



# Charter Renewal Petition

Submitted to the San Francisco Unified School District

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## **I. Affirmations**

Leadership High School (“LHS”), located at 400 Mansell Street, Suite 136, San Francisco, affirms the following:

1. LHS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
2. LHS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
3. LHS shall not charge tuition.
4. LHS shall admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each applicant will be given an equal chance of admission through a lottery process, as described in Section IX of this document.
5. LHS shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability.
6. LHS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
7. LHS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
8. LHS shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
9. LHS shall at all times maintain all necessary and appropriate insurance coverage.
10. LHS shall follow any and all other federal, state, and local laws and regulations that apply to the Charter School.

## II. Educational Program

### Mission and Vision

The Mission of Leadership High School is to serve San Francisco and its diverse students by providing an excellent education and by developing effective community leaders.

We will achieve our Mission by ensuring *that every student is known well* by at least one adult and by fostering a *learning community* that, based in inquiry, is focused on *equity and achievement*.

### Leadership's Success: Locally and Nationally

- ❖ This year, Leadership High School (“LHS”) celebrates its tenth year. It is the oldest charter high school in San Francisco, and the oldest start-up charter high school in the State.
- ❖ 97% of the members of the class of 2006 went on to college this year. Over two-thirds are attending four-year colleges, including UC Berkeley, UCLA, UC Santa Cruz, UC San Diego, Mills College, Loyola Marymount, Barnard College, Illinois Institute of Technology, Wheaton College and Stanford University. (Only two graduates from 2006 chose not to attend college immediately; one is playing pre-professional soccer in Colombia; the other joined the United States Air Force.)
- ❖ 92 % of the class of 2007 has applied to a four-year college.
- ❖ LHS has a nationally-recognized four-year Advisory program designed to equitably support all students to meet the school's high academic standards. Schools from all over the country visit LHS monthly and attend LHS's professional development workshops on Advisory to support the development of their own Advisory programs.
- ❖ By focusing resources on teaching and learning, LHS maintains a student to teacher ratio of 15:1; class sizes average 22 to 26 students.
- ❖ In 2005 LHS was awarded the maximum accreditation of six years from the Western Association of Schools and Colleges.
- ❖ LHS is distinguished as a Mentor School in the national Small Schools Network, a Gates Funded project of the Coalition of Essential Schools. Through this project, Leadership students and staff lead professional development and support new and redesigned secondary schools from all over the county.
- ❖ LHS was selected by Stanford University's School Redesign Network and Justice Matters as one of “five exemplary high schools that serve traditionally low-achieving student

populations.” LHS will be featured in the upcoming study, “High Schools for Equity: Policy supports for student learning in communities of color.” (See Appendix A.)

- ❖ LHS serves as the laboratory school for the San Francisco Coalition for Essential Small Schools (SFCESS).
- ❖ LHS is a primary teacher-training site in San Francisco for Mills College’s Teachers for Tomorrow’s Schools.
- ❖ In 2005 Leadership was chosen by the Oprah Winfrey Foundation to consult on the opening of a new leadership-focused school in South Africa. LHS staff and administration worked with the foundation’s design team and the original Principal on the school start-up.
- ❖ LHS was commended by the independent monitor of the Consent Decree for being the only school in San Francisco to provide college-readiness to all its graduates, regardless of ethnicity or socio-economic status.
- ❖ LHS has strong partnerships with both BayFund and Making Waves, and works collaboratively with these organizations to support students to be the first in their families to attend college.

### Targeted School Populations

Leadership High School serves approximately 400 students in grades nine through twelve. We are committed to providing educational opportunities to those students who have traditionally been underserved (e.g. students of color, students from disadvantaged socio-economic backgrounds, recent immigrants, and English-language learners), with particular effort made to recruit underserved students from the Mission, Bayview/ Hunter’s Point, and Excelsior districts where previous SFUSD Consent Decree reports indicate additional attention is merited. At the same time, we strive to build classes of students that reflect the diversity of San Francisco, not only in terms of ethnicity but also in terms of socio-economic status, language, parents’ educational levels, and nationality, for we believe that heterogeneity is beneficial for academic achievement and important for leadership development.

