides a limited understanding of the task of an expository essay to provide information and personal ideas about the information • Uses a limited thesis statement • Provides limited details to support main ideas • Demonstrates a limited understanding of the relative value of details 	<ul style="list-style-type: none"> • Meets teacher and portfolio instructions • Understands the task of an expository composition to provide information and personal ideas about the information • Begins with a thesis statement • Provides main ideas that back up the thesis • Provides details to support main ideas • Indicates the relative value of the details 	<ul style="list-style-type: none"> • Meets and extends teacher and portfolio instructions • Clearly understands the task of an expository composition to provide information and personal ideas about the information • Begins with a strong thesis statement • Provides extensive ideas that back up the thesis • Clearly indicates the relative value of the details
Organization and Focus	<ul style="list-style-type: none"> • Thoughts are disorganized • Is incoherent • Has minimal introduction and/or conclusion • Lacks focus 	<ul style="list-style-type: none"> • Thoughts are weakly organized • Has limited progression of ideas • Has a weak introduction and/or conclusion • Shifts the focus 	<ul style="list-style-type: none"> • Thoughts are organized • Demonstrates a progression of ideas • Contains an adequate introduction and conclusion • Establishes a focus • Establishes coherence within and among paragraphs through effective transitions 	<ul style="list-style-type: none"> • Thoughts are well organized • Demonstrates a clear and logical progression of ideas • Contains an effective introduction and conclusion • Maintains a clear focus • Establishes a clear coherence within and among paragraphs through effective transitions
Style and Conventions	<ul style="list-style-type: none"> • Barely legible • Doesn't use adequately constructed sentences and paragraphs • Serious spelling errors • Displays frequent errors in grammar and usage which cause confusion 	<ul style="list-style-type: none"> • Somewhat legible • Sometimes uses accurately constructed sentences and paragraphs • Frequent spelling errors • Distracting errors in grammar and usage which interfere with the flow of writing 	<ul style="list-style-type: none"> • Legible • Generally uses accurately constructed sentences and paragraphs • Generally uses correct spelling • Some errors in grammar and usage which do not affect understanding 	<ul style="list-style-type: none"> • Clearly legible • Consistent use or accurately constructed sentences and paragraphs • Consistently uses correct spelling • Shows command of grammar and usage

Civicorps Charter High School
Biographical Narrative Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Content	<ul style="list-style-type: none"> • Does not meet teacher and portfolio instructions • Demonstrates no understanding of the task • Does not reveal the character by writing about one or more event(s) • Does not use interior monologue 	<ul style="list-style-type: none"> • Meets some but not all teacher and portfolio instructions • Demonstrates a limited understanding of the task • Incompletely reveals the person by writing about one or more event(s) • Provides a limited use of interior monologue to show your character's thoughts and feelings 	<ul style="list-style-type: none"> • Meets teacher and portfolio instructions • Demonstrates an awareness of the task • Adequately reveals the person by writing about one or more event(s) • Uses interior monologue to show your character's thoughts and feelings 	<ul style="list-style-type: none"> • Meets and extends teacher and portfolio instructions • Demonstrates an exceptional understanding of the task • Clearly reveals the person by writing about one or more event(s) • Clearly and effectively uses interior monologue to show your character's thoughts and feelings
Organization and Focus	<ul style="list-style-type: none"> • Thoughts are disorganized • Tells events in a random order • Provides no description of where the events take place (setting) • Provides no details giving sights, sounds, and smells • Lacks focus 	<ul style="list-style-type: none"> • Thoughts are weakly organized • Inconsistently tells the events in order describing what happened first, second, third and so on • Provides limited description of where the events take place (setting) • Uses limited details giving sights, sounds, and smells • Shifts the focus 	<ul style="list-style-type: none"> • Thoughts are organized • Adequately tells the event(s) in order describing what happened first, second, third and so on • Describes where the events take place (setting) • Uses details giving sights sounds, and smells • Establishes a focus 	<ul style="list-style-type: none"> • Thoughts are well organized • Clearly tells the event(s) in order describing what happened first, second, third and so on • Clearly describes where the events take place (setting) • Uses specific and clear details giving sights, sounds, and smells • Maintains a clear focus
Style and Conventions	<ul style="list-style-type: none"> • Barely legible • Doesn't use adequately constructed sentences and paragraphs • Serious spelling errors • Displays frequent errors in grammar and usage which cause confusion 	<ul style="list-style-type: none"> • Somewhat legible • Sometimes uses accurately constructed sentences and paragraphs • Frequent spelling errors • Distracting errors in grammar and usage which interfere with the flow of writing 	<ul style="list-style-type: none"> • Legible • Generally uses accurately constructed sentences and paragraphs • Generally uses correct spelling • Some errors in grammar and usage which do not affect understanding 	<ul style="list-style-type: none"> • Clearly legible • Consistent use or accurately constructed sentences and paragraphs • Consistently uses correct spelling • Shows command of grammar and usage

Civicorps Charter High School
Persuasive Essay Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Content	<ul style="list-style-type: none"> • Does not meet teacher and portfolio instructions • Does not establish a purpose or thesis • Provides little or no argument with evidence and examples • Does not address the opposing point of view • Demonstrates no understanding of the task 	<ul style="list-style-type: none"> • Meets some but not all teacher and portfolio instructions • Attempts a thesis and to take a position but is vague • Supports arguments with limited evidence, examples and reasoning • Incomplete arranging of details to anticipate and answer the opposing point of view • Demonstrates a limited understanding of the task to persuade 	<ul style="list-style-type: none"> • Meets teacher and portfolio instructions • Includes a defined thesis that takes a position and makes a clear and knowledgeable judgment • Supports arguments with evidence, examples and reasoning • Arranges details to anticipate and answer the opposing point of view • Demonstrates an understanding of the task to persuade 	<ul style="list-style-type: none"> • Meets and extends teacher and portfolio instructions • Includes an exceptionally defined thesis that takes a position and makes a clear and knowledgeable judgment • Clearly supports arguments with evidence, examples and reasoning • Clearly arranges details to anticipate and answer the opposing point of view • Demonstrates an exceptional understanding of the task to persuade
Organization and Focus	<ul style="list-style-type: none"> • Thoughts are disorganized • Is incoherent • Has minimal introduction and/or conclusion • Lacks focus 	<ul style="list-style-type: none"> • Thoughts are weakly organized • Has limited progression of ideas • Has a weak introduction and/or conclusion • Shifts the focus 	<ul style="list-style-type: none"> • Thoughts are organized • Demonstrates a progression of ideas • Contains an adequate introduction and conclusion • Establishes a focus • Establishes coherence within and among paragraphs through effective transitions 	<ul style="list-style-type: none"> • Thoughts are well organized • Demonstrates a clear and logical progression of ideas • Contains an effective introduction and conclusion • Maintains a clear focus • Establishes a clear coherence within and among paragraphs through effective transitions
Style and Conventions	<ul style="list-style-type: none"> • Barely legible • Doesn't use adequately constructed sentences and paragraphs • Serious spelling errors • Displays frequent errors in grammar and usage which cause confusion 	<ul style="list-style-type: none"> • Somewhat legible • Sometimes uses accurately constructed sentences and paragraphs • Frequent spelling errors • Distracting errors in grammar and usage which interfere with the flow of writing 	<ul style="list-style-type: none"> • Legible • Generally uses accurately constructed sentences and paragraphs • Generally uses correct spelling • Some errors in grammar and usage which do not affect understanding 	<ul style="list-style-type: none"> • Clearly legible • Consistent use or accurately constructed sentences and paragraphs • Consistently uses correct spelling • Shows command of grammar and usage

Civicorps Charter High School
Oral Report Rubric

	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Content	<ul style="list-style-type: none"> • Does not meet teacher and portfolio instructions • Lacks interest • Provides little or no information supporting the research topic • Does not provide a power point and/or other visual aides • No evidence of sources • Poor use of selected media with little editing and monitoring for quality • Demonstrates no understanding of the audience and task 	<ul style="list-style-type: none"> • Meets some but not all teacher and portfolio instructions • Provides marginal interest • Provides limited information supporting the research topic • Use of power point an/or visual aides is weak • Uses limited sources • Does not use the selected media well providing weak editing and monitoring for quality • Demonstrates a limited understanding of the audience and task 	<ul style="list-style-type: none"> • Meets teacher and portfolio instructions • Is interesting • Provides key information supporting the research topic • Uses power point and/or other visual aides • Uses a variety of sources • Uses the selected media well including proper editing and monitoring for quality • Demonstrates an understanding of the audience and task 	<ul style="list-style-type: none"> • Meets and extends teacher and portfolio instructions • Is extremely interesting and motivating • Provides specific and clear information supporting the research topic • Uses clear power point and/or other visual aides • Uses a wide variety of sources • Uses high quality media including correct editing and monitoring for quality • Demonstrates a strong understanding of the audience and task
Organization and Focus	<ul style="list-style-type: none"> • Thoughts are disorganized • Ideas are incoherent • Does not develop an introduction and/or conclusion • Lacks focus • Provides almost no match between the oral presentation and the written report 	<ul style="list-style-type: none"> • Provides a limited use of thoughts and organization • Demonstrates a limited progression of ideas • Has a weak introduction and conclusion • Shifts the focus • Provides a limited match between the visuals and the main ideas in the written report 	<ul style="list-style-type: none"> • Uses adequate thoughts and organization • Demonstrates a progression of ideas • Contains an adequate introduction and conclusion • Establishes a focus • Matches visuals with the main ideas in the written report 	<ul style="list-style-type: none"> • Uses strong thoughts and organization • Demonstrates a clear progression of ideas • Contains an effective introduction and conclusion • Maintains a clear focus • Clearly matches the visuals with the main ideas in the written report
Style and Conventions	<p>Vocabulary and sentence variety are very weak Hard to understand due to poor voice quality Uses poorly constructed sentences Displays frequent errors in grammar and word usage that cause confusion</p>	<ul style="list-style-type: none"> • Shows limited style through vocabulary and sentence variety • Speaks with weak voice quality • Sometimes uses adequately constructed sentences • Distracting errors I grammar and word usage 	<ul style="list-style-type: none"> • Shows adequate style through appropriate use of vocabulary and sentence variety • Speaks with the appropriate voice quality • Uses adequately constructed sentences • Some errors in grammar and word usage that do not affect understanding 	<ul style="list-style-type: none"> • Shows strong style through variety in vocabulary and sentence structure • Speaks with strong voice quality • Uses well constructed sentences • Shows command of grammar and word usage

Habits of Success: Academics, Readiness, Personal Growth, and Community

Learning Goals:

This class aims to prepare students for success in the Civcorps program and beyond. There are four main areas of concern: Academics, Readiness, Personal Growth, and Community. Students will develop "Habits of Success" in each of these categories and use these skills to move through the various stages of the Civcorps program (school, field, graduation, internship, and college).

CA Academic Standards Addressed:

Grade 8 - Listening and Speaking - 1.0 Listening and Speaking Strategies (Reinforced)

Grade 11 and 12 - Reading - 2.0 Reading Comprehension through expository text.

- Reading - 3.0 Literary response and Analysis - Explored through literary response logs and discussion.
- Writing - Writing Strategies, 1.0-1.5, 1.9.
 - Writing Applications, 2.1-2.3.
- Listening and Speaking - 1.0 Listening and Speaking Strategies 1.1-1.3.
 - Speaking Applications - 2.1, 2.3, 2.5

California Career Technical Education Standards:

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

Proposed Scope and Sequence

- Week 1:** Team Building, Inspiration, and Introduction to the Civcorps Program
- Week 2:** Introduction to goal setting; Tree maps
- Week 3:** Personal Goal Plans
- Week 4:** Failure
- Week 5:** Multiple Intelligences
- Week 6:** Functional Literacy (maps)
- Week 7:** Health and Wellness
- Week 8:** Health and Wellness continued and Conflict Resolution
- Week 9:** Test-taking strategies

Political Party!!!

Course Description:

What are political parties? How are they formed? Where do I fit in? This unit will allow students to explore some of the main beliefs of United States political parties. It also serves to explain the historical forces that create and sustain political parties. Attention will be paid to current events and how they shape the political debate in this country. Students will also analyze issues and results of the upcoming 2010 November Election.

Students will decide where they fit into the political spectrum and the unit will culminate with students creating their own political parties. Students will also be required to write a stump speech. They will present both of these to class.

Key Objectives:

- Identify the historical events that lead to the formation of political parties.
- Uncover the agenda and platforms of major United States political parties.
- Analyze the similarities and differences of US political parties.
- Recognize our impact as citizens and how we can actually make a difference in our communities.

Methods of Assessment:

- Journal writing
- Discussion
- Multi-media presentation
- Group work
- Group presentations
- Written work

Introduction:

When you turn 18 it is your responsibility to vote. By voting we can change the direction of our nation's politics. When you register to vote the form asks you which party you belong to.

What? There are more parties than Democrats and Republicans? What do these parties stand for? Let's find out...

Standards Addressed:

- 12.2 - Scope, Limits and Rights of Citizens
- 12.3 - Fundamental Values and Principles of Civil Society
- 12.4 - Branches of Government
- 12.6 - Issues and Campaigns; National, State, Tribal and Local Government
- 12.7 - Powers of National, State, Tribal and Local Government
- 12.8 - Influence of the Media
- 12.10 - Tensions of Democracy

Portfolio Requirements Met:

- Multimedia Presentation through the 'group issue analysis' and 'create your own party' PowerPoint.
- 1+ pages of writing through 'issue analysis' and 'create your own political party stump speech'
- Democratic Participation through challenge project.

Proposed Scope and Sequence:

Week One: Overview of 3 political parties (Democrat, Republican, Peace and Freedom)

Week Two: Overview of 3 political parties (American Independent, Libertarian, Green)

Weeks Three and Four: Group Reports on party of your choice

Weeks Four-Six: Political Party! PowerPoint Presentation

Weeks Seven- Nine: Create your own Ten-Point Plan

READING : SKILLS and STRATEGIES

This is an eight-week course designed to improve students' reading comprehensions skills, build academic and content specific vocabulary, and create a community of learners. The two types of writing we will focus on this session are **poetry** and **informational text**. Both types of writing are featured in the CAHSEE and present different types of challenges to even the most experienced reader. This course provides students with multiple opportunities for choice, personal expression, and group interaction. Ultimately, this course is designed to help students enjoy and better understand new and/or difficult text.

Learning Objectives (SWBAT):

- Build a toolbox of strategies for comprehending new or difficult text.
- Use a variety of strategies to read and comprehend text.
- Analyze and personally respond to text.
- Fulfill one or more portfolio requirements.

CA Academic Standards Addressed:

Grade 8 – Vocabulary and Concept Development 1.1, 1.3

Listening and Speaking 1.0

Literary Response and Analysis 3.1, 3.4, 3.7

Writing Strategies 1.1, 1.2, 1.6

Written and Oral English Language Conventions 1.1,

Grade 9 - Literary Response and Analysis 3.12

- Determine the meaning of word and phrase as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) (Grades 9-10, RL 4.)
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

Grade 11 and 12 – Reading 3.0 lit. response and analysis

- Writing Strategies 1.0-1.5, 1.9
- Determine an author's point of view or purpose in text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (Grades 11-12, RI 6.)

Portfolio Opportunities:

- Original poetry (class writing – 3 pages maximum)
- Response to Literature essay (CAHSEE writing)
- Participate in the Poetry Slam during Community Meeting (public speaking)
- Compare and contrast two poets or poems (class writing – 3 pages maximum)

Artistic Opportunities:

- Create an original drawing, painting, or other piece of art to accompany poetry
- Publish a Civicorps Literary Magazine
- Participate in the Poetry Slam
- Create a digital slide show to accompany a piece of poetry

Academic Vocabulary:

Text
Preview
Comprehension
Metacognition
Context clue
Summarize

Content Vocabulary:

Blank verse	Simile
Tone	Metaphor
Alliteration	Repetition
Personification	Haiku
Onomatopoeia	Tanka
Cinquain	
Sonnet	
Stanza	

Proposed Scope and Sequence

Week One: "Reading and Appreciating Poetry" Week Two: Famous poems and poets Week
Three: Poetry Writing
Week Four: Poetry and Standardized Tests
Week Five: Writing Process, Culminating Project, Prep for Poetry Slam
Week Six: Introduction to Informational Text
Week Seven: Comparing and Contrasting Informational Material
Week Eight: Reading Civicops Contracts

MATH

Key Objectives

1. Successfully passing both the CAHSEE and the NWEA mathematics tests
2. Becoming more confident in math and see math in your daily lives—a Civicorps goal. For every math problem on the CAHSEE, you should be able to relate it to an example from everyday life or from the field
3. Successfully reflect upon class lessons and complete class writing opportunities (portfolio requirements)

Essential Question

How do we use math concepts in our daily home lives, our daily work lives, and our daily recreational lives?

Unit Summary

In this 5 week unit, students will learn how to use basic math in order to become better consumers and managers of their money. Topics will include: adding, subtracting, multiplying and dividing integers, orders of operations, decimals, orders of operations, and translation of sentences into math. Activities will include: analyzing menus for percent mark-up and discount, coupons for best purchases, and fraction manipulatives.

Pre-requisite skills needed for this class

This class works with students at their current math level. If a specific student feels like the class is too advanced or s/he would like to be challenged more, I will gladly modify the course material to cater to that individual student.

Methods of Assessment (rubrics will be used for each type of assessment)

- Do-now's and notes
- Written reflections on the life-relevance of each math lesson.
- Math standards practice worksheets
- Exit tickets
- End of mini-unit assessments

California Math Standards Addressed:

Number Sense: 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms: (1.1-1.7)

2.0 Students use exponents, powers, and roots and use exponents in working with fractions. (2.1-2.7)

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs (1.1-1.5)

Mathematical Reasoning

1.0 Students make decisions about how to approach problems (1.1-1.3)

2.0 Students use strategies, skills, and concepts in finding solutions (2.1-2.8)

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations (3.1-3.3)

Class Writing Reflection Papers

Students will write weekly reflections reflecting on what they learned in math class that week. This work will count towards the completion of their portfolio requirements. Students will be graded on their reflections and will be able to revise their papers if their papers do not pass

the portfolio rubric requirements. Only when written reflections have been signed off by me, they can be typed up for class writing credit.

THREE TYPED REFLECTIONS can be turned in to count for CLASS WRITING credit

For each class writing assignment, each of the following questions should be answered using three to five sentences. The total length of each reflection should be at least half a page:

1. What did I learn this week?
2. Reflect upon the learning process this week? What did I understand? What do I still need to understand?
3. What is the connection of this week's assignment to my daily life?

Proposed Timeline and Sequence

Week 1: GroupMath Projects Week and Introductions to Adding and Subtracting Integers

- First week activities include a tower building contest (one day), the speedway track graph (two-days)
- Adding/subtracting integers.

Week 2: Number Sense: Integers: Addition Multiplication, Division, Subtraction

- Basic Operations with Integers, which culminates in the Integer Hexagon Activity
- Combining Like terms

Week 3: Number Sense: Integers: Orders of Operations and Decimals and Fractiopns

- Combining Like terms and Orders of Operations
- Adding, subtracting, multiplying, and dividing with decimals.
- Ordering fractions and making fractions
- Adding, subtracting, multiplying, and dividing fractions

Week 4: Number Sense: Translation of Sentences into Math, and Fraction Decimal and Percent Conversion

- Finding percents using the translation method and the ten percent rule method.
- Conversion between fractions, decimals, and percents.

Week 5: Cumulative Review and CAHSEE questions on Fractions, Decimals, and Translation

- There will be review all this week.

English/Language Arts

Course Description

The Civicorps English program attempts to strengthen basic communication skills of students. The belief is that all of these processes are recursive in nature, thereby necessitating an understanding that growth and development are never-ending. These aims are accomplished only through systematic instruction that focuses on the development of attitudes, strategies, and processes which empower students to become active listeners, effective speakers and independent readers, writers and thinkers.

Key Objectives

- prepare students to be successful on the English/Language Arts section of the CAHSEE exam by focusing on word analysis, reading comprehension, literary response/analysis, writing strategies, writing conventions and essay writing. guide students in the construction of in class and required formal papers (business letters, biography, expository, literary response and persuasive).

CA Standards Addressed:

The class will consist of the following four primary components and address the following CA State Standards:

- 1.) **Literature.** 3.0 Literary Response and Analysis (3.3, 3.4, 3.5, 3.12). The primary text for the course is Uncle Tom's Children, by Richard Wright. Students will be expected to select a short story from the text and construct a literary response essay. They will also have the opportunity to create a multimedia/visual arts project for the story as well.
- 2.) **Vocabulary and Concept Development.** 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (1.1, 1.2). Students will be issued a vocabulary word each day and be required to demonstrate understanding of that word through spelling, definition and pronunciation quizzes.
- 3.) **Writing Development.** 1.0 Writing Strategies (1.1, 1.2, 1.4, 1.7, 1.9) & Writing Applications: Genres and Their Characteristics (2.1, 2.2, 2.3, 2.4, 2.4). Students will be guided through process of drafting, writing and editing original essays on a range of topics.
- 4.) **Conventions.** 1.0 Written and Oral English Language Conventions (1.2, 1.3, 1.4, 1.5). Students will be guided through the process of constructing and editing biographical narratives, responses to literature, expository compositions, persuasive compositions and business letters.

Weekly Agenda	Assessment/Measure of Success
Week 1	Writing focus: Business letter Conventions: 8 parts of speech
Week 2	Writing focus: persuasive Conventions: Identifying Subjects & Verbs Vocabulary Quiz #1
Week 3	Writing focus: persuasive cont'd Conventions: parallelism, agreement, double negatives Vocabulary Quiz #2
Week 4	Writing focus: Literary response/analysis

	Conventions: agreement cont'd, ambiguous references Vocabulary Quiz #3
Week 5	Writing focus: literary analysis cont'd Conventions: types of verbs, verb tense, objects Vocabulary Quiz #4
Week 6	Writing focus: expository Conventions: objects cont'd Vocabulary Quiz #5
Week 7	Writing focus: biography Conventions: phrases Vocabulary Quiz #6

Successful completion of the course will be based on the degree to which students attend class on time and regularly, complete all written assignments, perform well on assessments, actively contribute positively to class sessions and demonstrate respect for the instructor and all students. In addition to generating grades for class and home assignments along with quizzes and essays, students will receive regular class participation grades. Students should monitor grades closely to ensure that they are maintaining a passing average. I will not sign off on any final essays if a student has below a Satisfactory or 75% average in the course. Students are encouraged to schedule meeting times as often as possible to discuss any aspect of the class as well as individual performance.

American Origins

Course Description:

This course will cover the origins and historical forces that went into the creation of the American Republic through the Declaration of Independence, the American Revolution and the United States Constitution. This groundwork will enable students, through group discussion, group skits, poetry, question and answer, multi-media presentations and written reports, to critically examine these documents to further understand how history shapes our present day lives. All components of this course are geared toward enhancing the academic, artistic, and civic literacy of students. In addition all of the components of this course are geared toward **preparing** students for the NWEA, CAHSEE and CASAS standardized tests required for graduation at Civicorps schools.

Essential Question:

How are the founding documents of the American Republic (Declaration of Independence, Constitution and Bill of Rights) interpreted and changed in an ever-changing society?

Key Objectives (Students will be able to):

- Identify historical events and historical process that directly impact our lives
- Analyze the rights and responsibilities of American citizens
- Analyze and critique the tensions and struggles inherent in American life
- Uncover stumbling blocks to reading comprehension
- Evaluate and Examine sources to find embedded point of view and bias

Methods of Assessment:

Informal:

- Journal writing
- Group Work
- Discussion

Formal:

- Class writing
- Oral Reports
- Written Reports
- Quiz

Prerequisite Skills:

Coming into this course students are expected to possess basic reading comprehension skills as well as basic writing skills. Students are also expected to be able to think critically and see at least two sides to an issue. For students who do not possess these skills it is expected that during this course students will be able to practice and develop comprehension and critical thinking skills.

Learning Goals:

To expose students to the origins and historical forces that went into the creation of the American Republic through:

- A critical examination of founding documents; the Declaration of Independence, Constitution and Bill of Rights
- How these documents are the result of historical forces (classism and racism) and how they relate to our daily lives in the 21st century.

Resources:

- Bill of Rights Institute

- Flexyourrights.org
- Zinn Education Project
- Young People's History of the United States
- Reading Like a Historian
- The Bill of Rights Institute

CA Academic Standards Addressed:

Social Studies:

Grade 8

- 8.1 - ...major events preceding the founding of the nation...
- 8.2 - ...political principles underlying the US Constitution...powers of the federal government
- 8.3 - ...foundations of the American political system
- 8.4 - ...analyze the aspirations and ideals of the people of a new nation
- 8.6-8.8 - ...Divergent paths of the American people - 1800-1850

Grade 11

11.1 - ...analyze the significant events in the founding of the nation.... realize the philosophy of government described in the Declaration of Independence.

11.1 - ...analyze the major social problems and domestic policy issues in contemporary American society.

Grade 12

12.1 - ...fundamental principles and moral values of American democracy...

12.2 - ...scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.5 - ...summarize landmark Supreme Court interpretations of the Constitution and its amendments.

12.8 - ... influence of media...

12.10 - "Tensions of the American Republic"

Proposed Scope and Sequence:

1. **Reading Like a Historian** - "A Fight on the Grade", evaluating sources
2. **American Origins Knowledge Building**- Vocabulary building, reading, question and answer, *poetry*.
3. **Constitutional Role Play**: Group work, discussion, presentation, reflection, *class writing*
4. **The Constitutional Convention: Who Really Won?** Comparison/contrast, summary, *class writing*
5. **The Bill of Rights and Everyday Life**: *Multimedia presentation*, reflection, current events

Forensics

Course Description

In this course we will use the scientific process to explore various topics in forensic science including crime scene analysis, chromatography, blood typing, hair and fiber analysis, hand writing analysis, and powder analysis. There will be a lecture and lab component to each topic. Students will conduct investigations, observe events, and write reports based on their findings.

Key Objectives

- Understand and use the scientific process.
- Conduct scientific investigations on forensic topics.
- Collect quantitative and qualitative data during forensic investigations.
- Write reports on the finding of forensic investigations.
- Use data to analyze/solve problems.

Methods of Assessment

- Lab reports
- Class notes
- Monitoring assessment – quizzes, handouts, teacher notes

CA Standards Addressed

Solutions

- Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:
 - Students know the definitions of solute and solvent.

Genetics

- A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
 - Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.
 -

Investigation & Experimentation - Grades 9 To 12

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
 - Plan and conduct a scientific investigation to test a hypothesis.
 - Formulate explanations by using logic and evidence.
 - Distinguish between hypothesis and theory as scientific terms.
 - Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

Proposed Timeline and Sequence

Week 1: Forensics basics, Crime Scene basics

Week 2: Identification of people – fingerprinting and Bertillonage methods

Week 3: Handwriting analysis, Hairs and Fibers

Week 4: Chromatography

Week 5: Blood and blood typing

Computer Science

Course Description: This is an introductory course in basic computer use. There will be an introduction to Windows, word processing, creating spreadsheets and presentations, and communication and web use. The focus will be on developing general computer "literacy" skills in order to aid Civicorps students with high school and college studies and workforce readiness.

Key skills and objectives:

- Typing and keyboarding
- Word processing using Microsoft Word
- Creating spreadsheets and graphs using Microsoft Excel
- Creating presentations using Microsoft Powerpoint
- Using a computer for communication
- Using the internet for research and to communicate

Methods of Assessment:

- Progress on portfolio
- Observation notes
- Quizzes

Standards Addressed (derived from International Society for Technology in Learning (ISTE-NETS))

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

What we will cover each week:

Week 1: July 20	Lab accounts Introduction to typing
Weeks 2: July 25	Navigating the computer Computer parts
Week 3: August 1	Word processing and Microsoft Word
Week 4: August 8	Presentations and Microsoft PowerPoint
Week 5: August 15	Email - setup and use
Week 6: August 22	The Internet and research

Climate and Atmospheric Science Seminar

Unit Summary

This course will explore the science of the Earth's climate and atmosphere and address how human activities may be changing Earth's climate. These changes can impact our lives on a daily basis, now and in the future. Students will think about the economic, political, and ethical implications of global climate change and write a persuasive essay to explain their position.

Essential Question

Is climate change happening and what will the implications be?
What does historic and current atmospheric data tell us about climate change?

Learning Objectives (SWBAT... students will be able to...)

- Write a persuasive essay supporting the notion that climate change is happening or that it is a hoax.
- Articulate the difference between weather and climate.
- Explain the effect an atmosphere has on a planet's temperature and weather.
- Explain the greenhouse effect, including the greenhouse gases and how this process plays a role in climate change.
- Identify major planetary weather patterns.

Pre-requisite Skills

Reading comprehension
Basic writing skills
Listening comprehension skills

Methods of Assessment

Class notes
Teacher observation notes
Vocabulary quizzes
Discussion
Persuasive essay

CA standards addressed

Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:

- a. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
- b. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
- c. * Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.

Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:

- d. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.

- e. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
- f. * Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.
- g. * Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.

Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:

- h. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- i. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.

Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept

- b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.

Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:

- a. Students know the thermal structure and chemical composition of the atmosphere.
- b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.

Proposed Scope and Sequence

Date	Topic(s)
Week 1 (Friday, September 2)	Weather vs. Climate Weather patterns
Week 2 (Friday, September 9)	The atmosphere and its Effects The Greenhouse Effect Atmospheres of other planets
Week 3 (Friday, September 16)	Global Climate change Historical climate data "An Inconvenient Truth" (notetaking)
Week 4 (Friday, September 23)	Climate Change is a hoax Historical climate data "Unstoppable Solar Cycles" DVD
Week 5 (Friday, September 30)	Persuasive Essay

Street and Field Math

Key Objectives (SWBAT)

1. Successfully understand and solve problems involving probability, statistics, percents, graphs, and tables.
2. Relate the above concepts to student daily lives and in the field.
3. Successfully reflect upon class lessons and complete class writing opportunities (portfolio requirements)

Essential Questions

How do we use probability and statistic in our daily home lives, in the field, and in our daily recreational lives? How can we create tables and graphs to capture facts that occur in our daily lives and in the field?

Unit Summary

In this 5 week unit course, students will learn how to use and interpret statistics, probability, percents, graphs, and tables in order to better understand their work in the field, to become better consumers and managers of their money, and in order to understand how these mathematical concepts affect their daily lives. Topics will include card and dice probability, computing odds in the field and in daily lives, using percents and proportions to help develop business sense, and investigating CAHSEE and NWEA problems.

Pre-requisite skills needed for this class

There are no prerequisites for taking this class. Students in this class would not have passed the CAHSEE and/or NWEA and might need some refreshing of older basic math. If a specific student feels like the class is too advanced for him or her or they he or she would like to be challenged more, I can change the course material to cater to that individual student.

Methods of Assessment (rubrics will be used for each type of assessment)

- Do-now's and notes
- Reflections on the life-relevance of each math lesson.
- Field project
- Exit tickets
- End of mini-unit assessments

Class Writing Reflection Papers

Students will write weekly reflections on what they learned in math class that week. This work will count towards the completion of their portfolio requirements. Students will be graded on their reflections and will be able to revise their papers if their papers do not pass the portfolio rubric requirements. Only when written reflections have been signed off by me, they can be typed up for class writing credit.

A TYPED REFLECTION can be turned in to count for CLASS WRITING

For each class writing assignment, each of the following questions should be answered using three to five sentences. The total length of each reflection should be at least half a page:

4. What did I learn this week?
5. Reflect upon the learning process this week. What did I understand? What do I still need to understand?
6. What is the connection of this week's assignment to my daily life?

Proposed Timeline and Sequence

Week 1: The Basics of Probability and Statistics

- Applying basic probability and statistical tools to dice and cards (single events)
- Translating probability into qualitative statements
- Introducing sampling using social questions about Oakland.

Week 2: Probability to Fractions and Percents. Multiple events.

- Translating probability to fractions and percents
- Introducing multiple events with cards and ice cream flavors
- Conducting and evaluating social research topics in Oakland using sampling methodologies

Week 3: Application to the Business World

- Using probability and dimensional analysis to answer questions about starting a business
and buying and selling goods.
- Writing about the process of starting a business using probability and dimensional analysis

Week 4: Application to the Field

- Using probability and dimensional analysis to answer questions about workplace questions
and planning out a day on the grade.
- Writing about the everyday use of using probability on the grade

Week 5: Cumulative Review, Test, and CAHSEE Questions on Probability and Statistics.

- Review and group test
- CAHSEE questions.

Financial Wellness Seminar

Course Description

This course is designed to educate students on the fundamentals of financial wellness. This course will focus on banking, credit, and investing. Through lecture, discussion, reflection, and collaboration with peers and community members for whom this is their field of expertise, students will begin to develop the skills necessary to build a healthy financial future.

Objectives (Students will be able to...)

- Distinguish between banking myths and facts
- Build basic understanding of their financial/credit status
- Describe their banking options and the value of savings
- Identify personal financial goals

National Standards for Personal Finance Education Addressed:

www.pueblo.gsa.gov/cic_text/education/jumpstart/k-12.pdf

Financial Responsibility and Decision Making

Standard 1: Take responsibility for personal finance decisions

Standards 2: Find and evaluate financial information from a variety of sources.

Standard 4: Make financial decisions by systematically considering alternatives and consequences.

Standard 5: Develop communication strategies for discussing financial issues.

Planning and Money Management

Standard 1: Develop a plan for spending and saving.

Credit and Debt

Standard 1: Identify the costs and benefits of various types of credit.

Standard 2: Explain the purpose of a credit report and identify borrowers' credit report rights.

Standard 3: Describe ways to avoid or correct debt problems.

Saving and Investing

Standard 1: Discuss how saving contributes to financial well-being.

Key Activities

- Create a monthly budget based on their income at the Corps
- Understand how a bank works (dispel banking myths)
- Open a bank account and/or begin application process
- Complete an online credit report
- Analyze and understand the components of a credit report
- Calculate credit card interest on purchases
- Understand the following terms: stocks, bonds, commodities, inflation, interest rates, mutual funds
- Understand the basic concepts of investment
- Participate in a mock investment activity
- Visit Charles Schwab office
- Use Google finance to view the stock market

Proposed Timeline and Sequence	
Lesson Plan/Agenda	Assessment/Measure of Success
Week 1: Intro to Banking and Budgeting <i>Do Now: Pre-test</i> Bank- myths/misconceptions Introduction/overview – Tyrone or Elaine (Operation HOPE) Understanding paychecks -Rachel SMART goals – Rachel Banking/budgeting basics - Elaine	Pre-test Dignity worksheets SMART goals Discussion/notes Written Reflection
Week 2: Credit <i>Do Now: What is credit?</i> Budgeting con't: Budgeting on Moneywise website –Rachel Credit & credit reports – Elaine *Opening a bank account (FCU – Sayla)	Personal budget Online budget Personal credit report Discussion/reflection Credit report scavenger hunt
Week 3: Entrepreneurship Building Credit and Money Management (Bank on Oakland) – Elaine Entrepreneurship – Sonia Brown	Discussion/notes Written reflection Exit ticket or quiz
Week 4: Investment Review/revise SMART goals Charles Schwab Money and Investment – Elmo or Devona Post-test	Calculate compound interest Charles Schwab packets/notes Post-test
Week 5: Graduation at Schwab in SF Investment – Elmo Speaker – Mike Graduation ceremony – ALL	Success stories – student quotes Written reflection Discussion

Name _____

Date _____

Civcorps Democratic Participation Reflection

1. Describe your democratic participation experience. Include a description of the agency or organization worked for, their mission, the type of work you did/observed, and the date of participation.

2. How did you feel about your participation? What, if any, attitudes or beliefs changed for you as a result of your participation?

3. How does your democratic participation experience relate to what you've learned in Learning Academy or Field Academy?

4. Explain why your participation in this event or activity is considered democratic participation.

Name: _____

Date: _____

Civicorps Service Learning Reflection

1. Describe your service-learning project. Include a description of the agency or organization worked for, their mission, a detailed account of the service you provided, and the date of service.

2. How did you feel about your service? What, if any, attitudes or beliefs changed for you as a result of your service?

3. How does your service-learning experience relate to what you've learned in Learning Academy or Field Academy?

4. Describe what you have learned about yourself as a result of your service.

Name _____ Crew _____ Date _____

Field Guide Reflection

*Please be sure to answer in complete sentences and edit your writing for spelling and grammar, as best you can. Return this form to Rachel to be eligible for the “Thirst for Knowledge” prize.

1. What Field Guide topic are you choosing to write about today and why?

2. Explain what you find interesting or surprising about this topic. _____

3. How does this topic connect to you personally and/or your work with Civicorps?

4. Write down 2-5 questions you still have about this topic. What more would you like to know?

SCHOOL
Board Roster

Civicorps Schools
2011-2012 School Year

(Note members who are designated representatives per your charter, like "Parent" or "OUSD Rep" and officers)

Name	Email	Telephone	Address	Start of Member's Term	End of Member's Term	Board Role	Officer	Committee Assignment	Start of Officer's Term	End of Officer's Term
1 Rita Isaacs	rkisaacs@aol.com	510-655-5505	please contact Joycelyn Bishop,	Jul-11	Jun-13	Officer	President	Executive, Finance	Jul-11	Jun-13
2 Eric Premack	epremack@chartercenter.org	916-278-6069	in Human Resources	Jul-10	Jun-12	Officer	Vice President	Executive, Finance	Jul-10	Jun-12
3 Robbie Yohai	ryohai@aol.com	510-869-4921	at 510.992.7817	Jul-11	Jun-13	Officer	Treasurer	Executive, Finance	Jul-11	Jun-13
4 Craig Bloom	drbloom@berkeleyoralsurgery.net	510-848-1055	if this personal information is needed	Jul-11	Jun-13	Officer	Secretary	Executive, Audit	Jul-11	Jun-13
5 Thomas D. Mead	tom@webcor.com	415-978-1034		Jul-11	Jun-13	Member		Audit		
6 Anne Scheer	ascheer@ebparks.org	510-544-2561		Jul-10	Jun-12	Member		Audit		
7 Stephen Davenport	stevdav@comcast.net	510-531-7901		Jul-10	Jun-12	Member		Program		
8 Yolanda Peeks	yolandathome@earthlink.net	510-547-7447		Jul-10	Jun-12	Member		Program		
9 Amy Slater	amy@amyslater.net	510-693-4095		Mar-11	Jun-13	Member				
10 Dexter Jones	dexterlamarjones@yahoo.com	323-333-6582		Jan-11	Jan-13	Parent		Program		

Board Meetings (2011-2012)

Date	Location	Time
2 7/20/2011	101 Myrtle St.	5:00 - 7:00
3 8/17/2011	101 Myrtle St.	5:00 - 7:00
5 9/14/2011	101 Myrtle St.	5:00 - 7:00
6 10/19/2011	101 Myrtle St.	5:00 - 7:00
7 11/16/2011	101 Myrtle St.	5:00 - 7:00
8 12/14/11	101 Myrtle St.	5:00 - 7:00
9 1/18/12	101 Myrtle St.	5:00 - 7:00
10 2/15/12	101 Myrtle St.	5:00 - 7:00
11 3/14/12	101 Myrtle St.	5:00 - 7:00
12 4/18/12	101 Myrtle St.	5:00 - 7:00
13 5/16/12	101 Myrtle St.	5:00 - 7:00
14 6/13/12	101 Myrtle St.	5:00 - 7:00

Yolanda Simon Peeks
Educator - Retired
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Oakland, California 94611

510.547.7447 - home
510.541.5117 - cell

Mission

Enhancing the capacity of leaders to promote and accelerate the academic and future success of every student.

Experiences

<p>Leadership Public Schools, Oakland, CA – A network of four charter high schools in the bay area. Specific roles are to:</p> <ul style="list-style-type: none">• Lead the design and delivery of professional development for school administrators and teachers; develop a rigorous, innovative, results-oriented middle school that aligns with and strengthens the high school goals, mission, curriculum, and patterns of quality and success.	2011 - present
<p>Pivot Learning Partners (formerly Springboard Schools and the Bay Area School Reform Collaborative). Specific roles are to:</p> <ul style="list-style-type: none">• Collaborate with district leaders to customize system-wide protocols and tools that comprehensively assess academic, professional, and organizational needs, the results of which are used to develop and support implementation of focused, rigorous improvement plans and research-based best practices.• Coach school and district leaders to achieve professional, school, and district goals.	2008 - present
<p>Performance Fact, Inc, Oakland, CA Senior Associate</p> <ul style="list-style-type: none">▪ Engaged school and district leaders in Performance Fact's <i>Leadership-in-Action System™</i>, enhancing leaders' capacities to facilitate and use data analysis and inquiry to improve planning, implementation, and results.	2004 – 2007
<p>Developmental Studies Center, Oakland, CA Director, Professional Development Services</p> <ul style="list-style-type: none">▪ Designed and engaged teacher and principal leaders in staff development on systematic elementary literacy programs integrated with the <i>Caring School Communities</i> programs in the school districts of Philadelphia, New Jersey, Oakland, and San Francisco.	2002 – 2004
<p>Executive Director, Oakland Unified School District, OUSD</p> <ul style="list-style-type: none">▪ Coached, supervised, and evaluated principals' instructional leadership performance and achievement of annual accountability goals.▪ Coordinated the design and delivery of the professional development program for all district administrators. <p><i>Co-Instructor, Mills College:</i></p> <ul style="list-style-type: none">▪ Facilitated the School Leadership Seminar (2001-2002).	2000 - 2002
<p>Associate Superintendent for Curriculum and Professional Development, OUSD</p> <ul style="list-style-type: none">▪ Coordinated adoption of K-12 district standards, and standards-aligned curriculum, formative and summative assessments, and professional development.▪ Designed and coordinated the implementation of the district's whole school change process and coaching for school leadership teams.▪ Coordinated district-wide initiatives including the reconfiguration of junior high into middle schools and the establishment of equitable honors and AP pathways and courses.	1991 - 2000

DEXTER JONES
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Oakland CA, 94619
(323)333-6582

HIGHLIGHTS OF QUALIFICATIONS

- * Effective communication and public relations skills in diverse settings
- * Broad experience with major private and institutional investment groups throughout both Bay Area and Southern California regions
- * Well-developed leadership and decision-making skills in an entrepreneurial environment

EDUCATION

University of California, Berkeley
Bachelor of Arts, May 1989 (Major in History, Minor in Business with an emphasis in business in U.S. History)

State of CA Real Estate Broker License, December 1989 (Concentration in real estate finance and marketing)

CA School of Real Estate License, 1989 - 91 (Course work in Finance, Legal Aspect of Real Estate, Real Estate Appraisal, Property Management, Escrows, CA Real Estate Practice)

Fuller School of Theology ,
Masters of Divinity – program started

PROFESSIONAL SKILLS

Market Research and Analysis:

- * Worked with acquisitions teams performing financial and market research analysis to target market and identify real estate investment potential
- * Assess the feasibility of commercial , residential , construction , swing and hard money loans
- * Assisted in research analysis of competing health maintenance companies marketing strategies, benefits programs, and developed proposed counter strategies
- * Developed internet Market penetration and mortgage loan software introduction.