The table below describes our student population in terms of ethnicity over the past four years, showing the diverse student body LHS has built and the focus it has on serving students of color:

School Year	% Latino	% Afr-Am	% Asian	% Fil/ PI	% Mixed <sup>1</sup>	% White	NA <sup>2</sup>
2006 – 2007	39.0%	17.7%	11.2%	6.2%	16.1%	2.3%	7.5%

<sup>1</sup> While the State does not recognize the category of “Mixed” LHS offers this as a category since so many of our students self-identify as bi- or multi-racial.

<sup>2</sup> Students who do not identify an ethnic group on their application to LHS are designated as NA.

<b>2005 – 2006</b>	36.5%	15.1%	17.6%	6.9%	15.1%	4.4%	4.4%
<b>2004 – 2005</b>	28.5%	16.2%	20.5%	8.0%	11.4%	8.26%	7.1%
<b>2003 – 2004</b>	33.0%	17.5%	19.6%	7.3%	11.3%	11.3%	0

In terms of socio-economics, the students of LHS represent a similarly diverse range. A good number come from middle class and professional families. However the school is particularly focused on serving students from less advantaged socio-economic backgrounds, and over the past four years, we have attracted an increasing number of students who qualify for free or reduced lunch, as the table below shows:

<b>School Year</b>	<b>% Students who qualify for free or reduced lunch</b>	<b>% Students who do not qualify (either for economic reasons or due to incomplete applications)</b>
<b>2006 – 2007</b>	51.9%	48.1%
<b>2005 – 2006</b>	43.4%	56.6%
<b>2004 – 2005</b>	37%	63%
<b>2003 – 2004</b>	36%	64%

The demographics of prospective students for next year’s ninth grade class (the class of 2011) are as follows:

<b>Gender</b>	<b>Ethnicity</b>	<b>Home Language</b>
❖ 52% female	❖ 31% Latino	❖ 49% English
❖ 48% male	❖ 26% African-American	❖ 32% Spanish
	❖ 9% Asian	❖ 7% Chinese
	❖ 4% Filipino	❖ 6% Tagalog
	❖ 11% Mixed	❖ 2% Russian
	❖ 3% White	❖ 4% Other
	❖ NA 16%	

### **What It Means to Be an Educated Person in the 21<sup>st</sup> Century**

Leadership High School has designed its program around four core outcomes, known as the School-Wide Outcomes or “SWOs.” These SWOs, which were built through dialogue with staff, parents, and students, represent the foundational behaviors, knowledge, and skills that LHS believes all educated persons in the 21<sup>st</sup> Century must possess. With their definitions, the four SWOs are:

- ❖ Social Responsibility (SR): *To effectively work and lead in groups, families, and communities by actively demonstrating respect and accountability to others and their differences.*
- ❖ Personal Responsibility (PR): *To be self-aware; to identify, access, and utilize skills, knowledge, and resources toward development as a life-long learner; and to be accountable to one’s self.*

- ❖ Critical Thinking (CT): *To draw conclusions, solve problems, or create through analysis, reflection, interpretation, reasoning, and evaluation.*
- ❖ Communication (CM): *To understand and clearly and confidently express ideas, opinions, information, attitudes, and feelings to and from diverse audiences, through a variety of media.*

Additionally, LHS’s program is designed around the core beliefs, which are deeply interconnected with our SWOs, that an educated person must:

1. Be a leader, which we define as one who “takes responsibility for what matters most.” (SR)
2. Demonstrate awareness of one’s self as a member of a community, a diverse society, and an interconnected world; recognize one’s potential impact on these social and ecological environments. (SR, PR)
3. Understand how to build alliances across difference. (SR, CM)
4. Develop a social consciousness to imagine a more just, equitable, and healthy world. (SR, CT)
5. Understand how knowledge is constructed across disciplines. (CT)
6. Critically assess information to recognize bias and perspective and think independently. (CT, CM)
7. Demonstrate technological literacy and facility with computers. (PR, CM)
8. Recognize education as a life-long, transformative process. (PR)
9. Have the foundational academic skills necessary for college. (CM, CT)
10. Have the tools, knowledge, and experiences to be self-sufficient and empowered. (PR, CT)

### **Description of How Learning Best Occurs<sup>3</sup>**

Leadership High School believes that learning best occurs when the following conditions are met:

- ❖ **Students are known well and learning is personalized.**  
LHS believes that personalized learning environments increase student engagement and, therefore, raise achievement. Students who feel known well and cared for are more likely to attend school and to feel safe reaching out when support is needed. LHS creates environments in which students are known well through its Advisory program and small class sizes. With these structures and with accompanying professional development, staff members learn to build relationships with students so that they can push students to higher expectations. Knowing about the students, their families, their skills, and their passions also allows staff to personalize support in an equitable way so that all students have the adult involvement and, where necessary, intervention needed to be successful.
- ❖ **The school focuses on building a cohesive, diverse community to support student learning.**  
Students regularly comment that the family-like community at LHS—through which they learn to build friendships, relationships, and alliances across difference—is what they most appreciate about the school. The school believes that this community focus serves not only

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<sup>3</sup> Many of Leadership’s core beliefs of how learning best occurs are rooted in the Ten Common Principles of the Coalition of Essential Schools. These Principles are included in Appendix B of this document.

the human development of its students but also their academic achievement by creating a safe and supportive space in which students can focus on their learning. This community also serves as a teaching tool for students, as it provides an authentic opportunity to discuss leadership, community engagement, power, difference, respect, and alliance—topics that are at the core of LHS’s Leadership and Advisory curricula.

❖ **Curriculum is rigorous and expectations are high for all.**

LHS believes that effective curriculum challenges students to use their minds well. It teaches them to think critically and pushes them to develop the habits necessary for higher education. Such high expectations must apply explicitly to all students and be reinforced through both coursework and counseling/ advising.

❖ **There is an explicit focus on college preparation.**

LHS believes that providing a college preparatory program for all students and building a culture of college readiness throughout the school leads to more equitable achievement and opportunity for students. For this reason, all students meet the University of California’s A – G requirements, and college preparation is an integral part of LHS’s academic and advisory programs.

❖ **Students are supported both academically and psycho-socially to meet high expectations.**

LHS recognizes that, given our target student population, many of our students require substantial support to meet the goals of college-readiness. A majority of our students enter LHS below grade-level in basic skills.<sup>4</sup> A large number are struggling with the challenges of urban life—violence, drugs, gangs. To be successful, we believe that support must be both academic and psycho-social. Students who feel good at school but do not learn foundational skills will not be successful; similarly, students who have basic skills but do not have the coping mechanisms to persevere through obstacles will not be successful. The school must support students both academically and psycho-socially to meet its high expectations.

❖ **The learning environment is safe, both physically and emotionally**

LHS believes that academic achievement requires a safe learning environment. When students do not feel safe, attendance and engagement plummet. Students must feel secure with their teachers and their peers in order to feel comfortable taking risks and seeking out support. LHS creates a safe learning environment through its personalized classes, through the family-like atmosphere in Advisory, and through a discipline plan that focuses on student learning and social responsibility.

❖ **The pedagogy is relevant and culturally-responsive**

LHS believes that learning is enhanced through relevant integration of students’ rich cultural backgrounds. When teachers use pedagogy that is relevant and responsive to students’ cultures; honor students’ backgrounds; and model reciprocal teaching, students will be more

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<sup>4</sup> See page 18, in the section on “Academic Performance, API, and AYP,” for a description of the skills typical of incoming ninth graders.

engaged in the learning process. In turn, this leads to a richer community and higher achievement.