Financial/Assets Management:

- * Successfully manage and fund a real estate portfolio valued over 8 million dollars
- * Oversee budget reviews, marketing programs, construction and capital projects of mortgage investment company
- * Coordinator of facilities operation for professional moving company

Marketing, Promotion and Public Relations:

* Responsible for disbursement of health promotional materials over large geographical region of over 100,000 members

* Set up, serviced and trained mortgage brokers on internet software and wholesale mortgage business development

Management and Personnel Supervision:

* Train, supervise and evaluate work performance of staff of marketing representatives in a mortgage lending company

EMPLOYMENT EXPERIENCE

<u>Period</u>	<u>Employer</u>	<u>Position</u>
2002-Present	Dexter L. Jones	Broker/Consultant/Wholesale
2002-2002	Wells Fargo	Branch HMC
2000-2002	Dexter L. Jones California	Broker/Consultant
1998 -1999	LoanCity.com West L.A.	Wholesale Manager
1997 -1998	Corewest Banc Westminster Ca.	Regional Manager Wholesale
1996 -1997	Oceanmark Bank North Miami Beach Fl.	Wholesale Acc. Exe
1996 - 1992	The Pinnacle Group Oakland CA.	Manager/Owner
1992 - 1991	Pacific Thrift and Loan Walnut Creek CA.	Wholesale Acc. Manager
1992 - 1988	Mortgage clinic and Investment Co. Oakland CA.	Manager

HONORS, AWARDS and AFFILIATION

Member, Board of Realtors, National Assoc. of Realtors and Oakland Chamber of Commerce, Most Outstanding Defensive Back, Univ. of CA Football Team
Alpha Phi Alpha Inc. Member and Youth Minister/ Director, Love Temple Missionary Baptist Church, MLS

<p>Principal: Redwood Heights and Brookfield School Elementary Schools, OUSD</p> <ul style="list-style-type: none"> Engaged staff, parents, and the community in shared decision-making processes that significantly improved teaching and learning. 	1983 – 1986 1986 - 1991
<p>Teacher on Special Assignment: State & Federal Programs, OUSD</p> <ul style="list-style-type: none"> Coordinated the design and implementation of the school self-assessment system, <i>Looking at Ourselves for Self-Improvement</i>. Coordinated OUSD's State Preschool Program and the development of early childhood/preschool content standards. 	1981 – 1983
<p>Teacher on Special Assignment, Brookfield Elementary School</p> <ul style="list-style-type: none"> Supported teachers as a teacher-coach. 	1976 – 1981
<p>Teacher: Brookfield Elementary School, OUSD</p> <ul style="list-style-type: none"> Facilitated engaging, rigorous learning for students in grades K, 1, and 6. 	1971 – 1976
<p>Assistant: Counseling, Reading, and Study Skills Center, University of California, Berkeley</p> <ul style="list-style-type: none"> Conducted initial interviews and assigned students to a staff psychologist or psychiatrist. Administered and analyzed reading assessments. Provided study skills support in research design and statistics. 	1968 - 1970

Education

- B.A., Social Science, California State University, Hayward, 1968
- Elementary Life Credential, California State University, Hayward, 1971
- M.A., Education, California State University, San Francisco, 1978
- Administrative Services Credential, California State University, Hayward, 1981

Volunteer Activities/Honors

- Oakland Alliance of Black Educators - Educator of the Year 1989
- Marcus A. Foster Educational Foundation's Educator of the Year Award – 1990
- Bay Area Writing Project, teacher consultant – 1991 to present
- National Writing Project Advisory Board - 1991 - 1994
- National Center for the Study of Writing Advisory Board - 1991 to 1995
- East Bay Conservation Corp, board member - 1996 to present
 - Board president – 2004 to 2006
- Partners in School Innovation, board member – 1994 to 2005

ERIC PREMACK

817 14th Street, Suite 300
Sacramento, California—95826
916.538.6612
epremack@chartercenter.org
www.chartercenter.org

PROFESSIONAL EXPERIENCE

Charter Schools Development Center, Sacramento, California Founder and Executive Director, 1993 - present

Founded and for direct the nation's first charter school support organization with a 17-year track-record for groundbreaking innovations in charter school leadership training and development, quality review, oversight, and state and federal charter school policy. Major accomplishments include:

- Developed and delivered an extensive annual calendar of intensive leadership training and development institutes and workshops for charter school principals/directors, governing boards, business officers, and charter-granting agencies. Institutes include the annual Charter School Leadership Institute (6-day intensive for new charter school principals/directors), Charter School Chief Business Officer Training (21-day course for charter business officials), and Charter Governance Academy (10-day course for charter governing board members and school principals/directors).
- Authored several major charter school support publications including two books on charter school development and finance, a lengthy list of technical and "how to" publications, and publish a popular periodical charter school newsletter
- Provided direct assistance to legislators and governors of over 25 states and at the federal level to draft, implement, and troubleshoot state and federal charter school laws.
- Provided charter school-related consulting services to hundreds of charter schools, major charter-granting agencies, school districts, philanthropic organizations, think tanks, and foreign governments.
- Developed and presented two series of intensive school planning and start-up workshops and assisted government officials to create and launch an autonomously-governed public schools sector in the Persian Gulf emirate Qatar.
- Oversee and aspects of CSDC's operations. Ensured 15-years of consistent high quality and growth. Successfully shifted from primary dependence on philanthropic funding to a fully self-sustaining chartered school support organization.

**Research, Policy, and Practice International, Inc., Berkeley California
Senior Analyst, 1993- 1996.**

Performed education program and policy research, development, and analysis for this highly-regarded research firm. Launched and managed the Charter Schools Project providing technical assistance and training to California's first charter schools. Served as staff to the first major U.S. Department of Education-sponsored National Study of Charter Schools, including assisting to develop the research design, implementation of research, data analysis, and authoring a comprehensive analysis of all state charter school laws and policies.

**Charter School Policy and Development Private Practice Consulting
January 1995-present**

Provide expert technical and policy consulting to charter school developers, sponsors, policy makers, and support and research organizations across the US and internationally. Services provided include charter drafting and development assistance, school planning and implementation assistance, conflict resolution and troubleshooting, and legislative and policy development and review, and research design and implementation. Clients have included charter schools and charter schools consortia, charter granting and oversight agencies, think-tanks, state legislatures and policy-makers, state education agencies, colleges and universities, and others.

**School Services of California, Inc., Sacramento, California
Associate Director, Fiscal and Management Services, 1992 - 1993**

Provided fiscal, organizational, legislative, labor relations, and management consulting services for California school and community college districts with California's largest school district consulting and lobbying firm. Directed studies of school district structure, management, and finance under contract to school district administrators and board members. Advised hundreds of school district clients on fiscal and legislative matters. Provided labor relations consulting services with emphasis on major economic and budgetary issues. Co-editor and contributing writer for *Fiscal Report* newsletter. Planned and presented at major twice-annual conferences on school district finance and legislative matters and provided leadership training workshops for school district superintendents, governing boards, and business officials on school finance and labor relations matters.

**Office of the Legislative Analyst, California Legislature, Sacramento, California
Education Program and Finance Analyst, 1989 - 1992**

Conducted fiscal and program analysis for legislators and fiscal committee staff in this renowned and nationally-recognized, non-partisan advisory agency. Directly responsible for analysis of state budget proposals in major K-12 education funding programs and California Department of Education operations. Advised legislator and their staff and testified regularly for legislative fiscal committees regarding major K-12 education finance and policy matters. Maintained K-12

education finance databases, monitored compliance with state constitutional education spending requirements, and directed research projects in response to legislators' requests.

**The Citizens League, Minneapolis, Minnesota
Research Associate, 1986 - 1987**

Conducted research and analysis in a wide variety of state and local policy areas for Minnesota's leading non-partisan policy "think-tank." Issue areas included K-12 and post-secondary education, transportation, environmental regulation, and state and local government finance. Contributing writer for the *Minnesota Journal* public affairs newsletter. Helped coordinate *Mind Openers* breakfast policy seminars. Planned policy issues study committee agendas and recruited public and private sector experts to testify for study committees. Consulted with the League's Community Information Committee to disseminate the League's analyses and recommendations to legislators and policy makers.

EDUCATION

University of Chicago: Graduate School of Public Policy, MA, June 1989. Concentration in Education Policy. Full tuition fellowship.

The College, The University of Chicago: B.A., June 1986. Major in special multidisciplinary program incorporating politics, economics, rhetoric, and law (PERL). Dean's list.

CHARTER SCHOOL AFFILIATIONS AND HONORS

California Network of Educational Charters (CANEC), founding board member and advisor 1993-2002. Advocacy Committee chair, 1993-2002. (CANEC was incorporated into the California Charter Schools Association in 2003.)

California State Superintendent's Charter School Advisory Committee, member 1995-2001.

Charter Friends National Network, co-founder and principal (1994-2003) of this precursor to the National Charter School Alliance. Provided extensive support to the network's supported charter school resource centers and associations in dozens of states. Successfully solicited major grants to support the network's operations and to support and/or launch other charter school support organizations.

Civicorps Schools, Inc., (formerly the East Bay Conservation Corps) board member, 2000-present of this major non-profit youth development organization based in Oakland, CA. Served on finance committee, executive committee, and as vice chair during various years.

Hart Vision Award, for outstanding support to the charter school movement in California, awarded twice including individual award in 1996 and organizational award in 2002.

St. Hope Public Schools, Inc. Founding board member, vice-chair, and board treasurer 2002-2005.

MAJOR CHARTER SCHOOL-RELATED PUBLICATIONS

(partial listing)

California Charter School Finance, Sacramento, CA, 1997-2009 editions.

Charter School Development Guide, Sacramento, CA, 1997-2009 editions.

Charter School "Tool Kit" series. Topics include charter school planning, financial planning, governance, school incorporation, governing board policies development, charter petition and proposal review, charter school quality review and oversight, special education, and facilities.



July 29, 2002

Ms. Joanna Lennon
Executive Director
East Bay Conservation Corps
1021 Third Street
Oakland, CA 94607

VIA FACSIMILE: (510) 992-7950

RE: East Bay Conservation Corps
Board of Directors

Dear Joanna:

After more than a year of active involvement in the renovation of the EBCC Charter School in Oakland, I am eager to continue my association with the East Bay Conservation Corps. I am privileged to be under consideration to be a member of the Board of Directors and am confident that I can be a valuable member of the EBCC team. I have therefore enclosed my resume for the Board's review.

In addition to my day-to-day responsibilities at Webcor Builders, I am Webcor's representative to the College of Environmental Design at the University of California, Berkeley as a founding member of the Center for the Built Environment and as a member of the William and Catherine Bauer Wurster Society.

As a resident of Oakland, I am also committed to active participation in organizations such as the East Bay Conservation Corps that will help and improve the quality of life for residents of the East Bay.

I am available to meet with you and any Board members for further discussion.

Very truly yours,

WEBCOR BUILDERS

Thomas D. Mead
Vice President

enclosure -

EDUCATION AND BACKGROUND

As a Vice President, Mr. Mead is involved in all phases of a project, from pre-construction through job closeout, including contact with building officials, owners, architects, engineers and subcontractors. He is responsible for design assistance, value engineering, estimating, scheduling, negotiating and letting subcontracts, billings, approval of subcontractor billings, cost and labor reporting, job management and direction, and tenant improvement work.

Mr. Mead is a graduate of University of California, Berkeley and holds a Bachelor's Degree in Architecture.

Upon graduation, Mr. Mead built his industry experience first as a designer and draftsmen and later as a Project Manager and Director for several prestigious construction companies. He has several years experience in Construction Management and Consulting on a variety of projects, including hotel and residential buildings, high-tech campuses, commercial office buildings and retail centers.

Mr. Mead has been involved in the following projects:

RELEVANT EXPERIENCE

Omni Hotel
San Francisco, CA

Historical renovation of 362 room 5 star hotel with 15,000 sf high tech conference space. Includes a large ballroom and fitness center. The exterior has been converted from marble back to the buildings original stone facade. Building is a 17 story, steel frame in Downtown San Francisco. 325,000 sf \$49 million.

Emeryville Marriott
Emeryville, CA

A new, 11 story poured in place, pots tensioned concrete hotel with EIFS exterior. Located in Emeryville, the hotel has 288 rooms. Hotel contains a pool and spa, meeting room and prefunction areas as well as a restaurant. Also included in the building is 20,000 sf of retail space. 242,000 sf. \$16.5 million.

Electronic Arts Campus
Foster City, CA

Construction Management services for the first phase of tenant improvements. The project consisted of 700,000 sf of office space and 1,000,000 sf of site work. Scope of work included tenant improvements of data center, telecom system areas, sound and video recording studios, and full service kitchen and eating area. \$15 million.

DoubleTree Hotel
Orange, CA

A 20-story cast-in-place concrete luxury hotel with 478 keys with ballrooms, meeting facilities. \$7 million.

EmeryStation, North EmeryStation Plaza Emeryville, CA	EmeryStation North consists of both office and retail space in a six story building. This steel frame project has a pile cap grade beam foundation and precast brick exterior paneling with glass. There is 206,865 sf of office space and 2000 sf of retail space. This project also has ground level parking with 65 stalls. \$19 million.
EmeryStation, Phase III EmeryStation Plaza Emeryville, CA	This project consists of a 5 story cast in place concrete parking garage. 282,000 sf. with 724 parking stalls. \$11 million.
EmeryStation Plaza Emeryville, CA	EmeryStation consists of both office and retail space in a five story building. The steel frame project has a Barskshire Panel exterior which consist of prefabricated brick veneer panels. There is 225,025 sf of office space and 19,425 sf of retail space for a total of 333,015 sf. 58,500 sf of parking is included in new parking lots on adjacent lots. \$24 million.
Conrad International Hotel Jakarta, Indonesia	A 42 story, 5 star hotel with 684 rooms and 130 service apartments. Scope of work also included 8 restaurants/bars, a health club, ballrooms and meeting rooms.
MacArthur Court Newport Beach, CA	Two 15-story travertine/stainless steel-clad, class "A" office buildings and parking structures.
Jamboree Center/5 Park Place Irvine, CA	Two 20-story class "A" travertine-clad office buildings, parking structure and low rise building remodels. Scope of work also included extensive sitework and water features.
Sampoerna Tower and Southwest Tower Jakarta, Indonesia	A 40-story, class "A" office building.
Conrad Retail Plaza, Jakarta, Indonesia	A 3 level underground luxury retail complex.
Neiman Marcus Prestonwood Dallas, TX	A 110,000 square foot luxury department store.
Parker Hannifin Control Systems Division Facility Irvine, CA	A 330,000 square foot office and high-tech aerospace manufacturing and research, development, and clean room facility.

THOMAS D. MEAD

Tom Mead was born in Los Angeles, California in 1952. He holds a Bachelor of Arts degree from the University of California Berkeley where he majored in Architecture. He has been active in the construction industry for 25 years.

Tom joined Webcor in 1999 as a Senior Project Manager and was named Vice-President shortly thereafter. He is responsible for company operations, client relations, business development and preconstruction, and he oversees the construction of all Hotel and Senior Care Facilities.

Webcor has consistently been listed among the ENR Top 400 General Contractors in the Country and currently has over \$1.2 billion of contracts in place.

During his tenure in the construction industry, Tom has been involved with the development and construction of a wide variety of interesting and complex projects. These include high-rise office buildings, corporate campuses, hotels, multi-storied-housing, and institutional facilities. A few of his noteworthy projects include the Electronic Arts Campus, San Francisco Omni Hotel and the Richard Nixon Library and Birthplace.

Currently, he is a professional member of several organizations, including IDRC (International Development Research Council) and NACORE (National Association of Commercial Real Estate). At the University of California, Berkeley, Tom is a member of both the College of Environmental Design, and CBE, the Center for the Built Environment. As a key member of CBE, Tom has helped to advance new building technologies that are finding their way into a wide variety of project types, including high-tech and commercial.

Tom is also personally and professionally active in many charitable organizations, a few of which are Christmas in April, Habitat for Humanity, and the Boy Scouts.

Prior to joining Webcor, Tom worked for several large and prestigious Contractors, including Koll Construction and C.L. Peck Contractor in Los Angeles. He also spent 5 years in Bangkok, Thailand, and Jakarta, Indonesia while working for Fluor Daniel Corporation.

Tom lives in Oakland with his wife Elizabeth, son Tommy, 10, and daughter Sally, 8. During his spare time, Tom enjoys tennis, and when he can get away, international travel.

Rita Karpin Isaacs

345 El Cerrito Avenue
Piedmont, CA 94611

Qualifications/Board Positions

1992-1996	Board of Directors, Pre-School Chair Development, Operations & Systems Admin	Temple Sinai Oakland, California
1994-1998	Vice President, Board of Directors	Temple Sinai Oakland, California
1994-2003	Board of Directors, Parent Representative	Wildwood Elementary School Piedmont, California
1998-2001	Curriculum Advisory Board (1 of 1)	Piedmont Unified School District Piedmont, California
1998-2002	Endowment Chair / Fundraising	Temple Sinai Oakland, California
1999-Present	Board of Directors, Parent Representative	Piedmont Middle School Piedmont, California
2000-2002	Site Committee, Parent Representative (1 of 2)	Wildwood Elementary School Piedmont, California
2002-Present	Site Committee, Parent Representative (1 of 2)	Piedmont Middle School Piedmont, California
2004-Present	Board of Directors, Parent Representative	Piedmont High School Piedmont, California

Qualifications/Employment

1995 - present	Principal, Rita Isaacs Interiors	Piedmont, California
1985-1995	Independent Management Consultant Development, Operations, Systems Administration for International Media <u>Clients Include</u> <ul style="list-style-type: none">- Producers Sales Organization- Vestron International Pictures - International Film Distribution - Mark Damon Productions- World International Networks- DAC Productions/Dac Coscarelli	Piedmont, California Los Angeles, California Los Angeles, California Stamford, Connecticut Utrecht, Holland, Netherlands Los Angeles, California London, England, UK Los Angeles, California Beverly Hills, California Los Angeles, California
1980-1985	International Film Sales Producers Sales Organization	Los Angeles, California

Education

1972-1977	Bachelor of Arts	University of Maryland College Park, Maryland
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Additional Relevant Experience

Capital Campaign, Grant Writing (two funded), Publications, Public Relations, Project Development

April 28, 1997

Joanna Lennon, Executive Director
East Bay Conservation Core
1021 Third St.
Oakland, CA 94607

Dear Joanna,

It was a real pleasure to talk with you the other day. Your dynamism and commitment are contagious and I now have an even greater admiration for what you have built. So I was honored by your interest in my serving on the board, and am very eager to serve within the time limits that are imposed on me by other commitments.

I believe you asked for a brief biography:

I graduated from Oberlin College in 1953. Then went right into active service aboard ship in the USNR. I was discharged in 1955.

I spent two reluctant years as a banker and began teaching in 1957 at Trinity-Pawling School, a boarding school in New York state, where I taught English, coached football, basketball and track and ran a dormitory.

From 1960 until 1973 I taught English, chaired the English department, coached and served as an advisor to the tenth grade at Kingswood-Oxford School in West Hartford, Connecticut. I did quite a bit of free lance journalism for the New York Times, the now defunct Saturday Review of Literature, The Hartford Courant and other publications. I think the thing I am most proud of during that time was being awarded the Capital Area Teacher of the Year prize one of those years. In the summer I directed a boarding camp for quite young children whom we challenged significantly in wilderness back packing and canoeing.

In 1973 I became the Head of School of the Country School in Madison, Connecticut and in 1977 I became the Head of The Athenian School, a boarding school in Danville; we converted the school into a boarding-day school and added a middle school. It is now primarily a day school.

In 1987 I resigned from Athenian and started a little consulting practice to independent schools, specializing in helping faculties work as teams, board development, head searches, strategic planning, etc. Recently I stopped doing head searches in order to devote more time to writing and pro bono work.

BARBARA RAGLE BARNES
RFD 2 BOX 202
Norwich VT 05055
802 649-1889
FAX 802 649-1889

JACQUELINE P. CLEMENT
PO BOX 247
Etna NH 03750
603 643-5633
FAX 603 643-4401

STEPHEN DAVENPORT
4122 Waterhouse Rd.
Oakland CA 94602
510 531-7901
FAX 510 482-4709

MANVEL SCHAUFFLER
6304 S.W. Marguerite Ct.
Seattle WA 98116
206 938-1425
FAX 206 938-1425

Joanna Lennon, page 2

I serve on the boards of Lick-Wilmerding High School in San Francisco, St. Paul's School in Oakland, The Farm School in Athol, Massachusetts and the board of a small foundation called School of the Pacific Islands.

I'm married to Joanna Davenport, an art teacher and artist. We have three grown children: two teachers and a carpenter; also three grandchildren.

Basically, I'm just a really lucky guy!

Sincerely,

Steve

ROBERT YOHAI

155 Filbert Street
Suite 200
Oakland, CA 94607

Ph. 510.893.8186

Resume prepared: December 19, 2002

- 1967 - 1971 University of Pennsylvania
B.S. Economics from Wharton School
- 1971 - 1972 Extensive travel through Europe, Turkey, Iran, Afghanistan,
Pakistan, India, Nepal, Israel.
- 1972 - 1973 Studied music and jazz with Joseph Monk, noted guitarist and
composer: New York.
- 1973 - 1977 Studied and performed jazz, R & B, and rock in various bands in
Northern California.
- 1977 - 1980 Obtained California real estate license and began brokering sales
of investment properties in the Bay Area.
- 1983 - 1985 Vice President, Watson & Watson Enterprises, Inc.
Real estate brokerage and leasing company.
- 1985 - 2002 Managing General Partner, Linden Associates.
Acquired 130,000 sq. ft. Del Monte cannery; remodeled and
rehabbed for office, flex-space use.
- 1988 - 2002 President, Schaefer Heights, Inc.
Acquired and processed for entitlements a 500 acre tract of land
now part of Dublin, Ca. The approved subdivision of
approximately 340 single-family homes is in the final stages of
federal government permitting.
- 1994 Producer, Russell Brothers blues and rock recording, "Thicker
Than Water "
- 1996 Producer, Russell Brothers blues and rock recording, "Movin'
On."

Anne M. Scheer

**4363 Detroit Avenue
Oakland, CA 94619
Home: (510) 530-8823
Work: (510) 544-2561
ascheer@ebparks.org**

WORK EXPERIENCE

East Bay Regional Park District, Oakland CA

Chief, Maintenance and Skilled Trades

10/02 to present

- Oversee the Maintenance and Skilled Trades Department, including a staff of 65 regular full-time employees and a \$12.4 million budget. Directly supervise the Maintenance Superintendent, Trades Manager, Contract/Encroachment Supervisor and Senior Office Assistant.
- Work with Board members on a regular basis, prepare agendas and staff reports and make presentations and recommendations for Board consideration and adoption.
- Responsible for all major maintenance of the District's 68 parks encompassing 98,000 acres of open space parkland, including a 1,100 mile trail system, 42 service yard facilities, two corporation yards, eight environmental education program facilities, and fifty-one employee residences.
- Participate in collective bargaining, meet and confer sessions, advise and assist management and supervisory staff on labor relations matters.
- Work with the Assistant General Manager of Operations and Operations Division staff to enhance department effectiveness and improve staff morale.
- Review legislation affecting the District, at the request of Legislative Assistant.
- Serve as Acting General Manager in his absence in all aspects of the position, including preparation of Board Meeting packets, serving as senior staff member at Board Meetings, and managing the affairs of the Operations Division.
- Serve as Management Representative on Ecology Committee and direct the implementation of the District Integrated Pest Management Program.
- Conduct annual safety inspections of all service yard facilities and public access points.
- Oversee District-wide programs for recycling, pavement management, ADA compliance, building maintenance and fleet and equipment.
- Ensure compliance with Federal and State building codes, Cal OSHA safety regulations and other resource agency and regulatory statutes.
- Facilitated a management audit of the Maintenance Department utilizing a management consulting firm, developed an ad hoc committee to insure staff participation, and worked with key staff to implement recommendations.

Trades Manager

12/94 to 10/02

- Supervised three direct reports with a total department staff of 21.
- Represented management in collective bargaining, attended meet and confer sessions, conducted disciplinary investigations, recommended and implemented discipline, and investigated grievances.
- Developed the Department's \$3.9 million budget, prepared budget reports and made presentations to the Budget Committee and full Board.
- Drafted Employee Residence Policies and Park Operating Guidelines; solicited staff feedback on preventative maintenance programs and carried development of new procedures through to Board adoption and implementation.