❖ **Scaffolding and structure are used to support student learning**

LHS uses scaffolding and structure as a key pedagogical tools. Teachers use common structures across classes to facilitate students' focus on content learning, and professional development and coaching focus on how teachers can best scaffold assignments so that lower-skilled students have access to rigorous curriculum. The school also uses scaffolding over four years to ensure that students have mastered the four School Wide Outcomes and demonstrate the attributes of an educated person. LHS provides multiple opportunities to develop and practice mastery of the SWOs in academic courses as well as advisory. Student learning is supported by teachers and advisors within individual classes and through school wide structures that focus on student learning. Patterns of student achievement are continually discussed with the students, families and teachers. Struggling students are identified early so that LHS can better address the needs of at risk students.

❖ **Assessment is clear and transparent**

The success of students within the defined curriculum at LHS is determined by their ability to demonstrate mastery of a subject on given assessments. Course assessments are based on clear rubrics that highlight the essential question and goal for the unit. The culmination of this assessment process is the students' ability to utilize their coursework as evidence to demonstrate mastery of the four SWOs in a graduation portfolio and oral defense.

❖ **The maxim “student as worker; teacher as coach” is visible**

Learning is best achieved through doing. LHS believes that genuine learning occurs when students become the “worker” so that they become actively involved in the “doing” process. Teachers are no longer the sources of information; instead they show students how to construct knowledge on their own.

❖ **High-Stakes assessment is authentic and public**

LHS believes that students must demonstrate mastery of essential skills through the public application of knowledge that they have learned. These assessments must be in a public forum comprised of students, staff, family and local community members. The tasks must also engage a student in demonstrating their own learning process by reflecting and synthesizing their growth over four years. By tying this demonstration of knowledge to graduation requirements ensures that all students receiving a diploma from LHS have the ability to apply the skills they have learned to be an effective leader and community member.

❖ **Staff are part of a dynamic and supportive professional learning community**

LHS believes that a professional learning community encourages student learning by modeling best practices for teachers and fostering continuous self-reflection and inquiry. When teachers are allowed a safe space to practice their own learning and reflect on the efficacy of their practice, they are better able to create an environment conducive to learning for their students.

- ❖ **Staff members are generalists and student advocates, first, and content-specialists, second.**  
LHS believes that an effective learning community is built with teachers who are first and foremost student advocates and generalists. Staff members take on multiple roles within the school such as advisor, mentor, counselor, and teacher. Building community and promoting trust are a primary goal. This allows staff members to advocate for what is best for the students.
- ❖ **There is a focus throughout the school on equity and achievement**  
The LHS community is deeply rooted in its focus on equity and achievement. LHS believes that by focusing our attention on equity and the forms of inequity our students face we can challenge the national patterns of achievement and facilitate closing the achievement gap.

### **Overview of Academic Program**

Through a liberal arts program, LHS develops in each student the ability to think, to read, and to write effectively across the curriculum. In courses ranging from math and science to literature, history, and language, students work to master not only the State Standards but also our own School-Wide Outcomes and Department Outcomes (see appendix C). Across the curriculum, teachers utilize authentic assessments to prepare students to build and defend their senior portfolio, a primary graduation requirement. In addition, teachers employ more traditional assessments of what students know and can do (such as tests and essays) to ensure that students are prepared for the rigors of college. Across the disciplines, LHS staff seek to balance more progressive teaching strategies, which are linked to student engagement and motivation, with more traditional strategies, which are required for success in higher education.