Administrative Analyst II**6/83 to 12/94**

- Assessed maintenance and repair needs, developed budgets, managed repair and small capital improvement projects utilizing outside vendors and contractors.
- Served as District liaison to several adjacent neighborhood groups, negotiated encroachment permits, addressed neighborhood concerns.
- Assisted the Design and Construction Departments in the planning, design, and construction of new facilities and trail systems.
- Coordinated with volunteer and paid groups to work with District staff on restoration projects.
- Served as District liaison on the first contracts with the East Bay Conservation Corps.

Park Ranger**9/78 to 6/83**

- Maintained District parkland, road and trail systems, signing, restrooms, field office/shop complexes, and employee residences.
- Patrolled District parklands and provided visitor information, emergency response and enforcement of District regulations.
- Operated a wide variety of power tools and equipment, including dump trucks, loaders, tractors, mowers, chippers and water trucks.
- Led volunteer groups in restoration projects.

Seasonal positions (30 months of full-time employment)**3/74 to 9/78**

- Life guarded at Lake Anza, Tilden Park three seasons, providing water safety and first aid to public and organized day camps.
- Worked four seasons in six different regional parks performing a wide variety of duties, including work on the District Roads and Trails crew and the Vegetation Management crew.
- Patrolled roads, campgrounds, and picnic areas, enforcing park rules and providing information to park visitors.

Fire Services**9/78 to 10/03**

- Performed wild land fire suppression, search and rescue, and first-aid as needed.
- Planned and organized control burns for training and fuel reduction purposes, notifying and working with neighbors and regulatory agencies.
- Supervised (as Lieutenant) District, local agency and California Division of Forestry firefighters. Worked with and supervised California Division of Corrections crews as Incident Commander.
- Operated a wide variety of fire suppression vehicles and pumping systems.

Bill Graham Presents, San Francisco, CA**Security Supervision****12/78 to 12/02**

- Served as BGP liaison to local police and fire service providers to insure adequate service levels for large concert events.
- Responsible for budgeting, staffing and deployment of several hundred security personnel for public assemblages at numerous venues throughout the United States.
- Provided security services to major entertainers and luminaries as diverse as the Grateful Dead, Frank Sinatra, the Beastie Boys, Nelson Mandela and His Holiness the Dalai Lama.

EDUCATION AND TRAINING

- Skyline High School, Oakland, CA Graduated 1971
- Course work in Art, Chemistry and Welding, Laney College, Oakland, CA, 1971 - 1973
- Course work in Chemistry, Botany, Humboldt State University, Arcata, CA, 1973 -1975
- Course work in Chemistry, Plant Pathology, University of California, Berkeley, 1975 - 1976
- BS Conservation and Resource Studies, University of California, Berkeley, 1989 (course work in public land law, environmental law, soils, California native plants, integrated pest management, construction contracting and surveying)
- National Recreation and Park Association Maintenance Management School and Risk Management School
- Management and Leadership Development Program (EBRPD)
- AHERA Building Inspection and Management Planning for Asbestos Control Certificate (UC Berkeley Extension)
- Facilities Management Certificate (UC Berkeley Extension)
- OSHA Construction Standards (American Society of Civil Engineers)
- Incident Command Training and member of EBRPD Disaster Preparedness Team

REFERENCES

John Escobar, Assistant General Manager, East Bay Regional Park District

- (current supervisor)
- 2950 Peralta Oaks Court Oakland, CA 94605
- (510) 544-2501 jescobar@ebparks.org

Jerry Kent, Assistant General Manager, East Bay Regional Park District (retired)

- (professional colleague)
- 3359 North Lucille Lane
- Lafayette, CA 94549
- (925) 238-0564 jkent58@aol.com

Susan Gonzales, Human Resources Manager, East Bay Regional Park District

- (current coworker)
- 2950 Peralta Oaks Court Oakland, CA 94605
- (510) 544-2151 sgonzales@ebparks.org

Amy Slater
253 Stonewall Road
Berkeley, CA 94705
510-845-2623
amy@amyslater.net

EMPLOYMENT

January 2003-
Present

University of California, Hastings College of the Law
Adjunct Professor
San Francisco, California

Teaching seminar classes in negotiation and settlement to third year law students.

November 1997-
April 2000

Ask Jeeves, Inc.
General Counsel and Corporate Secretary
Emeryville, California

Founding member of the Ask Jeeves management team with initial triple title of Director of Operations, General Counsel and Corporate Secretary. Achievements included structuring and supporting growth of company from 12 employees to more than 600. Principal company liaison for Ask Jeeves' initial and secondary public offerings, legal management of two multi-million dollar acquisitions and of all other legal matters affecting the company.

September 1995 -
November 1997

LawTech, LLP
Partner
Berkeley, California

Law practice focusing on transactional matters for the technology industry, including intellectual property licensing, drafting, review and negotiation of agreements, providing counsel to clients on intellectual property, corporate and business matters.

December 1993 -
July 1995

Oracle Corporation
Corporate Counsel
Belmont, California

Responsible for company legal matters involving intellectual property licensing, copyright and trademark issues, employment discrimination, First Amendment litigation and business disputes; supervision of outside counsel and litigation management.

September 1990 – Townsend and Townsend and Crew
September 1993 Of Counsel
San Francisco, California

Supervisory responsibility for federal and state court cases including issues of intellectual property, transportation law, antitrust and employment discrimination.

September 1987- Kaus, Kerr & Wagstaffe
March 1990 Associate
San Francisco, California

Responsibility for analysis, research and briefing in federal and state court litigation in areas of federal civil rights, environmental law, property rights and contract interpretation.

February 1986- Self-Employed
September 1987 San Francisco, California

Contract attorney for Petit & Martin, Landels, Ripley & Diamond and Kaus & Kerr assisting with real estate and civil litigation projects.

September 1981 - Landels, Ripley & Diamond
February 1986 Associate
San Francisco, California

Experience in commercial litigation with real estate emphasis; experience in real estate financing, sales and acquisitions.

EDUCATION

Legal University of California, Hastings College of the Law
San Francisco, California
Juris Doctor 1981

Undergraduate University of California, San Diego
La Jolla, California
Bachelor of Arts 1976, Summa Cum Laude

PERSONAL

Married with one daughter
Fluent in French and Spanish
Interests include travel, running and reading

ORAL AND MAXILLOFACIAL SURGERY

CRAIG YALE BLOOM, D.M.D.
RICHARD M.A. BERGER, D.D.S.
BRYAN R. KREY, D.M.D.

August 21, 2006

Joanna Lennon
Executive Director
EBCC
1021 Third Street
Oakland, CA 94607

Dear Joanna:

I left Tuesday's meeting with you and Rebecca with much excitement and no doubt that an appointment to your board would create an energetic opportunity to positively impact the lives of young people and our community.

Empowering young people with the appreciation for health and promoting healthy life skills are areas in which I would like to contribute. I would hope you'd engage me in any areas of health or its related issues.

Please accept this request to be part of this organization which has such creative vision, passion and commitment. I hope you will find a place for me on the team and board of the EBCC.

Respectfully,



Craig Y. Bloom

CRAIG YALE BLOOM, D.M.D. & RICHARD M. A. BERGER, D.D.S.
Diplomates, American Board of Oral and Maxillofacial Surgery

2522 Dana Street, #202 • Berkeley, California 94704 • (510) 848-1055 • FAX: (510) 848-9100

CURRICULUM VITAECRAIG YALE BLOOM, B.A., D.M.D.

HOME ADDRESS: 1163 Oak Hill Road
Lafayette, CA 94549

OFFICE ADDRESS: 2522 Dana Street, Suite 202
Berkeley, CA 94704

DATE OF BIRTH: June 13, 1945

PLACE OF BIRTH: Hartford, Connecticut

CURRENT POSITIONS:

Chairperson: Oral and Maxillofacial Surgery and Dentistry,
Alta Bates Medical Center, Berkeley, CA 1989-present

Associate Professor of Oral and Maxillofacial Surgery
University of Pacific, San Francisco, CA 1991-present

Advisory Board Member, The Nova Center – Dental Education and Research
1993-present

Advanced Cardial Life Support Committee, Instructor – California
Association of Oral and Maxillofacial Surgery 1995-present

Alameda County Medical Center – Highland Hospital 2005-present

PREVIOUS EXPERIENCE:

Chief, Division of Oral and Maxillofacial Surgery, 1979-1984
University of California, Irvine Medical Center
101 City Drive South
Orange, CA 92668

Chief, Oral and Maxillofacial Surgery Section 1979-1984
Veterans Administration Medical Center
5901 East Seventh Street
Long Beach, CA 90822

Chief, Department of Oral and Maxillofacial Surgery 1976-1979
Veterans Administration Medical Center
Woodland and University Avenues
Philadelphia, PA

<u>EDUCATION</u>	<u>LOCATION</u>	<u>GRADUATED</u>	<u>DEGREE/PROGRAM</u>
HIGH SCHOOL William H. Hall	West Hartford, CT	1963	
PRE-PROFESSIONAL Boston University	Boston, Mass.	1967	B.A. Biology/Psy
PROFESSIONAL Univ. of PA	Phila., PA	1971	D.M.D.
INTERNSHIP Philadelphia Gen. Hospital	Phila., PA	1972	Rotating
RESIDENCY Univ. of Pennsylvania Philadelphia Gen. Hosp.	Phila., PA	1973	Anesthesiology
Univ. of Pennsylvania Philadelphia Gen. Hosp.	Phila., PA	1976	Oral & Maxillo- facial Surgery

LICENSURE

Pennsylvania; June 1971
California; June, 1983

BOARD CERTIFICATION

American Board of Oral and Maxillofacial Surgery; 1978

MEMBERSHIPS

Diplomate, American Board of Oral and Maxillofacial Surgeons
Fellow, American Association of Oral and Maxillofacial Surgeons
Pennsylvania Society of Oral and Maxillofacial Surgeons
Delaware Valley Society of Oral and Maxillofacial Surgeons
Pennsylvania Dental Association
Philadelphia County Dental Society
National Association of Veterans Administration Dentists
Alpha Omega
Southern California Society of Oral and Maxillofacial Surgeons,
Research Committee
Western Society of Oral and Maxillofacial Surgeons
Southern California Academy of Oral Pathology
American Dental Society
Orange County Dental Society
California Dental Association
Berkeley Dental Society
American Academy of Osseointegration

International College of Implantology

HOSPITAL AFFILIATIONS

Philadelphia General Hospital	1971-1977
Philadelphia Veterans Admn. Medical Center	1975-1979
Hospital of the University of Pennsylvania	1978-1979
Long Beach Veterans Admn. Medical Center	1979-1984
University of California, Irvine Medical Center	1979-1984
Presbyterian Hospital of Pacific Medical Center	1983-1990
Long Beach Naval Hospital	1983-1994
St. Joseph's Hospital	1984-
Alta Bates Medical Center	1984-present
Children's Hospital of Northern California	1984-present

CURRENT HOSPITAL COMMITTEES

Surgical Credentials Committee; Alta Bates Medical Center
 Surgery Committee, Alta Bates Medical Center
 Chair, Maxillofacial Quality Assurance; Alta Bates Medical Center
 Oral and Maxillofacial and Dentistry Department Committee; Alta Bates Medical Center

PREVIOUS HOSPITAL COMMITTEES

Pharmacy and Therapeutics Committee; Veterans Administration Medical Center, Philadelphia, PA
 Systemic External Review Program; Veterans Administration Med. Center, Philadelphia, PA
 Inpatient Audit Committee; Hospital of the University of Pennsylvania
 Emergency Room Committee; Hospital of the University of Pennsylvania
 Pharmacy and Therapeutics Committee; Veterans Administration Medical Center, Long Beach, CA
 Infection Control Committee; Veterans Administration Medical Center Long Beach, CA
 General Surgery Committee; Veterans Administration Medical Center, Long Beach, CA
 Hyperbaric Oxygen and Osteoradionecrosis Committee; Veterans Administration Medical Center, Long Beach, CA
 General Surgery Committee; University of California, Irvine Medical Center, Irvine, CA
 Operating Room Committee; Veterans Administration Medical Center Long Beach, CA
 Operating Room Committee; University of California, Irvine Medical Center, Irvine, CA
 Emergency Room Committee; University of California, Irvine Medical Center, Irvine, CA
 Surgical Credentials Committee; University of California, Irvine Medical Center, Irvine, CA

Trauma Committee; University of California, Irvine Medical Center,
Irvine, CA
JCAH Preparation Committee; University of California, Irvine
Medical Center, Irvine, CA
Hemophilia Committee; University of California, Irvine Medical
Center, Irvine, CA

CONSULTANT

Philadelphia Zoo	1975-1979
Terminal Island Prison	1979
Orange County-Long Beach Area Health Ed. Center	1982

FACULTY APPOINTMENTS

Clinical Instructor, Department of Oral and Maxillofacial Surgery, Univ. of Pennsylvania School of Dental Medicine	1973-1976
Instructor of Laboratory and Physical Diagnosis, Department of Oral Medicine, Univ. of Pennsylvania School of Dental Medicine	1973-1976
Associate, Department of Oral and Maxillofacial Surgery, Univ. of Pennsylvania School of Dental Medicine	1976-1978
Instructor, Oral Surgery and Medicine, Philadelphia Community College	1976-1979
Course Director, Anatomy and Physiology, Department of Dental Hygiene, Univ. of Penn. School of Dental Medicine	1976-1979
Teaching Chief, Oral Surgery Residency Program, Department of Oral and Maxillofacial Surgery, Univ. of Pennsylvania School of Dental Medicine	1976-1979
Academic Program Coordinator, Oral Surgery Residency Program, Department of Oral and Maxillofacial Surgery, University of Pennsylvania School of Dental Medicine	1977-1979
Chief of Oral and Maxillofacial Surgery, Based General Practice Residency, Univ. of Penn. School of Dental Med.	1977-1979
Assistant Professor, Department of Oral and Maxillofacial Surgery, University of Penn. School of Dental Medicine	1978-1979
Chairman and Assistant Professor, Division of Oral and Maxillofacial Surgery, College of Medicine, University of California, Irvine Medical Center,	1979-1984
Assistant Clinical Professor, Department of Surgery, Univ. of California, Irvine Medical Center	1979-1984
Director, Craniofacial Pain Center, Univ. of California, Irvine Medical Center	1979-1984
Director, Oral and Maxillofacial Surgery Residency Program, Univ. of California, Irvine and Long Beach Veterans Administration Medical Centers	1979-1984

FACULTY APPOINTMENT

Associate Professor, Department of Oral and Maxillofacial Surgery, University of Pacific	1991-present
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FACULTY COMMITTEES

Faculty Senate Assembly - Part-time Faculty Representative, Univ.
of Pennsylvania 1978-1979
Appointments and Promotions committee, Department of Surgery,
Univ. of California, Irvine Medical Center 1979

AWARDS

NIH Research Grant 1967-1971
Graduate Dental Scholarship 1968-1970
Mosby Book Prize 1971
Resident Delegate to American Society of Oral Surgeon; House of
Delegates 1975
Intern of Year, Philadelphia General Hospital 1976
Max Cleland Special Commendation, Veterans Admin. Medical Center
Philadelphia, PA 1978

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PUBLICATIONS:

TEXT:

Reconstructive Preprosthetic Oral and Maxillofacial Surgery
Chapter Six

ARTICLE:

"Metastatic Lesion of Mandibular Condyle"
Bloom, Jensen, DeBloom
Oral Medicine, Oral Surgery, Oral Pathology
December, 1985

"Oral Hairy Leukoplakia in Non-Immunosuppressed Patients"
Lozada-Nur, Robinson, Bloom, Regezi
Submitted to Oral Medicine, Oral Surgery, Oral Pathology, 1994

Reconstructive Pre Prosthetic Oral and Maxillofacial Surgery
Second Edition
Fonseca and Davis
Chapter 6

LICATIONS

Histopathology of the Circumvallate Papilla

Brightman, Silver, Arm, Bloom

April, 1976 Proceedings of the American Academy of Oral Pathology
Atlanta, GA. Supported by USPHA DE03764

Diagnosis of Temporomandibular Joint Disease

Goldstein, Bloom, Hansell

Abstract: 26th Annual Meeting of the Society of Nuclear Medicine
Atlanta, GA 1979

The Application of Bone Scintigraphy in the Diagnosis of Temporomandibular Joint Disorders

Bloom, Goldstein, Alexander

Abstract: 61st Annual Meeting of American Association of Oral and Maxillofacial Surgeons

New Orleans, LA September, 1979

Mandibular Vestibuloplasty with Skin Grafting

Davis, Kaminishi, Bloom

Third Edition: Southern California Oral Surgery Foundation
Los Angeles, CA

Goldstein, Bloom, Hansell: Diagnosis of Temporomandibular Joint Disease

Journal of Nuclear Medicine 20:603, 1979

Posterior Approach to the Ilium for Obtaining Autogenous Bone Graft Material in Maxillofacial Reconstruction

Bloom, Hasse

Abstract: Annual Meeting of the Southern California Chapter American College of Surgeons

Palm Springs, CA January, 1980

Goldstein, Bloom: Detection of Degenerative Disease of the Temporomandibular Joint by Bone Scintigraphy

Journal of Nuclear Medicine 21:928-930, 1980

The Use of Deliberate Hypotension to Control Postoperative Hemorrhage

Berger, Bloom, Rose

Abstract: 62nd Annual Meeting of American Association of Oral and Maxillofacial Surgeons

San Francisco, CA September, 1980

Histologic and Clinical Evaluation of Dermal Grafting for Mandibular Vestibuloplasty

Wheeler, Mintz; Bloom

Abstract: 63rd Annual Meeting of American Association of Oral and Maxillofacial Surgeons

Bloom, Krakower: A Rapid Nasal Packing Catheter for Emergency Management and Evaluation of Epistaxis

Journal of Oral and Maxillofacial Surgery 40:No. 5, May, 1982

Duncan, Rose, Bloom: Hypoxia During Ambulatory General Anesthesia

Journal of Oral and Maxillofacial Surgery 40:No. 7, July, 1982

Enzymatic Changes in the Gingiva, Periosteum, and Alveolar Bone after Orthodontic Tooth Movement.

With Dr. J. L. Ravinowitz, Professor and Chair of Biochemistry, University of Pennsylvania School of Dental Medicine

Microneural and Microvascular Surgery.

Replam Hydroxyapatite - Its Application as a Bone Substitute in Oral and Maxillofacial Surgery.

PUBLICATIONS FOR CURRENT AND/OR FUTURE PREPARATION

MONOGRAPH: Role of Nuclear Medicine in Dentistry and Oral and Maxillofacial Surgery
In collaboration with Dr. John Alexander, Medical College of Virginia

Correlation of Radiographs, Bone Scintigraphy, and Histopathology in the Diagnosis of TMJ Disease
In Collaboration with Dr. John Alexander, Medical College of Virginia

Lower-Lid Vestibuloplasty: A Modified Approach
In collaboration with Dr. John Alexander, Medical College of Virginia

Histologic Evaluation of Split Thickness Skin Grafts in Mandibular Vestibuloplasty Procedures
In collaboration with Dr. John Alexander, Medical College of Virginia

Recurrent Osteoma of the Mandible
In collaboration with Dr. John Alexander, Medical College of Virginia

Parotid Cystoma of the Parotid Gland
In collaboration with Dr. Claude LaDow, University of Pennsylvania

Hyperkeratinizing Sialometaplasia

Parotid Osteomyelitis - Report of Three Cases

Salivary Gland Scintigraphy in Diagnosing Lesions of the Parotid Gland
In collaboration with Dr. Claude LaDow, University of Pennsylvania

Microvascular Rib Augmentation of the Atrophic Mandible

Prostate Metastasis to Mandibular Condyle: A Case Report

LECTURES

"Survey of Oral and Maxillofacial Surgery", September, 1977
Association of Operating Room Technicians of Greater Philadelphia

"Radioisotope Bone Scanning of the Oral and Maxillofacial Region", November, 1977
Delaware Valley Society of Oral and Maxillofacial Surgeons

"Oral Manifestations of Systemic Disease", February, 1979
Grand Rounds, Hospital of the University of Pennsylvania

"Role of Nuclear Medicine in Oral and Maxillofacial Surgery", February, 1979
University of Pennsylvania Oral Surgery Society

"Preprosthetic Surgery", March, 1979

Greater Northeast Philadelphia Dental Study Club

"Radioisotope Diagnosis of TMJ Disease", March, 1979

8th Annual Spring Meeting, Society of Nuclear Medicine, Greater New York Chapter
Atlantic City, NJ

"Diagnosis and Treatment of Pediatric Facial Trauma", March, 1979

Grand Rounds, Children's Hospital of Philadelphia

"Diagnosis and Treatment of Facial Trauma", November, 1979

Grand Rounds, University of California, Irvine Medical Center

University of Pennsylvania, Division of Advanced Dental Education and Post Graduate Oral and
Maxillofacial Training:

"Head and Neck Infections - Anatomy, Diagnosis, and Treatment"

"Neurologic Evaluation of the Traumatized Patient"

"Hematology - Coagulation Disorders"

"Medical Emergencies in the Dental Office"

"Radionuclide Bone Scanning and Its Application in Oral and Maxillofacial Surgery"

Southern California Society of Oral and Maxillofacial Surgeons
Hawthorne, CA June, 1980

"Radionuclide Bone Scanning and Its Application in Oral and Maxillofacial Region"

62nd Annual AAOMS Meeting; 63rd Annual AAOMS Meeting - Surgical Roundtable.
San Francisco, CA September, 1980; Washington, D.C. September, 1981

"TMJ Pain and Dysfunction Syndrome"

Grand Rounds, Internal Medicine

University of California, Irvine Medical Center May, 1982

"Application of Bone Scintigraphy in the Diagnosis of TMJ Disorders"

Facial Pain Center, UCLA

Los Angeles, CA June, 1982

"Facial Trauma"

Surgical Grand Rounds

University of California, Irvine Medical Center October, 1982

"Orofacial Infections"

Long Beach Veterans Administration Medical Center

Long Beach, CA October, 1983

"TMJ Pain and Dysfunction Syndrome"

Internal Medicine, Immunology and Allergy Division

University of California, Irvine Medical Center October, 1983

DEXTER JONES
38 Crestmont Drive
Oakland CA, 94619
(323)333-6582

HIGHLIGHTS OF QUALIFICATIONS

- * Effective communication and public relations skills in diverse settings
- * Broad experience with major private and institutional investment groups throughout both Bay Area and Southern California regions
- * Well-developed leadership and decision-making skills in an entrepreneurial environment

EDUCATION

University of California, Berkeley
Bachelor of Arts, May 1989 (Major in History, Minor in Business with an emphasis in business in U.S. History)

State of CA Real Estate Broker License, December 1989 (Concentration in real estate finance and marketing)

CA School of Real Estate License, 1989 - 91 (Course work in Finance, Legal Aspect of Real Estate, Real Estate Appraisal, Property Management, Escrows, CA Real Estate Practice)

Fuller School of Theology ,
Masters of Divinity – program started

PROFESSIONAL SKILLS

Market Research and Analysis:

- * Worked with acquisitions teams performing financial and market research analysis to target market and identify real estate investment potential
- * Assess the feasibility of commercial , residential , construction , swing and hard money loans
- * Assisted in research analysis of competing health maintenance companies marketing strategies, benefits programs, and developed proposed counter strategies
- * Developed internet Market penetration and mortgage loan software introduction.

Financial/Assets Management:

- * Successfully manage and fund a real estate portfolio valued over 8 million dollars
- * Oversee budget reviews, marketing programs, construction and capital projects of mortgage investment company
- * Coordinator of facilities operation for professional moving company

Marketing, Promotion and Public Relations:

- * Responsible for disbursement of health promotional materials over large geographical region of over 100,000 members
- * Set up, serviced and trained mortgage brokers on internet software and wholesale mortgage business development

Management and Personnel Supervision:

- * Train, supervise and evaluate work performance of staff of marketing representatives in a mortgage lending company

EMPLOYMENT EXPERIENCE

<u>Period</u>	<u>Employer</u>	<u>Position</u>
2002-Present	Dexter L. Jones	Broker/Consultant/Wholesale
2002-2002	Wells Fargo	Branch HMC
2000-2002	Dexter L. Jones California	Broker/Consultant
1998 -1999	LoanCity.com West L.A.	Wholesale Manager
1997 -1998	Corewest Banc Westminster Ca.	Regional Manager Wholesale
1996 -1997	Oceanmark Bank North Miami Beach Fl.	Wholesale Acc. Exe
1996 - 1992	The Pinnacle Group Oakland CA.	Manager/Owner
1992 - 1991	Pacific Thrift and Loan Walnut Creek CA.	Wholesale Acc. Manager
1992 - 1988	Mortgage clinic and Investment Co. Oakland CA.	Manager

HONORS, AWARDS and AFFILIATION

Member, Board of Realtors, National Assoc. of Realtors and Oakland Chamber of Commerce, Most Outstanding Defensive Back, Univ. of CA Football Team
Alpha Phi Alpha Inc. Member and Youth Minister/ Director, Love Temple Missionary Baptist Church, MLS

Employee Handbook Civicorps Schools - Oakland



Revised October 2009

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Introductory Statement

Welcome! As an employee of Civicorps Schools, you are an important member of a team effort. We hope that you will find your position with Civicorps Schools 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 Civicorps Schools.

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 Civicorps Schools 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

Civicorps Schools promotes citizenship and builds civil society by creating educational models that draw upon the power of service as a way of learning.

An educated citizenry is the cornerstone of a healthy democracy. At Civicorps Schools, we promote not only academic and artistic mastery but an understanding in each student of their potential and responsibility to change the world.

Guiding Principles

- Academic excellence
- Artistic literacy
- Values, ethics and spiritual development necessary for 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 in the environment
- Creative partnerships in sustaining public education

New Employee Orientation

Civicorps Schools; distribute and complete all legal paperwork for payroll, benefits, etc. and give you time with your manager to review your job functions, have a tour and meet your co-workers. Please use this time to ask any questions you may have. We want to ensure that you have a great start!

GENERAL EMPLOYMENT POLICIES

At-Will Employment Status

Civicorps Schools 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 Civicorps Schools. Nothing in this handbook shall limit the right to terminate at-will employment. No supervisor or employee of Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

Civicorps Schools 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 Civicorps Schools 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

Civicorps Schools 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. Civicorps Schools policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, and 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.

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

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Civicorps Schools 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. Civicorps Schools 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. Civicorps Schools will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Civicorps Schools 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. Civicorps Schools will immediately undertake a thorough and objective investigation and attempt to resolve the situation. If Civicorps Schools 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. Civicorps Schools will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.

Unlawful Harassment & Uniform Complaint Procedures

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

Civicorps Schools 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 Civicorps Schools**, 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 Civicorps Schools 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 your Supervisor/Manager via the *UNIFORM COMPLAINT PROCEDURE* as follows:

Civicorps Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Civicorps Schools acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

Civicorps Schools prohibits retaliation in any form for participating in complaint procedures, including by not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Civicorps Schools recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of students, school and district advisory committee, and other interested parties. Civicorps Schools designates the CEO as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. The designee appointed by the CEO may conduct the investigation.

Procedures

The following procedures shall be used to address all complaints that allege that Civicorps Schools has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

- **Complaint:** a complaint shall be presented in writing by way of a Civicorps Schools Community Complaint Form to the CEO, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time under 5 CCR 4630(b). A copy of this complaint form is attached to the end of this handbook.
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the information mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with this or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct investigation or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

Alternative Dispute Resolution

All Civicorps Schools employees and Corpsmembers agree that if a resolution is not possible within this process further action will be done under the **Alternative Dispute Resolution** criteria and documentation set forth on page 18 of this handbook.

Liability for Harassment

Harassers may be personally liable for their actions. If you, as an employee, are found to have engaged in any form of harassment or if you, as a supervisor, know about such conduct and condone or ratify it, you may be personally liable for monetary damages. Civicorps Schools will not pay damages assessed against you personally in such instances.

In addition, Civicorps Schools 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 Civicorps Schools 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 practically 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. Civicorps Schools 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 Civicorps Schools 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.

Civicorps Schools 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.

The Human Resources department will oversee the internal process. 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. Human Resources and any designees who will have access to CORI will also be fingerprinted and processed through the California Department of Justice. CORI shall only be used for the purpose for which it was requested. Misuse of CORI is a criminal offense. Misuse of CORI may result in criminal or civil prosecution and/or

administrative action up to and including loss of access to information maintained by the Department of Justice.

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.

Civicorps Schools will attempt to restrict disclosure of your personnel file to authorized individuals within Civicorps Schools. 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, Civicorps Schools 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, Civicorps Schools discloses only the dates of employment and the title of the last position held by former employees. With written authorization from the employee, Civicorps Schools will release salary or wage information to institutions such as banks or credit unions, or prospective employers.

Employment of Relatives

Civicorps Schools 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.

Civicorps Schools 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 Civicorps Schools, 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 Civicorps Schools. 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 Civicorps Schools, 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, Civicorps Schools 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, Civicorps Schools may need to restructure or reduce its workforce. In such cases, Civicorps Schools 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, Civicorps Schools 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.

Internal Job Postings

In most cases open positions will be posted internally to allow current employees to submit cover letters and resumes for the newly posted positions. In most cases, employees must be in their current positions for six months before they are entitled to apply for other positions. The employee must notify their manager of their decision to submit their application for consideration. Civicorps Schools will make every effort to fill open positions from within, but reserves the right to select external candidates when deemed appropriate to so do. Occasionally, for legitimate business reasons, some positions will not be posted internally.

EMPLOYMENT CONDITIONS & CLASSIFICATIONS

Eligibility for Employment

Civicorps Schools will only employ authorized workers. All new hires must provide proof of identity and work eligibility in accordance with US Immigration and Homeland Security Regulations. Employees must complete and sign a Form I-9 and produce valid documents designated by the U.S. Department of Justice which establish both identity and employment eligibility within three working days of hire. Failure to comply may result in termination of employment.

Employment Classifications

For purposes of salary administration and eligibility for overtime payments and employee benefits, Civicorps Schools 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, outside sales representatives, and certain employees in administrative positions are typically exempt.

Employment Status

Regular Full-time Employees

Employees hired to work Civicorps Schools normal, full-time, 40 hour workweek on a regular basis. Such employees may be "exempt" or "nonexempt" as defined above. They are eligible for employee benefits as described in this handbook as well as those benefits required by law.

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. Employees working 30 or more hours per week are eligible for prorated benefits as described in this handbook.

Temporary/Seasonal/Contract/Intern Employees

Employees engaged to work for a limited period of time to fill a specific need within Civicorps Schools. A temporary/seasonal/contract/intern employee earns no employee benefits except where specifically indicated or required by law. A temporary employee may be offered and may accept a new temporary assignment with Civicorps Schools and still retain temporary status. Temporary/seasonal/contract/intern employees are not eligible for benefits, outside of federal and state mandated benefits, unless specifically stated in employment agreement.

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

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.

Rehired Employees (Bridging of Time)

A rehired employee is considered a new employee from the date of the rehire. Civicorps Schools will give credit to employees previously employed by the agency, provided the break in service does not exceed one year for the purposes of vacation accrual only.

WORK SCHEDULE & PAY

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 Civicorps Schools. Your cooperation and assistance in performing such additional work is expected.

Civicorps Schools 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

Civicorps Schools 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. Civicorps Schools reserves the right to change work schedules and assign employees to special schedules as deemed necessary for effective operations. When a change in work schedule is necessary, every effort will be made to provide reasonable advance notice to the employees.

Any request to change work hours must be approved in advance by the employee's supervisor.

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 Civicorps Schools 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.

The way in which time is tracked may change from time to time. In the event of any change, employees will be given adequate notice and instruction as to the new procedure.

Payment of Wages

Paydays are scheduled on the 15th and last work day 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 or Sunday, employees will be paid on the previous Friday. 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. 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.

Civicorps Schools 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.

Garnishments and Support Orders

Civicorps Schools 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.

Payroll Deductions

Federal and state laws require deductions from each employee's wages. These include federal and state income taxes, Social Security taxes, Medicare and State Disability Insurance payments. Such deductions are made without written authorization of the employee.

Optional deductions for insurance premiums or other employee elected benefits are made only with the written authorization of the employee.

Call-In Pay for Non-exempt Employees

Civicorps Schools 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.

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

Civicorps Schools 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 Civicorps School's power to control.

Pay for Mandatory Meetings/Training

Civicorps Schools 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. Civicorps Schools will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must previously authorize all overtime work.

Civicorps Schools 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

Civicorps Schools permits a limited number of advances against paychecks in emergency situations, as determined by the CEO and/or CFO. Employees may receive advances only against money that has been earned, but is unpaid. These advances are dependent upon the financial health of the agency, and

require the approval of the CEO and/or CFO. Civicorps Schools does not permit advances against accrued vacation.

PERFORMANCE

Employment Responsibilities

Upon employment, each employee will be given a job description that explains the responsibilities and duties of the tasks associated with his or her position. From time to time, employees may be asked to work on special projects or to assist with other work that is necessary or important to the operation of Civicorps Schools. Employees' cooperation and assistance in performing such additional work is expected.

Performance Evaluations

Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools 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. You may add a rebuttal statement to your review that will be maintained in your personnel file.

Performance Improvement Plan

Employees who are having performance or behavioral difficulties will be placed on a performance improvement plan. This plan will detail the current issue(s) and outline improvement plan steps and goals to assist the employee in a successful outcome. Performance Improvement Plans will be initiated by the Supervisor and will be done in writing with input from Human Resources. Both the Supervisor and the employee are expected to sign off on the plan and meet at the specified times to work through the issues.

DISCIPLINE, TERMINATIONS and GRIEVANCES

Introduction

Violation of Civicorps Schools policies and rules may warrant disciplinary action. Civicorps Schools has established a system of discipline that may include verbal warnings, written warnings and suspension. The system is not formal and Civicorps Schools may, at its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment. Civicorps Schools' policy of discipline in no way limits or alters the at-will employment relationship or the right to change an employee's position, job title, job responsibilities, benefits, compensation level, or any other terms and conditions of employment at any time, within its sole discretion, with or without cause or notice.

Voluntary or Involuntary Termination

Termination is the voluntary (resignation) or involuntary end of the employment relationship between an employee and Civicorps Schools. Should an employee decide to resign, we request that you give your manager two-weeks notice. This will allow Civicorps Schools time to seek a replacement so that an undue burden will not have to be placed on the employee's department. All resignations must be confirmed in writing. Resignation/Voluntary termination also results when an employee fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor.

Return of Civicorps Schools Property

All Civicorps Schools -owned property, including vehicles, keys, cell phones, pagers, gas cards and credit cards must be returned immediately upon termination of employment.

Termination Pay

An employee who is terminated by Civicorps Schools will be paid his/her earned wages and earned and unused accrued benefits according to applicable state and federal laws.

Complaint and Grievance Procedure

Civicorps Schools philosophy is that good relations and communications between employees and management is essential. Each employee is encouraged to request discussion time with his/her supervisor or manager whenever necessary.

Civicorps Schools encourages employees to contact their supervisor/manager regarding work-related controversies, complaints, disputes and misunderstandings. The following voluntary procedure has been established to address these problems:

1. Discuss the situation with an immediate supervisor.
2. If not satisfied with the resolution, please contact your manager or director who will try to resolve the problem.
3. If not satisfied with the resolution, contact the Human Resources Department who will review the matter with the appropriate parties and render a decision on the problem and necessary actions.

Civicorps Schools has created a voluntary Complaint and Grievance Procedure to administer sound complaint processes. For further information on this procedure, review page 8 and 9 of this document or contact Human Resources.

Alternative Dispute Resolution

Civicorps Schools has implemented a policy requiring binding arbitration, which is described in the Mutual Agreement to Arbitrate Claims. This policy establishes procedures to quickly and inexpensively resolve disputes regarding employment or termination of employment. Binding arbitration ("arbitration") provides the opportunity for employees and Civicorps Schools to have employment disputes heard and resolved in a private and informal setting by an impartial person with experience in the employment field. The arbitration procedures set forth in the Mutual Agreement to Arbitrate Claims provided to you, and summarized below, shall be followed if and when a dispute arises.

As a condition of hire or **continued employment** with Civicorps Schools, all employees are required to arbitrate disputes and to sign an agreement to do so (the "Mutual Agreement to Arbitrate Claims"). Disputes covered by Civicorps Schools Alternative Dispute Resolution Policy include all claims or causes of action an employee may have against Civicorps Schools and all claims or causes of action that Civicorps Schools may have against the employee.

When either an employee or Civicorps Schools wishes to initiate arbitration, that party must give written notice of the claim to the other party. The written notice must identify and describe the nature of the

claims asserted and the facts upon which such claims are based. An employee should give notice to the Human Resources Department. Civicorps Schools will give notice to the employee's last known address recorded in that employee's personnel file.

Either party may submit the dispute for resolution by final binding confidential arbitration under the Procedure. The arbitration will be conducted under the rules of the American Arbitration Association (AAA) with the additional proviso that the Procedure shall be conducted on a confidential basis. These Rules, incorporated by reference into the Mutual Agreement to Arbitrate Claims, include (but are not limited to) the procedures for the joint selection of an impartial arbitrator and for the hearing of evidence before the arbitrator. The arbitrator shall have the authority to allow for appropriate discovery and exchange of information before a hearing, including, but not limited to, production of documents, information requests, depositions and subpoenas. A copy of the complete AAA Employment Dispute Resolution Rules may be obtained from AAA's San Francisco office.

Employees assume responsibility for any fees associated with their opening of a claim up to \$355. Civicorps Schools will advance the remaining fees and costs of the arbitrator. To the extent permissible under the law, however, the arbitrator may rule that the arbitrator's fees and costs be distributed in an alternative manner. Each party may be represented by legal counsel, but must pay its own costs and attorneys' fees, if any.

If you have questions about Civicorps Schools Alternative Dispute Resolution Policy, please contact the Human Resources Department.

STANDARDS OF CONDUCT

Prohibited Conduct

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

- Falsification of employment records, employment information, or other Civicorps Schools 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 Civicorps Schools property or the property of any employee or customer;
- Removing or borrowing Civicorps Schools property without prior authorization;
- Unauthorized use of Civicorps Schools 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 Civicorps Schools property;
- Carrying firearms or any other dangerous weapons on Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools, or while operating employer owned vehicles or equipment; and
- Violation of personnel policies.

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

Off-Duty Conduct

While Civicorps Schools does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may affect Civicorps Schools' legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Civicorps Schools' 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 Civicorps Schools and conduct should be reflective of this. Off-duty conduct by an employee that adversely affects Civicorps Schools' legitimate business interests (use of alcohol or drugs while in uniform) or the employee's ability to perform his or her job will not be tolerated.

Drug and Alcohol Abuse

Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools.

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 Civicorps Schools property or during the workday (including meals and rest periods). Behavior that violates Civicorps Schools 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 Civicorps Schools 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. Civicorps Schools also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, Civicorps Schools reserves the right to conduct searches of Civicorps Schools 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 Civicorps Schools property will not be tolerated because such conduct, even though off duty, reflects adversely on Civicorps Schools. In addition, Civicorps Schools must keep people who sell or possess controlled substances off Civicorps Schools' premises in order to keep the controlled substances themselves off the premises.

Civicorps Schools 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. Civicorps Schools is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools' 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.

Civicorps Schools reserves the right to conduct a drug or alcohol screening test as part of the pre-placement process for new hires, transfers and promotions; and where there is a good faith belief that substance or alcohol abuse is affecting the safety, productivity and/or work-related performance of any employee.

In addition, employees must notify their supervisor, the CEO 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. Civicorps Schools 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.

Civicorps Schools believes that the majority of our employees share our commitment to maintaining an environment free of substance abuse, and will do their part in ensuring that Civicorps Schools is indeed safe, pleasant and productive.

Punctuality and Attendance

As an employee of Civicorps Schools, 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 Civicorps Schools 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, Civicorps Schools will consider you to have abandoned your employment.

Dress Code and Other Personal Standards

Each employee is a representative of Civicorps Schools and, therefore, it is important that each employee report to work wearing appropriate dress. Civicorps Schools 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

The field uniform consists of black issued pants, long or short-sleeved gray work shirts, gray Civicorps Schools T-shirt, work boots, and work jacket. Civicorps Schools sweatshirt may be worn with the gray work shirt as well as Civicorps Schools baseball hat or beanie. Civicorps Schools 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 Corpsmember Academy staff must wear the in-house uniform or professional attire. The in-house uniform is Civicorps Schools emblem polo shirt or sweatshirt and a black or khaki colored skirt or slacks.

Other departments may wear the in-house uniform or professional attire. **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, uniform employees will receive their initial set of uniforms as follows:

Teacher Uniforms:

- 2 shirts
- 1 Sweatshirt

Field Uniforms:

- 2 Shirts
- 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:

Field Uniforms:

- 2 Shirts
- 2 pairs 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 Civicorps Schools, 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 Civicorps Schools.

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 Civicorps Schools 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 Civicorps Schools policy or events relevant to Civicorps Schools.

Notice Posting

Civicorps Schools notices and notices required by law are regularly posted on our bulletin board(s) or designated area(s). Employees should make it a practice to review them frequently so that they can keep current regarding news about Civicorps Schools. Employees may not post or remove items on the bulletin board(s) or designated area(s) without approval by their manager. The same restrictions apply to bulletin boards located in employee break areas. Employees who wish to post on the bulletin board should obtain approval from their Manager or Director.

Referral for Employment

Civicorps Schools appreciates those employees who recommend qualified individuals for employment. Job applicants that are referred will be considered, along with other applicants, for suitable current openings for which they are qualified. Policy prohibits the placement of friends or relatives in positions that management deems to be in conflict with Civicorps Schools interests, such as one relative supervising another relative.

Smoking Policy

Civicorps Schools prohibits smoking in all locations on school property except where specifically designated. In addition, all local, city and state smoking ordinances must be followed.

Change of Status

Employees who change their name, address, telephone number, dependent status (for purposes of tax withholdings), insurance coverage for themselves or their dependents and/or their insurance beneficiaries should advise Human Resources in writing of the change. Failure to do so may result in distribution of insurance benefits or payroll in a manner contrary to the employee's wishes.

Operational Considerations

Employer Property

Lockers, computers, desks, vehicles and other employer-owned property are Civicorps Schools property and must be maintained according to Civicorps Schools rules and regulations. They must be kept clean and are to be used only for work-related purposes. Civicorps Schools reserves the right to inspect all Civicorps Schools 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.

Civicorps Schools voice mail and/or electronic mail (e-mail) are to be used for business purposes only. Civicorps Schools 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 Civicorps Schools -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.

Civicorps Schools 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 Civicorps Schools business and they remain the property of the Organization.

Civicorps Schools 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 Civicorps Schools 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.

Computer and Telecommunication Resources Policy

Civicorps Schools has created this Computer and Telecommunication Resources Policy to ensure that its resources are used properly by all personnel, including but not limited to employees, participants, consultants, and other persons working with Civicorps Schools who use the e-mail system.

The rules and obligations described in this policy apply to all users of the resources, wherever the user may be located. It is every person's obligation to use the resources responsibly, professionally, ethically and lawfully.

- (a) **Business Use.** The e-mail system is meant to be used for business purposes of Civicorps Schools. Personal e-mail accounts are not to be used for professional communications.
- (b) **Ownership.** All email accounts and all information and messages that are created, sent, received or stored on the e-mail system of Civicorps Schools is the sole property of Civicorps Schools and are not the properties of the employee or other personnel.
- (c) **E-mail Review.** All e-mail is subject to the right of Civicorps Schools to monitor, access, read, delete, copy, disclose and use such e-mail without prior notice to the originators and recipients of such e-mail. E-mail may be monitored and read by authorized personnel for any violations of law, breaches of Civicorps Schools policies, communications harmful to Civicorps Schools, or for any other reason.
- (d) **E-mail Content.** Emails should be professional, courteous and in compliance with all applicable laws. **Use of "All Civicorps" emails are limited to supervisor level and above. If employees want to send an "All Civicorps" email; please obtain authorization from your supervisor prior to sending.**
- (e) **Prohibited Acts.** Provided below is a non-exclusive list of prohibited acts associated with your use of our email system. When considering the appropriateness of engaging in a particular act, personnel should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:
 - (i) Using any words, images or references that could be views as libelous, offensive, harassing, illegal, derogatory, discriminatory, or otherwise offensive;
 - (ii) Creating or transmitting email or images that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic;
 - (iii) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital preference, religion, national origin, physical or mental disability, or other protected status;

- (iv) Downloading copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Any personnel with a question concerning a copyright issue should contact the Human Resources Dept; and
- (v) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
- (f) Security. The e-mail system is only to be used by authorized persons, and personnel must have been issued an e-mail password in order to use the system. Personnel shall not disclose their codes or passwords to others and may not use someone else's code or password without express written authorization from an authorized officer of Civicorps Schools.
- (g) No Presumption of Privacy/Confidentiality. E-mail communications should not be assumed to be private and security cannot be guaranteed. Highly confidential or sensitive information should not be sent through e-mail. Personnel are required to use email in a manner that will not risk the disclosure of proprietary and other information to persons outside Civicorps Schools. In addition, Civicorps Schools reserves the right to monitor its employees' email communications.
- (h) Message Retention and Creation. Users expressly waive any right of privacy in anything they create, store, send, or receive on or through the resources, regardless of whether such material may be protected by password or other special entry code or procedure. Civicorps Schools makes its resources available to users solely to assist them in the performance of their jobs. Access to resources is within the sole discretion of Civicorps Schools and use of the resources is a privilege that may be revoked at any time. Generally, users are given access to our various technologies based on their job functions. Only employees whose job performance will benefit from the use of Civicorps Schools' resources will be given access to the necessary resources.
- (i) Viruses. Any files downloaded from e-mail received from non-Civicorps Schools sources must be scanned with Civicorps Schools' virus detection software. If a computer does not have a virus protection system and/or any viruses, suspected tampering or system problems should be immediately reported to our network administrator.
- (j) Passwords. All passwords must be made known to network administrator. The use of passwords to gain access to our computer systems or to access specific files does not provide users with an expectation of privacy in connection therewith.
- (k) Retention in the Event of Litigation, subpoena, or Regulatory Inquiry. It is Civicorps Schools' policy to comply with all legal proceedings. In the event of any litigation, subpoena, regulatory inquiry, criminal proceeding, or the like, our personnel are prohibited from deleting, discarding, or destroying any emails or any other documents relating in any way to the litigation, subpoena, regulatory inquiry, criminal proceeding, or the like.
- (l) No Waiver. Any delay or failure to discipline personnel for violations of this policy will not constitute a waiver of the rights of Civicorps Schools.
- (m) Prohibited Acts. Users may not use the resources of Civicorps Schools for any illegal purpose, violation of any Civicorps Schools policy, in a manner contrary to the best interests of Civicorps Schools, in any way that discloses confidential information of Civicorps Schools or third parties, or for personal or pecuniary gain. Provided below is a non-exclusive list of prohibited acts associated with

use of the resources of Civicorps Schools. When considering the appropriateness of engaging in a particular act, users should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:

- (i) Using any words, images or references that could be viewed as libelous, harassing, illegal, derogatory, discriminatory, or otherwise offensive.
- (ii) Using the resources of Civicorps Schools to transmit, receive, or store any information that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic (e.g., sexually explicit or racial messages, jokes, or cartoons).
- (iii) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital status, religion, national origin, physical or mental disability, or other protected status.
- (iv) Downloading, copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Without prior consultation with the Network Administrator, users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or participants of Civicorps Schools programs or to any other third party; (3) install software on any of Civicorps Schools' workstations or servers; (4) download any software from the Internet or other on-line service to any Civicorps Schools' workstations or servers; (5) modify, revise, transform, recast, or adapt any software; or (6) reverse-engineer, disassemble, or decompile any software. Any user with a question concerning a copyright issue, or who becomes aware of any misuse of software or violation of copyright law, should contact the Human Resources Department.
- (v) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
- (vi) Deliberately performing acts that waste any of the resources or unfairly monopolize any of the resources to the exclusion of others. These acts include, but are not limited to, using the e-mail system for other than business-related communications (or occasional and necessary personal communications, as described in section b), sending multiple pictures using the e-mail system (unless specifically authorized to do so and business-related), sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large documents, undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

Note: Questions regarding e-mail technical usage or terms contained in this policy should be directed to the Network Administrator and/or the Human Resources Department.

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 Civicorps Schools 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 Civicorps Schools 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, Civicorps Schools employees are prohibited from using cell phones while driving on Civicorps Schools business and/or Civicorps Schools 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 Civicorps Schools business and/or time.

Civicorps Schools will NOT assume liability for any traffic violations or fines if you are ticketed for driving and using your cell phone in ways that violate current city, county or state regulation.

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 Civicorps Schools premises or using Civicorps Schools facilities while not on duty. Employees are expressly prohibited from using Civicorps Schools facilities, Civicorps Schools property or Civicorps Schools 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 Civicorps Schools property. For Insurance purposes, employees' personal property is not covered by our liability insurance for damages resulting from theft, fire or any other cause while on the premises, and you are requested to keep personal items to a minimum.

Security/Workplace Violence

Civicorps Schools 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. Civicorps Schools workplace security and violence program is described in detail in the Civicorps Schools Illness and Injury Prevention Program (IIPP). This document is available from the HR office.

Health and Safety

Civicorps Schools 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, Civicorps Schools will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Ergonomics

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

Civicorps Schools 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.

Parking

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

Solicitation and Distribution of Literature

Employees are expected to avoid solicitations and distribution of literature that disrupt the efficient operation of Civicorps Schools' business and/or their co-worker's productivity. No employee shall represent Civicorps Schools 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.

Unless part of a school sponsored event; under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on Civicorps Schools 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 Civicorps Schools 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. Civicorps Schools 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.

Civicorps Schools will obtain and review a Motor Vehicle Record (MVR) prior to employment for those individuals seeking positions that require driving a Civicorps Schools or rented vehicle. Once employed, Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools. Each person is required to furnish proof of auto insurance and registration annually.

Employees who drive their own vehicles on Civicorps Schools 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 a Civicorps Schools or non- Civicorps Schools 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 Civicorps Schools of any of the above described incidents that would affect the employee's driving status may lead to revocation of driving privileges for Civicorps Schools 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 Civicorps Schools 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 Manual.

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 Civicorps Schools' expense reimbursement policy, contact the Controller.

Spending Authority

Some Directors and Senior Executives may be granted spending authority as part of their position. It should be noted that:

- All contracts must be signed by the Chief Executive Officer.
- Each Director or Senior Executive will be given a spending limit from the Controller's Office.

Employee Benefits

Holidays

Teachers

Teachers follow the school calendar set for each academic year and are ineligible for vacation or paid holidays other than what is included in the school calendar.

All Employees Other than Teachers

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.

Civicorps Schools observes the following paid holidays:

- January 1st - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4th - Independence Day
- Labor Day
- Thanksgiving Day and the following Friday
- Christmas Day
- Floating Holiday

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 employees who work a minimum of 30 hours per week are eligible for Winter Leave. Temporary employees are not eligible for Winter Leave pay. For complete Teacher Winter Leave Policy – see page 43.

Civcorps Schools will be closed from December 25th and will reopen the first business day following New Years Day. Winter Leave will begin December 26th and extend through New Years Eve day (December 31). You will be eligible for your regular rate of pay for each of the days you would have normally worked between December 26th and December 31st. Part-time employees will be paid proportionately to the number of hours or days they normally work.

Winter Leave may only be used between December 26th and December 31st. It cannot be carried over from year to year nor can it be converted to cash.

Only under unusual circumstances may employees work during the Winter Leave. Employees must get prior authorization from their manager and director. In accordance with the law, non-exempt employees will be paid their regular rate of pay for the time that they work plus the Winter Leave pay and exempt employees will only be paid for the Winter Leave.

Employees on leave without pay status on the working day immediately preceding and immediately following the Winter Leave will not receive the leave pay.

Vacation

Regular full- and part-time employees who work a minimum of 30 hours per week accrue paid vacation in accordance with the following policy:

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence or termination of employment. Temporary employees do not accrue paid vacation.

Accrual for full-time regular employees

➤ 0-3 Years	3.33 Hours per pay period	10 days per year
➤ 4-10 Years	5.00 Hours per pay period	15 days per year
➤ 11+ Years	6.70 Hours per pay period	20 days per year

Employees working less than 40 hours per week but a minimum of 30 hours per week accrue vacation proportionately to the number of hours worked.

Employees may not accrue more than 200 hours of vacation. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation time will begin to accrue again.

Vacation schedules must be coordinated and cleared with your supervisor. Civcorps Schools schedules determine permissible vacation periods, which employees may need to defer or otherwise adjust accordingly.

An employee whose employment terminates will be paid for accrued unused vacation days.

Employees on unpaid leave do not accrue vacation time.

If a holiday occurs during a vacation period, the employee will be paid the holiday rate for that day and will not be charged for a vacation day for that day.

NOTE: Teaching staff does not accrue vacation pay.

Insurance Benefits

Health Benefits

Civicorps Schools offers a comprehensive health 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 health plan.

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

Employees pay a portion of the monthly premium for employee health benefits. Civicorps Schools pays the remainder of the premium for eligible employees up to the designated benchmark. Employees will be notified of their contribution amount at the time they sign up for the specific benefit. Eligible employees may be responsible for a portion of the monthly premium costs for their dependents' coverage.

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

Section 125/129 Flexible Spending Plans

Civicorps Schools 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. The 125 Plan Document is in all cases controlling and supersedes any inconsistent terms in this manual. We also offer employees' access to a Medical Reimbursement and Dependent Care option within this program that is funded 100% by the employee. These options will be explained to you during your new hire orientation and during open enrollment.

Section 132 Commuter Choice Tax Benefit

Employees are able to deduct pre-tax up to the federal published limit each year, expenses for public transit including BART, buses, and van pools and / or work-related parking expenses. Details regarding this deduction are available from Human Resources.

Guaranteed Ride Home

Through this program, you will be issued a voucher good for a free taxi ride home if you have an emergency and you have walked, bicycled, carpooled, or taken the train, bus or ferry on the day the Guaranteed Ride home is used.

Disability Insurance

Each employee contributes to the State of California to provide short-term disability insurance mandated by the California Unemployment Insurance Code. Long-term disability insurance coverage (after a 90 day benefit waiting period) is provided at no cost to the employee. Contributions are made through a payroll deduction. Disability insurance benefits are payable when you cannot work because of illness or injury not caused by employment at Civicorps Schools 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 Human Resources.

Workers' Compensation

You are protected by Civicorps Schools' workers' compensation insurance policy while employed by Civicorps Schools, 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 Human Resources

Retirement Plan

Civicorps Schools provides a 403(b) plan for eligible employees in order to assist in saving 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 Human Resources.

Unemployment Compensation

Civicorps Schools contributes to the California Unemployment Insurance Fund on behalf of all employees.

Social Security

Civicorps Schools pays a matching contribution to each employee's social security tax deduction.

Leaves of Absence

Personal Leave of Absence

Civicorps Schools 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, Civicorps Schools 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. Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools. 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, Civicorps Schools must be informed as soon as practical.

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

When both parents are employed by Civicorps Schools and request simultaneous leave for the birth, adoption or foster care of a child, Civicorps Schools 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

Civicorps Schools requires employee's to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. Civicorps Schools 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.

Civicorps Schools 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. Civicorps Schools 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, Civicorps Schools 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 Civicorps Schools in conjunction with federal COBRA guidelines by making monthly payments to Civicorps Schools 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 Civicorps Schools. 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 contact Human Resources, call 1-877-238-4373 or go to www.edd.ca.gov.

Pregnancy Disability Leave

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, Civicorps Schools 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.

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 Civicorps Schools 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.
- 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 Civicorps Schools 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 (with the exceptions noted above) 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, Civicorps Schools 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 Civicorps Schools may provide and for which you are eligible. In some instances, Civicorps Schools 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 Civicorps Schools in conjunction with federal COBRA guidelines by making monthly payments to Civicorps Schools for the amount of the relevant premium. Contact Human Resources for further information.

Teacher – Specific Leave Programs

Please see page 43 of this handbook for paid leave programs in place for the teaching staff.

COBRA

Civicorps Schools participates in the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) program. If you are terminated from employment, you will be notified of your rights to continue on certain of your benefits through this program. Please contact human resources if you have any questions.

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. Civicorps Schools will not tolerate abuse or misuse of your sick leave privilege.

Civicorps Schools 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. Civicorps Schools does not pay employees in lieu of unused sick leave. Civicorps Schools may require a note from your doctor for illnesses longer than five business days before paying for sick time taken.

Employees may use 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.

Definitions

- 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).
- 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.

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.

Bereavement Leave

Civicorps Schools 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. Civicorps Schools complies with applicable state and federal laws relating to military leave and job reinstatement.

Jury Duty and Witness Leave

Civicorps Schools encourages employees to serve on jury duty or as a witness when called. Any regular fulltime 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.

Volunteer Firefighters and Peace Officers

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter, peace officer or emergency rescue personnel. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please inform your supervisor that you may have to take time off for emergency duty and alert your supervisor before doing so when possible.

Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave. You may request leave if you are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief and ensure your health, safety or welfare, or that of your child(ren).

You should provide notice and certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence.
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court of the prosecuting attorney that the employee appeared in court.
- Documentation from a medical professional, domestic violence advocate, health-care provider or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

Civicorps Schools will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The length of unpaid leave an employee may take is limited to 12 weeks as provided for under the federal Family and Medical Leave Act. Employees may use accrued sick and or vacation time for this type of leave.

Time Off for Voting

Civicorps Schools 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 Civicorps Schools, 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 Civicorps Schools or the individual employee. Attendance at such activities, whether required by Civicorps Schools 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 Civicorps Schools, 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 Civicorps Schools 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

Civicorps Schools 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

Civicorps Schools, 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 Civicorps Schools 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 Civicorps Schools 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 Civicorps Schools' 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, Civicorps Schools' 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.

Teacher-Specific Benefits, Accruals & Holidays

Teachers are eligible for sick time accrual only. Vacation time does not accrue.

Teaching staff are eligible for the following paid leave programs in addition to the other leave programs previously mentioned:

- a. Spring Leave – Both K-5 and High School teaching staff are eligible for Spring Leave pay. Generally the schools will be closed either the week before or the week after the Easter Holiday. The actual dates of the leave will be announced at the beginning of each school year via the academic calendar. Spring Leave may only be used during this time and cannot be carried over from year to year. Part-time teachers will be paid proportionately to the number of hours or days they normally work.
- b. Summer Leave – Both K-5 and High School teaching staff are eligible for Summer Leave. 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. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. Summer Leave may only be used during this time and cannot be carried over from year to year.
- c. Thanksgiving Leave – based on academic calendar school closing. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. This leave may only be used during this time and cannot be carried over from year to year.
- d. Winter Leave – an additional week of paid leave is provided for the teachers based upon the academic calendar. Teachers are eligible for their regular rate of pay per their current contract and part time teachers will be paid proportionately to the number of hours or days normally worked. This leave may only be used during this time and cannot be carried over from year to year.

NOTE: Current teacher contract in place and the current academic calendar are to be utilized in conjunction with this handbook.

Confirmations of Receipt

On the following pages are confirmation documents and sample complaint form. Please sign and return the Confirmation of Receipt of Employee Handbook immediately. Please review and sign the Confirmation of Receipt of Alternative Dispute Resolution within 2 days of receipt and return this form to Human Resources. If you have questions prior to signing these documents, please see Human Resources. The CCF should only be used as needed.

**CONFIRMATION OF RECEIPT
EMPLOYEE HANDBOOK**

I have received my copy of Civicorps Schools' 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 Civicorps Schools. Civicorps Schools reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that, other than the CEO, no manager, supervisor, or representative of Civicorps Schools 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 CEO 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 Civicorps Schools is at-will; employment may be terminated at anytime by either party.

My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between Civicorps Schools 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 Civicorps Schools.

Employee's Name (Please Print)

Employee's Signature

Date

**CONFIRMATION OF RECEIPT
ALTERNATIVE DISPUTE RESOLUTION**

I have received my copy of Civicorps Schools' Mutual Agreement to Arbitrate Claims. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Agreement.

My signature certifies that I understand the foregoing agreement and that it supersedes all prior agreements, understandings, and representations concerning my dispute resolution with Civicorps Schools.

Employee's Name (Please Print)

Employee's Signature

Date

CIVICORPS SCHOOLS
COMMUNITY COMPLAINT FORM

NAME: _____ Address: _____

Phone (day) _____ Phone (evening/other) _____

1. Who is your complaint against?

Name: _____ Title: _____

2. Has this been discussed with him/her? YES _____ NO _____ Date: _____

3. Has the complaint been discussed with the Manager/Sup/Principal? YES ___ NO ___ Date _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy of action do you suggest?

Signature: _____ Date: _____

Date Received by Civicorps Schools Compliance Officer/HR: _____

Civicorps Academy

Corpsmember Handbook



Updated August 2011

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Corpsmember Policy Handbook

Welcome! As a Corpsmember at the Civicorps, you are an important member of a team effort. We hope that you will find your time with Civicorps rewarding, challenging, and productive.

Civicorps was founded in 1983 to provide job training, work experience and education to young adults, ages 17 to 24 (18 to 24 in the field program), in the East Bay. Since then, thousands of young adults have gone through Civicorps Corpsmember program and many have moved on to exciting jobs because they worked hard and took advantage of our programs.

The Civicorps Corpsmember Academy is a public high school that encompasses education and work training. The work at Civicorps is not to be considered an on-going job. The program is designed to assist you in obtaining your high school diploma and gaining the skills that you will need to continue your education journey in college or trade school and/or to obtain full-time, permanent work outside of Civicorps.

The Corpsmember Academy is designed as a one year program after which you can ask for an extension. Extension may be granted after review of request for an extension.

This handbook describes our programs, Civicorps policies and what is expected of corpsmembers. It supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your supervisor will be happy to answer any questions you may have.

Mission and Values

Civicorps Schools promotes citizenship and builds civil society by creating educational models that draw upon the power of service as a way of learning.

An educated citizenry is the cornerstone of a healthy democracy. At Civicorps Schools, we promote not only academic and artistic mastery but an understanding in each student of their potential and responsibility to change the world.

Guiding Principles

- Academic excellence
- Artistic literacy
- Values, ethics and spiritual development necessary for 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 in the environment
- Creative partnerships in sustaining public education

At-will Employment Status

Civicorps Corpsmembers 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 corpsmember or Civicorps. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or corpsmember of Civicorps 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 (ED) of Civicorps has the authority to make any such agreement, which is binding only if it is in writing.

Integration Clause and Right to Revise

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

Civicorps 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 corpsmember 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 Civicorps as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this corpsmember handbook or in any other personnel document creates or is intended to create a promise or representation of continued employment for any corpsmember.

Equal Employment Opportunity and Americans with Disabilities Act

Civicorps Schools 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. Civicorps Schools' policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, and 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.

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

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Civicorps Schools 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. Civicorps Schools 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. Civicorps Schools will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Civicorps Schools 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 Executive Director. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. Civicorps

Schools will immediately undertake a thorough and objective investigation and attempt to resolve the situation. If Civicorps Schools 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. Civicorps Schools will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.

Unlawful Harassment

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

Civicorps Schools 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 Civicorps Schools, 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

If you are the victim of, or a witness to, harassment in the workplace you are required by Civicorps Schools to take follow the Uniform Complaint Procedure below, and may: **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.

Complaint Procedure:

Civicorps Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and

development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Civcorps Schools acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the ED or ED's designee on a case-by-case basis.

The ED or ED's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the ED or ED's designee.

Civcorps Schools prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Civcorps Schools recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the ED or ED's designee shall initiate mediation. The ED or ED's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

Civcorps Schools designates the ED as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. The designee appointed by the ED may conduct the investigation.

Procedures

The following procedures shall be used to address all complaints that allege that Civcorps Schools has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

- **Complaint:** a complaint shall be presented in writing by way of a Civcorps Schools Community Complaint Form to the Executive Director, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the ED or ED's designee grants an extension of time under 5 CCR 4630(b). A copy of this complaint form is attached to the end of this handbook.
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the information mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with this or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct investigation or an appeal request, unless the complainant agrees in

writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

Alternative Dispute Resolution

All Civicorps Schools employees and corpmembers agree that if a resolution is not possible within this process further action will be done under the Alternative Dispute Resolution. Civicorps Schools has implemented a policy requiring binding arbitration, which is described in the Mutual Agreement to Arbitrate Claims. This policy establishes procedures to quickly and inexpensively resolve disputes regarding employment or termination of employment. Binding arbitration ("arbitration") provides the opportunity for employees and Civicorps Schools to have employment disputes heard and resolved in a private and informal setting by an impartial person with experience in the employment field. The arbitration procedures set forth in the Mutual Agreement to Arbitrate Claims provided to you, and summarized below, shall be followed if and when a dispute arises.

As a condition of hire or continued employment with Civicorps Schools, all employees are required to arbitrate disputes and to sign an agreement to do so (the "Mutual Agreement to Arbitrate Claims"). Disputes covered by Civicorps Schools Alternative Dispute Resolution Policy include all claims or causes of action an employee may have against Civicorps Schools and all claims or causes of action that Civicorps Schools may have against the employee.

When either an employee or Civicorps Schools wishes to initiate arbitration, that party must give written notice of the claim to the other party. The written notice must identify and describe the nature of the claims asserted and the facts upon which such claims are based. An employee should give notice to the Human Resources Department. Civicorps Schools will give notice to the employee's last known address recorded in that employee's personnel file.

Either party may submit the dispute for resolution by final binding confidential arbitration under the Procedure. The arbitration will be conducted under the rules of the American Arbitration Association (AAA) with the additional proviso that the Procedure shall be conducted on a confidential basis. These Rules, incorporated by reference into the Mutual Agreement to Arbitrate Claims, include (but are not limited to) the procedures for the joint selection of an impartial arbitrator and for the hearing of evidence before the arbitrator. The arbitrator shall have the authority to allow for appropriate discovery and exchange of information before a hearing, including, but not limited to, production of documents, information requests, depositions and subpoenas. A copy of the complete AAA Employment Dispute Resolution Rules may be obtained from AAA's San Francisco office.

Employees assume responsibility for any fees associated with their opening of a claim up to \$355. Civicorps Schools will advance the remaining fees and costs of the arbitrator. To the extent permissible under the law, however, the arbitrator may rule that the arbitrator's fees and costs be distributed in an alternative manner. Each party may be represented by legal counsel, but must pay its own costs and attorneys' fees, if any.

Liability for Harassment

Harassers may be personally liable for their actions. If you, as an employee, are found to have engaged in any form of harassment or if you, as a supervisor, know about such conduct and condone or ratify it, you may be personally liable for monetary damages. Civicorps Schools will not pay damages assessed against you personally in such instances.

In addition, Civicorps Schools 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.

Employment and Education Policies and Practices

Education Policy

All corpsmembers who have not received a high school diploma participate in the Civicorps Academy public high school. You are expected to attend on-site education classes that encompass education and employment training through a competency-based diploma program.

Those corpsmembers who have their high school diploma will be required to attend college courses while active in the program.

Access to Educational Services

Civicorps Academy holds high expectations for all of its students and is committed to supporting students who are not achieving expected outcomes. Academically low-achieving students will be identified through diagnostic measures, teacher recommendation, progress reports, test scores, and/or other assessment measures. Should students appear to require additional assistance, Civicorps Academy will recommend individualized instruction and small group work.

Students with Individualized Education Plans (IEP's) or 504 Plans will be identified and provided with the accommodations and modifications as documented and Civicorps will ensure appropriate individualized goals are set for qualifying students.

Education Schedule

Classes are scheduled Monday through Thursday from 8:00 a.m. to 3:00 p.m. and 4:10 p.m. to 6:00 p.m. Learning Academy corpsmembers are required to attend class each day from 8:00 a.m. to 3:00 p.m. All corpsmembers in the Field Academy are required to attend class **two** nights per week. Corpsmembers will attend two classes per night each lasting one hour in length. In addition, corpsmembers are required to attend all Friday educational sessions.

Progress Reports

Corpsmembers will receive feedback on their educational progress at regular intervals while in the Academy. Official portfolio check-ins and progress reports will be conducted and distributed at the end of each trimester (roughly October, February, and May)

Educational Retention and Promotion Policy

All corpsmembers without a high school diploma or GED are reported as 12th grade students and are therefore not subject to retention and/or promotion into other grade levels. Corpsmembers are promoted to High School Graduate upon completion of the Portfolio Graduation Requirements.

Students will be given individualized portfolio check-ins which document educational strengths and weaknesses and sets individualized benchmarks for student growth and achievement. Student progress will be monitored quarterly to assure continuous growth and to adapt educational strategies when necessary. Retention in the program and/or promotion through the program will be determined through careful examination of each student's overall achievement on assessment measures, CAHSEE examinations, student progress reports and teacher recommendations. For students with special needs and English Language Learners, mastery and promotion will be dependent on their respective IEP and/or English proficiency levels.

Positions within the Academy

Corpsmember

Everyone begins the program in the Learning Academy before beginning their work in the Field Academy on a field crew on outdoor projects that help improve the community, such as preventing floods, fires and mudslides, building trails, and improving park areas.

Crew Leader

Civcorps provides Crew Leader training to train corpsmembers in leadership, advanced tool training, project management, safety, and first aid. Crew leaders are assigned to field crews to help supervisors manage the crews and complete the work projects. Corpsmembers who successfully complete Crew Leader training may apply for open Crew Leader positions. Corpsmembers who are promoted to crew leader positions must attend and pass all related training sessions.

Recycling Intern

The Recycling Intern works at the Civicorps recycling center. The job may include driving to different sites in the East Bay to pick up recyclable materials and sorting recyclable materials. Corpsmembers who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school may apply for open Recycling Intern positions.

Outside Recycling Intern

Outside Recycling Interns work with public agencies and private companies that are involved in recycling and waste reduction. Sponsors are located throughout the East Bay and may include office or recycling plant positions. Work includes answering telephones, using a forklift, helping the public, sorting recyclables, completing general office duties, and marketing recycled products. Corpsmembers who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school may apply for open Outside Recycling Intern positions.

Operations Intern

Operations Interns work with the Civicorps Operations department staff. They help to maintain, monitor and repair vehicles, tools and supplies. Corpsmembers who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school may apply for open Operations Intern positions.

Learning Center Intern

Learning Center Interns work with the Youth Development staff to help keep track of education materials, file information, monitor attendance, and check work that is turned in. Corpsmembers who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school may apply for open Learning Center Intern positions.

Recruitment Intern

Recruitment Interns assist the corpsmember recruitment office with handing out applications, monitoring applicants through the recruitment process, completing general office duties, and scheduling interviews. Corpsmember who have demonstrated strong leadership skills and responsibility as well as good attendance at work and school may apply for open Recruitment Intern positions.

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 Civicorps. Your cooperation and assistance in performing such additional work is expected.

Civicorps 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

Civicorps is normally open for business between the hours of 7:30 a.m. and 6:00 p.m. Monday through Thursday and 8:00 a.m. through 4:00 p.m. on Friday. In certain circumstances, your supervisor will assign your individual work schedule. All corpsmembers are expected to be at lineout, at their worksite or their intern location at the start of their scheduled shifts in uniform (see Dress Code and Other Personal Standards, page 15), ready to work.

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

Meal and Rest Periods

Corpsmembers are provided with a 30-minute to one-hour meal period, to be taken approximately in the middle of the workday. They also are given a 10-minute 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. Due to the nature of the work that we do, you will not have the opportunity to leave the premises during your meal period. Store visits are not allowed when working on a crew.

Timekeeping Requirements

All corpsmembers are required to use a crew roster to record time worked for payroll purposes. A supervisor must initial any handwritten marks or changes on the crew roster. Completing another corpsmember's crew roster, allowing another corpsmember to complete your crew roster, or altering a crew roster is not permissible and is subject to disciplinary action.

Any errors on your crew roster should be reported immediately to your supervisor.

Payment of Wages

Paychecks are normally available by 4:00 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 bi-weekly; every other Friday. If a regular payday falls on a holiday, corpsmembers will generally be paid on the previous business day or, if not, on the next business day.

Civicorps offers direct payroll deposit for all corpsmembers. 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 in which the service is to begin. Direct Deposit generally takes one pay period to activate.

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) in which 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 on time.

Wage Increases

Each month, a corpsmember will have an opportunity to earn a ten cent (\$0.10) raise if he or she meets the criteria.

In order to be eligible for an increase, a corpsmember must:

1. Have no more than a total of three (3) education and work excused absences combined. Any unexcused absence from work will result in automatic denial of raises.
2. Earn a "satisfactory" with a minimum score of 46 in his/her evaluation.
3. Not have been on LOA for more than one full week. Also, they cannot have missed more than one week (5 days) of the month due to leaves
4. Not have any suspensions; suspensions are grounds for automatic denial of raises.

Overtime for Corpsmembers

Corpsmembers may be required to work overtime. Only actual hours worked in a given workday or workweek can apply in calculating overtime. Civicorps will attempt to distribute overtime evenly and accommodate individual schedules. A supervisor must authorize all overtime work in advance. Civicorps provides compensation for all overtime hours worked by corpsmembers 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 corpsmember'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.

Corpsmember Records

You have a right to inspect certain documents in your corpsmember file, as provided by law, in the presence of a designated staff member. Corpsmembers wishing to review their personnel file must complete and submit a "Request to Review Personnel Records" form.

The personnel file must be inspected at the Civicorps Schools Academy office. Corpsmembers are not allowed to remove any document from their file nor may they make any changes in their file. A corpsmember may take notes during the review of their file. No copies of documents in a corpsmember's file may be made, with the exception of documents that the corpsmember has previously signed. The corpsmember will be required to sign a receipt for any copies of documents. If a corpsmember disagrees with or challenges any information in their file, they can submit a written request explaining why such a change must 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.

Civicorps will attempt to restrict disclosure of your personnel file to authorized individuals within Civicorps. Any request for information from personnel files must be directed to staff. Disclosure of personnel information to outside sources will be limited. Only Payroll or Human Resources are authorized to release information about current or former corpsmembers. However, Civicorps will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

Corpsmember Records Names and Addresses

Civicorps is required by law to keep current all corpsmembers' names and addresses. Corpsmembers are responsible for notifying Civicorps in the event of a name or address change.

Corpsmember Verifications

All requests for employment verifications must be directed to Payroll or Human Resources. No other manager, supervisor, corpsmember, or employee is authorized to release verifications for current or former corpsmembers. By policy, Civicorps discloses only the dates of employment and the title of the last position held by former corpsmembers. If the corpsmember authorizes the disclosure in writing, Civicorps will also inform prospective employers of the amount of salary or wage last earned.

Performance Evaluations

Each corpsmember, crew leader, and intern will receive monthly performance reviews conducted by his or her supervisor.

A corpsmember's first performance evaluation will take place after completion of one calendar month of employment with subsequent performance evaluations conducted monthly thereafter. Crew Leaders and Interns will also be reviewed monthly. Performance evaluations may review factors including the quality and quantity of your work, your job knowledge, initiative, goal achievement, educational performance, and your attitude toward others. In addition, you will be evaluated on your attendance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance.

The performance evaluations are based on a point and goal system. In order to be eligible for a 10-cent raise every other calendar month, you must obtain 46 points on the evaluation. Raises cannot be made retroactive. After the review, you will be required to sign the evaluation report simply 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.

Open-door Policy (Conflict Resolution)

Suggestions for improving Civicorps are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. Your good-faith complaints, questions, and suggestions also are of concern to Civicorps. We ask you to first discuss your concerns with your supervisor, following these steps:

1. Immediately after an occurrence, bring the situation to the attention of your immediate supervisor, who will then investigate and provide a solution or explanation.
2. If the problem persists, you may describe it in writing and present it to your supervisor's supervisor, i.e., the Field Program Coordinator, the Field Program Manager or the Recycling Manager, who will investigate and provide a solution or explanation. We encourage you to bring the matter to the Field Program Coordinator, Field Program Manager or Recycling Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
3. If the problem is not resolved, you may present the problem in writing to the Head of School, who will attempt to reach a final resolution. This decision will be final.
4. For additional information on grievance process, see page 3.

When necessary, Human Resources will be consulted to ensure Civicorps is in compliance with all polices and state and federal laws. This procedure, which we believe is important for both you and Civicorps, cannot guarantee that every problem will be resolved to your satisfaction. However, Civicorps values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Employment of Relatives

Relatives of Corpsmembers may be eligible for employment with Civicorps only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise such as working on the same crew. Civicorps defines "relatives" as spouses, children, siblings, parents, in-laws, and step-relatives. Present corpsmembers who marry will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflict of interest such as working on the same crew.

Conflicts of Interest

All Corpsmembers must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a partnering or sponsoring agency, supplier, or subordinate corpsmember of Civicorps, which impairs a corpsmember'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, staff may not fraternize with participants or students.

A corpsmember 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, Civicorps may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Involuntary Termination and Discipline

Violation of Civicorps policies and rules may warrant disciplinary action. Civicorps has established a system of progressive discipline that includes verbal warnings, written warnings, counseling and contracts, and suspension. The system is not formal, except regarding attendance (see below), and Civicorps may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, long-term suspension (termination) of employment. Civicorps' policy of discipline in no way limits or alters the at-will employment relationship.

In addition, corpsmembers need to be aware that any staff person at Civicorps may initiate disciplinary action anytime. Academy staff may initiate disciplinary action if policies and procedures are not followed in the classroom.

Attendance Policy

The following outlines the progressive disciplinary process for attendance and punctuality for work, school, workshops, Community Meetings, and Crew Meetings on a monthly cycle. As an education and job training program the value of being on time and in attendance on a daily basis is emphasized throughout the program, therefore it is extremely important that you adhere to the attendance and punctuality guidelines in order to continue to be in good standing. Remember, communication is crucial!

Absences: Absences from work and school are combined. Please note that corpsmembers are not eligible for a raise in a month in which they have more than three combined absences and any unexcused absences from work in a given month will also result in denial of raises.

Corpsmembers are required to provide a note from their doctor, probation/parole office, or a court employee if absences are related to medical or legal issues.

- Two absences = Verbal warning
- Three absences = Written warning

- Four absences = Contract, final warning and job holding workshop. The corpsmember will be on contract for 30 days and cannot be absent from work, school, workshops, Community Meetings, Crew Meetings or job holding workshops unless it is an emergency and the corpsmember can provide verifiable documentation. Corpsmembers will also be required to attend job-holding workshops and will be placed on long term suspension if any of the required three classes are missed. Corpsmember are only eligible for job holding workshops once every 12 months.
- Four absences (if ineligible for job holding workshops) = Contract & suspension. The suspension will last for a minimum of three days without pay. Corpsmembers are expected to continue to attend class while on suspension.
- Five absences = Long Term Suspension

Punctuality: Tardiness from work and school are combined. Corpsmembers will be considered tardy if they are not at lineout, at their worksite or their intern location at the start of their scheduled shifts in uniform (see Dress Code and Other Personal Standards), ready to work, or if they are not in class on time.

- One tardy = Verbal warning
- Two tardies = Written warning
- Three tardies = Contract and final warning. Corpsmember will be on contract for 30 days and cannot be late for work, school, workshops, Community Meetings, or Crew Meetings unless it is an emergency and the corpsmember can provide verifiable documentation.
- Four tardies = Contract, final warning and job holding workshop. The corpsmember will be on contract for 30 days and cannot be late for work, school, workshops, Community Meetings, Crew Meetings or job holding workshops unless it is an emergency and the corpsmember can provide verifiable documentation. Corpsmembers will also be required to attend job-holding workshops and will be placed on long term suspension if any of the required three classes are missed.
- Four tardies (if ineligible for job holding workshops) = Contract & suspension. The suspension will last for a minimum of three days without pay. Corpsmembers are expected to continue to attend class while on suspension.
- Five tardies = Long Term Suspension

Voluntary Termination

Voluntary termination results when a corpsmember voluntarily resigns his or her employment. All Civicorps-owned property, including hard hats, must be returned immediately upon termination of employment. Corpsmembers will be charged for Civicorps -owned equipment that is not returned. It will be deducted from their final pay check in accordance with their prior written authorization.

Exiting the Program

Civicorps Corpsmember Academy is a training program and is not a permanent job or a school to linger in. All corpsmembers will receive an exit letter after one year in the program, at which point they will be required to submit a request for extension. The written request will be considered by the Corpsmember program managers and the corpsmember's individual gains made in both school and work will be reviewed. If it is found that gains are not being made, the corpsmember's individual situation will be reviewed and steps will be recommended that the corpsmember must take in order to

remain in the program. A written reply will be provided to the corpsmember articulating the expectations and revised exit date.

If the corpsmember does not meet the established goals, he or she may be asked to leave the program.

When a corpsmember receives his/her diploma, a meeting will be scheduled with the Career Counselor to begin the exit process.

Appeal Process

Civcorps strives to give corpsmembers a voice throughout the discipline process. If a corpsmember disagrees with the discipline assigned to them (contract, suspension, etc.), they have the right to complete a written appeal form within three days of the incident and submit it to the Head of School. The appeal will be reviewed by the management team and responded to within three days.

Second Chance Policy

Civcorps allows former corpsmembers to apply for re-enrollment and rehire. To re-apply to the program, corpsmembers must write a letter to the Academy explaining their reason for leaving and the reasons they wish to return, including goals and objectives. After the Academy management team reviews the letter, the corpsmember will be interviewed and a determination will be made.

Corpsmembers are eligible to return to the program after they have been out of the program a minimum of 30 days.

Standards of Conduct

Prohibited Conduct

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

- Falsifying employment records, employment information, or other Civcorps records;
- Recording the work time of another corpsmember or allowing any other corpsmember to record your work time, or falsifying any time sheet, either your own or another Corpsmember's;
- Theft and deliberate or careless damage or destruction of any Civcorps property, or the property of any corpsmember, staff or sponsoring agency;
- Removing or borrowing Civcorps property without prior authorization;
- Unauthorized use of Civcorps equipment, time, materials, or facilities;
- Provoking a fight, fighting or threatening violence during working hours or on Civcorps property or at an offsite workplace;
- Participating in horseplay or practical jokes on Civcorps time or on Civcorps premises or offsite workplace;

- Carrying firearms or any other dangerous weapons on Civicorps premises or offsite workplace 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 Civicorps property or offsite workplace;
- Insubordination, including but not limited to failure or refusal to obey the orders or 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 Civicorps premises or offsite workplace;
- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Unauthorized use of telephones, cell phones, e-mail, faxes, mail system or other employer owned equipment;
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Wearing drug or gang related styles of dress;
- Violating any safety, health, security or Civicorps policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing or involvement in any act of unlawful harassment 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 Civicorps, or while operating employer owned vehicles or equipment;
- Use of pagers, cell phones, radios, walkmans, televisions, or portable DVD players is prohibited while involved in any Civicorps work or education activity;
- Gambling of any kind during work or education activities and on or around the work site at any time;
- Requesting your supervisor to drive you to the store (supervisor are not allowed to make such trips);
- Plagiarism;
- Violation of any corpsmember policies.

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

Off-duty Conduct

While Civicorps does not seek to interfere with the off-duty and personal conduct of its corpsmembers, certain types of off-duty conduct may interfere with Civicorps's legitimate business interests. For this reason, corpsmembers are expected to conduct their personal affairs in a manner that does not adversely affect Civicorps's or their own integrity, reputation or credibility. **Please be aware that while in uniform whether it is on- or off-duty, corpsmembers are expected to act as a representative of Civicorps and conduct should be reflective of this, i.e., shirts must be tucked in, pants must**

not be sagging, no undergarments showing, and the uniform must be kept clean. Off-duty conduct by corpsmember that adversely affects Civicorps Schools' legitimate business interests (illegal or immoral conduct, use of alcohol or drugs while in uniform, etc) or the corpsmembers' ability to perform his or her job will not be tolerated.

Drug and Alcohol Abuse

Civicorps 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 a corpsmember's work performance, efficiency, safety, and health, and therefore seriously impair the corpsmember's value to Civicorps. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other corpsmembers and employees and exposes Civicorps to the risks of property loss or damage, or injury to other persons.

Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect a corpsmember's job performance and may seriously impair the corpsmember's value to Civicorps.

The following rules and standards of conduct apply to all corpsmembers either on Civicorps property or during the workday (including meals and rest periods). Behavior that violates Civicorps 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 a Civicorps 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. Civicorps also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, Civicorps reserves the right to conduct searches of Civicorps property or corpsmember's personal property, and to implement other measures necessary to deter and detect abuse of this policy.

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

Civicorps will encourage and reasonably accommodate corpsmembers with alcohol or drug dependencies to seek treatment and/or rehabilitation. Corpsmembers desiring such assistance should request a treatment or rehabilitation leave. Civicorps is not obligated to provide assistance to cover the cost of the treatment or rehabilitation plan. In addition, Civicorps 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 Civicorps 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, corpsmembers 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 Civicorps's treatment of corpsmembers who violate the regulations described previously. Rather, rehabilitation is an option for a corpsmember who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Punctuality and Attendance

You are expected to be punctual and reliable in attendance. Any tardiness or absence causes problems for your fellow corpsmembers and your supervisor. When you are absent, others must perform your assigned work.

Corpsmembers are expected to report to work as scheduled, on time, in uniform, with their lunch and prepared to start work. Corpsmembers also are expected to remain at work for their entire work schedule. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and will not be tolerated.

If you are unable to report for work on any particular day, Field Corpsmembers must call their supervisor by 7:30 a.m. and Intern Corpsmembers must call by the start of their work day of the day you will absent. In all cases of absence or tardiness, corpsmembers must provide their supervisor with an honest reason or explanation. Corpsmembers also must inform their supervisor of the expected duration of any absence. Excessive absenteeism or tardiness will not be tolerated. Civicorps's definition of excessive absenteeism and tardiness is outlined under "Involuntary Termination and Progressive Discipline".

Dress Code and Other Personal Standards

Because each corpsmember is a representative of Civicorps in the eyes of the public, Corpsmembers must report to work and school properly groomed and wearing appropriate clothing. Corpsmembers are expected to dress neatly and in a manner consistent with the nature of the work performed and in the interest of professionalism. Corpsmembers who report to work or school inappropriately dressed will be asked to leave. This includes but is not limited to: sagging pants, revealing tops or bottoms, clothing with drug or gang related designs.

All Corpsmembers in the Field Academy and Recycling are required to wear Civicorps uniforms and must take care of their uniforms and report any wear or damage to their supervisors. Supervisors will inform you of additional requirements regarding acceptable attire. Certain corpsmembers may be required to wear safety equipment or clothing. Your supervisor must approve any deviations from these guidelines.

Prior to your first field assignment you will be given a Field Uniform consisting of:

- 1 shirt
- 1 pairs of pants
- 1 pair of work gloves
- 1 hard hat

You must return these items in good condition at the end of the program. If you leave the program before completing six months in the Field Academy, the items must be returned or the cost of the items will be deducted from your last paycheck.

The uniform consists of black pants, gray work shirts, steel toed work boots, Civicorps hat, and Civicorps work jacket. Shirts must be tucked in, the Civicorps hat must be on, pants must not be sagging, i.e., no undergarments showing, and the uniform must be kept clean at all times. Corpsmembers are prohibited from wearing any head covering other than the Civicorps hat.

Work Relations

Corpsmembers are expected to be polite, courteous, prompt, and attentive to all members of the public. A corpsmember should contact his or her supervisor immediately if they encounter an uncomfortable situation that he or she does not feel capable of handling.

Sponsors are to be treated courteously and given proper attention at all times. Never regard a sponsor's question or concern as an interruption or an annoyance. You must respond to inquiries from sponsors, whether in person or by telephone, promptly and professionally.

Through your conduct, show your desire to assist the sponsor in obtaining the help he or she needs. If you are unable to help a sponsor, find someone who can.

Never argue with a sponsor. Ask your supervisor to intervene if a problem develops or if a sponsor remains dissatisfied.

Confidentiality

Each corpsmember is responsible for safeguarding the confidential information obtained during employment. In the course of your work, you may have access to confidential information regarding Civicorps, its suppliers, its sponsors, or perhaps even fellow corpsmembers. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be 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 Civicorps.

Business Conduct and Ethics

No corpsmember may accept a gratuity or sizeable or excessive gift from any sponsor, vendor, supplier, or other person doing business with Civicorps because doing so may give the appearance of influencing business decisions, transactions or service.

Operational Considerations

Employer Property

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

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

No personal locks may be used on Civicorps -provided lockers unless the corpsmember furnishes a copy of the key or the combination to the lock to both Human Resources *and* the corpsmember's

supervisor. Unauthorized use of a personal lock by a corpsmember may result in losing the right to use the locker.

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

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

For security reasons, corpsmembers may not bring or 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 corpsmember's prior consent.

Terminated corpsmembers 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 a corpsmember's termination.

Computer and Telecommunication Resources Policy

Civicorps Schools has created this Computer and Telecommunication Resources Policy to ensure that its resources are used properly by all personnel, including but not limited to employees, participants, consultants, and other persons working with Civicorps Schools who use the e-mail system.

The rules and obligations described in this policy apply to all users of the resources, wherever the user may be located. It is every person's obligation to use the resources responsibly, professionally, ethically and lawfully.

- 1.1 Business Use. The e-mail system is meant to be used for business purposes of Civicorps Schools.
- 1.2 Ownership. All email accounts and all information and messages that are created, sent, received or stored on the e-mail system of Civicorps Schools is the sole property of Civicorps Schools and are not the properties of the employee or other personnel.
- 1.3 E-mail Review. All e-mail is subject to the right of Civicorps Schools to monitor, access, read, delete, copy, disclose and use such e-mail without prior notice to the originators and recipients of such e-mail. E-mail may be monitored and read by authorized personnel for any violations of law, breaches of Civicorps Schools policies, communications harmful to Civicorps Schools, or for any other reason.
- 1.4 E-mail Content. Emails should be professional, courteous and in compliance with all applicable laws. Use of "All Civicorps" emails are limited to supervisor level and above. If employees want to send an "All Civicorps" email; please obtain authorization from your supervisor prior to sending.
- 1.5 Security. The e-mail system is only to be used by authorized persons, and personnel must have been issued an e-mail password in order to use the system. Personnel shall not disclose their codes or passwords to others and may not use someone else's code or password without express written authorization from an authorized officer of Civicorps Schools.
- 1.6 No Presumption of Privacy/Confidentiality. E-mail communications should not be assumed to be private and security cannot be guaranteed. Highly confidential or sensitive information should not be sent through e-mail. Personnel are required to use

email in a manner that will not risk the disclosure of proprietary and other information to persons outside Civicorps Schools. In addition, Civicorps Schools reserves the right to monitor its employees' email communications.

- 1.7 Message Retention and Creation. Users expressly waive any right of privacy in anything they create, store, send, or receive on or through the resources, regardless of whether such material may be protected by password or other special entry code or procedure. Civicorps Schools makes its resources available to users solely to assist them in the performance of their jobs. Access to resources is within the sole discretion of Civicorps Schools and use of the resources is a privilege that may be revoked at any time. Generally, users are given access to our various technologies based on their job functions. Only employees whose job performance will benefit from the use of Civicorps Schools' resources will be given access to the necessary resources.
- 1.8 Viruses. Any files downloaded from e-mail received from non-Civicorps Schools sources must be scanned with Civicorps Schools' virus detection software. If a computer does not have a virus protection system and/or any viruses, suspected tampering or system problems should be immediately reported to our network administrator.
- 1.9 Passwords. All passwords must be made known to network administrator. The use of passwords to gain access to our computer systems or to access specific files does not provide users with an expectation of privacy in connection therewith.
- 1.10 Retention in the Event of Litigation, subpoena, or Regulatory Inquiry. It is Civicorps Schools' policy to comply with all legal proceedings. In the event of any litigation, subpoena, regulatory inquiry, criminal proceeding, or the like, our personnel are prohibited from deleting, discarding, or destroying any emails or any other documents relating in any way to the litigation, subpoena, regulatory inquiry, criminal proceeding, or the like.
- 1.11 No Waiver. Any delay or failure to discipline personnel for violations of this policy will not constitute a waiver of the rights of Civicorps Schools.
- 1.12 Prohibited Acts. Users may not use the resources of Civicorps Schools for any illegal purpose, violation of any Civicorps Schools policy, in a manner contrary to the best interests of Civicorps Schools, in any way that discloses confidential information of Civicorps Schools or third parties, or for personal or pecuniary gain. Provided below is a non-exclusive list of prohibited acts associated with use of the resources of Civicorps Schools and our email system. When considering the appropriateness of engaging in a particular act, users should be guided by both the specific prohibitions and the other mandates set forth in this policy. Prohibited activities include:
 - (a) Using any words, images or references that could be viewed as libelous, harassing, illegal, derogatory, discriminatory, or otherwise offensive.
 - (b) Using the resources of Civicorps Schools to transmit, receive, or store any information that might be considered inappropriate in the workplace, including, but not limited to, messages or images that are lewd, obscene, sexually explicit, or pornographic (e.g., sexually explicit or racial messages, jokes, or cartoons).
 - (c) Creating or transmitting messages or images that might be considered inappropriate, harassing or offensive due to their reference to race, sex, age, sexual orientation, marital status, religion, national origin, physical or mental disability, or other protected status.
 - (d) Downloading, copying or transmitting documents or software protected by third party copyrights in violation of those copyrights. Without prior consultation

with the Network Administrator, users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or participants of Civicorps Schools programs or to any other third party; (3) install software on any of Civicorps Schools' workstations or servers; (4) download any software from the Internet or other on-line service to any Civicorps Schools' workstations or servers; (5) modify, revise, transform, recast, or adapt any software; or (6) reverse-engineer, disassemble, or decompile any software. Any user with a question concerning a copyright issue, or who becomes aware of any misuse of software or violation of copyright law, should contact the Human Resources Department.

- (e) Using encryption devices and software that have not been expressly approved by Civicorps Schools.
- (f) Deliberately performing acts that waste any of the resources or unfairly monopolize any of the resources to the exclusion of others. These acts include, but are not limited to, using the e-mail system for other than business-related communications (or occasional and necessary personal communications, as described in section b), sending multiple pictures using the e-mail system (unless specifically authorized to do so and business-related), sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large documents, undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

Note: Questions regarding e-mail technical usage or terms contained in this policy should be directed to the Network Administrator and/or the Human Resources Department.

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

Off-duty Use of Facilities

Corpsmembers are prohibited from remaining on Civicorps premises or making use of Civicorps facilities while not on duty or in school. Corpsmembers are expressly prohibited from using Civicorps facilities, Civicorps property, or Civicorps equipment for personal use.

Corpsmember Property

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

Security/Workplace Violence

Civicorps has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to your supervisor. Secure your personal belongings, 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 all corpsmembers 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 found.

The Civicorps workplace security and violence program is described in detail in Civicorps's Illness and Injury Prevention Program (IIPP) and in the Emergency Management Plan (EMP).

Health and Safety

All corpsmembers are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. Report all work-related injuries or illnesses immediately to your supervisor or to the Human Resources department. In compliance with California law, and to promote the concept of a safe workplace, Civicorps maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by corpsmembers and/or corpsmember representatives in the Human Resource's office.

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

All corpsmembers are required to use safety equipment when operating power or hand tools and when working in an area with poison oak. Safety equipment consists of a hard hat, eye and ear protection, chaps, gloves, tyvek suit, and Technu.

Ergonomics

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

Civicorps 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 not allowed in any enclosed area of the facilities, in any vehicles, while loading or unloading tools, or in any regional park area. Smoking breaks are allowed only in designated areas.

Housekeeping

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

Parking

Corpsmembers may not use parking areas specifically designated for visitors, other companies, or Civicorps vehicles. Civicorps is not responsible for any loss or damage to corpsmember vehicles or contents while parked on Civicorps property.

Solicitation and Distribution of Literature

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

Conducting Personal Business

Corpsmembers may not conduct personal business or business for another employer during their scheduled working hours.

Vehicle Safety Program for Corpsmembers who are required to Drive

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

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

Once employed, the Human Resources Department will receive from the DMV every 12 months an updated MVR for every corpsmembers insured under our plan unless there is activity on the corpsmember's MVR.

Each MVR will be evaluated using either an applicant or corpsmember point system and will be retained in the corpsmember's driver file. Applicants with a disqualifying score will make them ineligible to be hired. Corpsmembers 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 corpsmembers who will be driving their personal vehicles on behalf of Civicorps 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 Civicorps. Each person is required to furnish proof of auto insurance and registration annually.

Corpsmembers who drive their own vehicles on Civicorps business will be reimbursed at the state rate per mile that may be adjusted from time to time.

Corpsmembers who drive as a part of their job requirement are required to immediately report to their supervisors any of the following:

- Any type of moving violation, speeding ticket, parking ticket or accident either while driving a Civicorps or non- Civicorps vehicle;
- Any type of violation that would effect the corpsmember's driving status, e.g., court ordered drivers license suspension for child support violations; and
- Loss or denial of personal auto insurance or registration.

Failure to inform Civicorps of any of the above described incidents that would affect the corpsmember's driving status may lead to revocation of driving privileges for Civicorps business. In most cases, revocation of driving privileges will lead to termination.

In addition, Corpsmembers agree to the following:

- To complete daily vehicle inspections, and if there are any safety problems with the vehicle, the vehicle will not be driven and the Operations Supervisor will 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 Civicorps Corpsmembers/participants operate agency vehicles;
- To maintain a valid California driver's license;
- Corpsmembers 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.

Corpsmember Council

Civicorps Corpsmember Council is a representative body of corpsmembers who are voted in by the Corpsmembers at the beginning of every calendar year. The Council is made up of a President, Vice President, Treasurer, Secretary, and Mediator. In addition, two staff members oversee the Council. The Council meets two times per month to plan activities for Corpsmembers and to discuss issues or concerns that Corpsmembers may have. In the event that a Corpsmember Council is inactive, Corpsmembers are encouraged to identify needs and activities (such as prom, trips, talent shows, etc) they would like to see at Civicorps and to form committee's to plan and execute such events or activities. Each committee requires the support of at least one staff member.

Corpsmember Benefits

Holidays

Civicorps Schools observes the following paid holidays:

- January 1st - New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents' Day
- Memorial Day
- July 4th - Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day and the following Friday
- December 25th

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

To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday. If you are required to work on a paid scheduled holiday, you will receive holiday pay plus payment for the time worked. Corpsmembers on leave without pay status on the day before and the day after the legal holiday will not receive holiday pay.

Insurance Benefits

Disability Insurance: As participants in a work training program, corpsmembers contribute to the State of California's disability insurance. **Corpsmembers are eligible to receive State Disability Insurance** while in the corpsmember program. Specific rules and regulations governing disability are available from the Employment Development Department or Human Resources.

Unemployment Compensation: Civicorps does not contribute to the California Unemployment Insurance Fund on behalf of its Corpsmembers as the Corpsmember program is considered a work training program. Therefore, **corpsmembers are not eligible to receive unemployment compensation** while in the Corpsmember program. Specific rules and regulations governing unemployment insurance are available from the Employment Development Department.

Social Security: Social Security is an important part of every corpsmember's retirement benefit. Civicorps pays a matching contribution to each corpsmember's Social Security taxes.

Workers' Compensation: You are protected by Civicorps's workers' compensation insurance policy while employed by Civicorps, at no cost to you. The policy covers you in case of occupational injury or illness.

Counseling Services

A small issue can sometimes become a big problem. There may be times when you will need to talk to someone about your situation. The Case Counselor can help you deal with issues involving personal or family relationships, health issues, housing, childcare, transportation, or other needs. You can make an appointment with the Case Counselor who will put you in contact with agencies and resources in the community that may be able to help.

College & Career Services

Civicorps has a College/Career Counselor who can help you prepare for a job outside of Civicorps and for college. The College/Career Counselor receives information about job openings and is available to assist you if you are interested in exploring a particular job or career. In addition, the College/Career Counselor can assist you with resume and interview preparation and with financial aid applications.

Leaves of Absence

Civicorps may grant leaves of absence to corpsmembers in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor 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, Civicorps 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 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. Civicorps 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

Corpsmembers 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 Civicorps maintains on the payroll (as of the date of the leave request) at least 50 part- or full-time corpsmembers within 75 miles (measured in road miles) of the work site where the corpsmember 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 corpsmember's child or placement of a child with the corpsmember for adoption or foster care, to care for the corpsmember's spouse, child or parent who has a serious health condition, or for a serious health condition that makes the corpsmember 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 corpsmember or a family member, the corpsmember must notify Civicorps at least 30 days before leave is to begin. The corpsmember 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 Civicorps. Any such scheduling is subject to the approval of the health care provider of the corpsmember or the health care provider of the Corpsmember's child, parent or spouse. If the corpsmember cannot provide 30 days' notice, Civicorps must be informed as soon as practical.

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

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

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

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 corpsmember's first family/medical leave begins. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Corpsmembers 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 corpsmember's child, parent or spouse, or of the corpsmember, 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

Civicorps requires corpsmembers to provide certification as explained below within 15 days of any request for FMLA/CFRA leave, unless it is not practicable to do so. Civicorps 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 corpsmember 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 corpsmember.
- If a corpsmember cites his or her own serious health condition as a reason for a leave, the corpsmember 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 corpsmember 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.

Civicorps will require certification by the Corpsmember's health care provider that the corpsmember is fit to return to his or her job.

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

Return from Family/Medical Leave

Under most circumstances, upon return from family/medical leave, a corpsmember 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, a corpsmember has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if a corpsmember on family/medical leave would have been laid off had he or she not gone on leave, or if the corpsmember's job is eliminated during the leave and no equivalent or comparable job is available, then the corpsmember would not be entitled to reinstatement. In addition, a corpsmember's use of family/medical leave will not result in the loss of any employment benefit that the corpsmember 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 Civicorps. 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.

Corpsmembers 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.

Family Leave and Pregnancy

Time off from work because of the corpsmember'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 Corpsmembers may have the right to take a pregnancy disability leave in addition to family or medical leave. Such corpsmembers 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, Civicorps 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 corpsmember.

Pregnancy Disability Leave

Requests for Pregnancy Disability Leave

Any female corpsmember 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:

- Corpsmembers who need to take pregnancy disability leave must inform Civicorps 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, corpsmembers 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. Corpsmembers must consult with their supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of Civicorps. Any such scheduling is subject to the approval of the Corpsmember's health care provider.
- Upon the request of a corpsmember and recommendation of the corpsmember's physician, the corpsmember's work assignment may be changed if necessary to protect the health and safety of the corpsmember 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 corpsmember 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 corpsmember's physician. The corpsmember must provide Civicorps with a certification from a health care provider. The certification indicating disability should contain:
 - The date on which the corpsmember 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 corpsmember 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 corpsmember's physician sends a release.
- The duration of this leave is based on the corpsmember's health care provider's determination and certification of the period(s) during which the corpsmember 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 a corpsmember is able to return to work from a pregnancy disability leave, a corpsmember will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. A corpsmember returning from a pregnancy disability leave has no greater right to reinstatement than if the corpsmember had been continuously employed. (For example, if a corpsmember on pregnancy disability leave would have been laid off had he or she not gone on leave, or if the corpsmember's job is eliminated during

the leave and no equivalent or comparable job is available, then the corpsmember would not be entitled to reinstatement.)

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

Military Leave

Corpsmembers 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. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law.

Jury Duty and Witness Leave

Civicorps encourages Corpsmembers to serve on jury duty or as a witness when called. Any regular full-time or part-time Corpsmember summoned to serve on jury duty or as a witness will continue to receive their regular rate of pay while serving on a jury for up to five business days. Part-time corpsmembers will be paid in proportion to the number of hours or days they normally work. 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

Civicorps encourages all corpsmembers to fulfill their civic responsibilities by voting. All corpsmembers 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

Corpsmembers are encouraged to participate in the school activities of their child(ren). The absence is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades one 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;
- Corpsmembers 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 Civicorps, the first corpsmember 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;
- Corpsmembers must provide their supervisor with documentation from the school verifying that the corpsmember participated in a school activity on the day of the absence for that purpose.

If a corpsmember who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the corpsmember should alert his or her supervisor as soon as

possible before leaving work. In agreement with California Labor Code Section 230.7, no discriminatory action will be taken against a corpsmember who takes time off for this purpose.

External Corpsmember Education

Some Corpsmembers may need to attend training programs, seminars, conferences, lectures, meetings or other outside activities for the benefit of Civicorps or the individual corpsmember. Attendance at such activities, whether required by Civicorps or requested by individual corpsmembers, requires the written approval of the corpsmember's supervisor. To obtain approval, any corpsmember 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 Civicorps, 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.
- Corpsmember attendance at authorized outside activities will be considered hours worked for corpsmembers and will be compensated in accordance with normal payroll practices.

This policy does not apply to a corpsmember'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 Civicorps generally encourages all corpsmembers 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

Civicorps or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of a corpsmember's voluntary participation in any off-duty recreational, social, or athletic activity that is not a Civicorps sponsored event.

Workers' Compensation

Civicorps, in accordance with state law, provides insurance coverage for Corpsmembers in case of work-related injuries. Corpsmembers who become injured or ill resulting from their work at Civicorps 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 Civicorps 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 a corpsmember is able to return to work after a workers' compensation leave, the corpsmember 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. A corpsmember returning from a workers' compensation leave has no greater right to reinstatement than if the corpsmember had been continuously employed rather than on leave. For example, if the corpsmember on workers' compensation leave would have been laid off had he or she not gone on leave, or if the corpsmember's position has been eliminated or filled in order to avoid undermining Civicorps's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the corpsmember would not be entitled to reinstatement.

A corpsmember's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, a corpsmember is unable to perform the

essential functions of his or her job because of a physical or mental disability, Civicorps's obligations to the corpsmember 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.



Civicorps Academy Handbook Confirmation of Receipt

I have received my copy of the Civicorps Academy 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 Civicorps. Civicorps reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that, other than the Executive Director (ED), no manager, supervisor, or representative of the Civicorps 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 ED has the authority to make any such agreement and then only signed and in writing.

I understand and agree that nothing in the Corpsmember Handbook creates or is intended to create a promise or representation of continued employment and that employment at Civicorps is at-will; employment may be terminated at anytime by either party.

My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between Civicorps 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 Civicorps.

Corpsmember's Name (Please Print)

Corpsmember's Signature

Date



**CIVICORPS SCHOOLS
COMMUNITY COMPLAINT FORM**

Please use this form to inform Civicorps Staff of any complaint you may have regarding the personnel, facilities or equipment at the school. Also, if you have complaints regarding access to Instructional Services related to preparation for the California High School Exit Exam, please use this form.

This form should be submitted to Human Resources or the Executive Director. Upon receipt, the complaint will be reviewed and the required steps will be taken to mediate and/or investigate the complaint. Please attach any documentation you feel necessary.

As ever, at Civicorps Schools, we hope to use a conflict resolution process to resolve issues within the community and we encourage all community members to seek the help of the Administrative Team when needed.

NAME: _____ Address: _____

Phone (day) _____ Phone (evening/other) _____

1. Who is your complaint against?

Name: _____ Title: _____

2. Has this been discussed with him/her? YES _____ NO _____ Date: _____

3. Has this been discussed with the Manager/Sup/Head of School? YES _____ NO _____ Date _____

Description of Complaint:

Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy of action do you suggest?

Signature: _____ Date: _____

Date Received by Civicorps Schools Compliance Officer/HR: _____

Civicorps Academy
5-year Budget
October 14, 2011

Object Code	Description	Current Yr	5-Year Budget				
		2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
REVENUES							
Revenue Limit Sources							
8015	Charter School Gen. Purpose Entitlement- State Aid	\$ 390,096.00	\$ 401,798.88	\$ 413,852.85	\$ 426,268.43	\$ 439,056.48	\$ 452,228.18
8096	Charter Schools Funding in Lieu of Property Taxes	141,900.00	146,157.00	150,541.71	155,057.96	159,709.70	164,500.99
	Total, Revenue Limit Sources	531,996.00	547,955.88	564,394.56	581,326.39	598,766.18	616,729.17
Other State Revenues							
StateRevAo	All Other State Revenues	432,838.00	445,823.14	459,197.83	472,973.77	487,162.98	501,777.87
	Total, Other State Revenues	432,838.00	445,823.14	459,197.83	472,973.77	487,162.98	501,777.87
Other Local Revenues							
LocalRevAo	All Other Local Revenues	72,000.00	74,160.00	76,384.80	78,676.34	81,036.63	83,467.73
	Total, Local Revenues	72,000.00	74,160.00	76,384.80	78,676.34	81,036.63	83,467.73
	TOTAL REVENUES	1,036,834.00	1,067,939.02	1,099,977.19	1,132,976.51	1,166,965.80	1,201,974.78
EXPENDITURES							
Certificated Salaries							
1100	Certificated Teacher's Salaries	216,655.00	223,154.65	229,849.29	236,744.77	243,847.11	251,162.52
1200	Certificated Pupil Support Salaries	41,760.00	43,012.80	44,303.18	45,632.28	47,001.25	48,411.29
1300	Certificated Supervisor's and Administrators' Salaries	57,600.00	59,328.00	61,107.84	62,941.08	64,829.31	66,774.19
	Total, Certificated Salaries	316,015.00	325,495.45	335,260.31	345,318.12	355,677.67	366,348.00
Non-certificated Salaries							
2100	Non-certificated Instructional Aides' Salaries	34,818.00	35,862.54	36,938.42	38,046.57	39,187.97	40,363.60
2300	Non-certificated Supervisors' and Administrators' Salaries	72,000.00	74,160.00	76,384.80	78,676.34	81,036.63	83,467.73
2400	Clerical and Office Salaries	40,320.00	41,529.60	42,775.49	44,058.75	45,380.52	46,741.93
2900	Other Non-certificated Salaries	149,960.00	154,458.80	159,092.56	163,865.34	168,781.30	173,844.74
	Total, Non-certificated Salaries	297,098.00	306,010.94	315,191.27	324,647.01	334,386.42	344,418.01
Employee Benefits							
3301-3302	OASDI/ Medicare/ Alternative	44,088.99	45,411.66	46,774.01	48,177.23	49,622.55	51,111.22
3401-3402	Health and Welfare Benefits	53,367.73	54,968.76	56,617.82	58,316.36	60,065.85	61,867.83
3501-3502	Unemployment Insurance	4,790.92	4,934.65	5,082.69	5,235.17	5,392.22	5,553.99
3601-3602	Workers' Compensation Insurance	10,011.79	10,312.14	10,621.51	10,940.15	11,268.36	11,606.41
		112,259.43	115,627.21	119,096.03	122,668.91	126,348.98	130,139.45
Books and Supplies							
4200	Books and Other Reference Materials	2,000.00	2,060.00	2,121.80	2,185.45	2,251.02	2,318.55
4300	Materials and Supplies	10,000.00	10,300.00	10,609.00	10,927.27	11,255.09	11,592.74
4700	Food	10,000.00	10,300.00	10,609.00	10,927.27	11,255.09	11,592.74
	Total, Books and Supplies	22,000.00	22,660.00	23,339.80	24,039.99	24,761.19	25,504.03

Civicorps Academy
5-year Budget
October 14, 2011

	Services and Other Operating Expenditures						
5200	Travel and Conferences	7,000.00	7,210.00	7,426.30	7,649.09	7,878.56	8,114.92
5300	Dues and Memberships	8,000.00	8,240.00	8,487.20	8,741.82	9,004.07	9,274.19
5400	Insurance	3,369.00	3,470.07	3,574.17	3,681.40	3,791.84	3,905.59
5500	Operations and Housekeeping Services	64,286.00	66,214.58	68,201.02	70,247.05	72,354.46	74,525.09
5600	Rental, Leases, Repairs, and Noncap, Improvements	175,673.00	180,943.19	186,371.49	191,962.63	197,721.51	203,653.15
5900	Communications	4,530.00	4,665.90	4,805.88	4,950.05	5,098.55	5,251.51
	Total, Services and Other Operation Expenditures	262,858.00	270,743.74	278,866.05	287,232.03	295,848.99	304,724.46
	TOTAL EXPENDITURES	1,010,230.43	1,040,537.34	1,071,753.46	1,103,906.07	1,137,023.25	1,171,133.95
	Net Surplus	\$ 26,603.57	\$ 27,401.68	\$ 28,223.73	\$ 29,070.44	\$ 29,942.55	\$ 30,840.83