In addition to a standard college-preparatory curriculum, students take part in a four-year leadership program. This program is taught through both our Advisory classes and specific leadership courses, which are UC approved electives. Through these courses, students engage in service learning projects and exhibit their learning, to answer the spiraling essential questions of:

- ❖ 9<sup>th</sup> grade: How can I best lead in my life?
- ❖ 10<sup>th</sup> grade: How can I best lead in my family?
- ❖ 11<sup>th</sup> grade: How can I best lead in my community?
- ❖ 12<sup>th</sup> grade: How can I best lead?

The school believes that the combination of traditional academic coursework and leadership curricula prepares students to lead themselves toward self-sufficiency and their communities toward greater justice and equity. LHS students learn to communicate capably across the divides of race, gender, socio-economic class, and sexual orientation in order to build alliances and community.

All students take a college-preparatory curriculum. Graduation requirements are as follows:

- ❖ 4 years (40 credits) of UC Approved English
- ❖ 3 years (30 credits) of UC Approved Math

- ❖ 2 years (20 credits) of UC Approved Laboratory Science
- ❖ 2 years (20 credits) of UC Approved Language
- ❖ 2 years (20 credits) of UC Approved History (World History and US History)
- ❖ 2 years (20 credits) of Advisory
- ❖ 2 years (20 credits) of Leadership (UC Approved as electives)
- ❖ 1 year (10 credits) of Technology
- ❖ 1 year (10 credits) of UC Approved Art
- ❖ 4 years (40 credits) of electives (10 credits of which must be UC-Approved)
- ❖ 10 credits of Physical Education<sup>5</sup>
- ❖ 140 hours of Community Service
- ❖ Passing assessment on Senior Graduation Portfolio
- ❖ Passing assessment on Senior Exhibition
- ❖ Passing assessment on both ELA and Mathematics sections of CAHSEE

See Appendix D for a complete list of courses currently offered.

Because Leadership is a college-preparatory school and colleges do not honor the grade of “D,” Leadership does not give students’ final semester grades of “D.” Instead, students who are in the 60 – 70% range at the end of each semester are given a temporary grade of NS (“Not to Standard”) and a contract of outcomes-based work to be completed during a six-week period. If, at the end of the six-week period, the student has demonstrated mastery of the outcomes needed to pass the class, he/she is awarded with the credits for the class and a final semester grade of C-. If he/she does not pass the contract, the final grade of F is given.

See the Student Handbook (Appendix E) page 9 for the complete grading policy.

### **Instructional Calendar and Attendance**

In order to support families with students in other SFUSD schools, LHS follows the SFUSD calendar to determine start and end days of instruction, vacation days, and holidays. We have 175 instructional days for students; 15 additional professional development days for staff, for a total of 190 days for faculty; and 210 days for office staff and administrators.

The following unique aspects of our instructional calendar are designed to support our Mission and Vision:

- ❖ In the week before academic classes begin, LHS holds three days of required Advisory-based Student Leadership Retreats.

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<sup>5</sup> At LHS, students can earn their 10 required credits of Physical Education by participating in an intersession Week Without Walls class that earns PE credits; by playing on a sports team; or by doing outside physical education activities for which a waiver is submitted and approved by the Athletic Director. Additionally we often offer short-term PE courses that meet during our staff development time.

- ❖ Throughout the course of the year, LHS has fifteen days of Professional Development for all staff, broken down as follows:
  - Six “Staff Retreat” days in August preceding student retreats
  - Three Professional Development days in the first semester
  - Three Professional Development days in the second semester
  - Three Professional Development days in June following the end of classes
- ❖ In the spring, LHS has a week-long intersession, called “Week Without Walls,” during which time normal classes are suspended and teachers lead intensive small-group elective classes.
- ❖ In the second semester, LHS has two “Leadership Days” during which normal classes are suspended and all students take part in the assessment of graduating seniors’ Portfolio Defenses and Senior Projects/ Exhibitions.
- ❖ Following the end of the academic year and staff Professional Development, the School’s leadership team (“Department Coaches”) meet for three days of Data-Based Inquiry to investigate student achievement data and establish a goal and inquiry question for the coming year.

LHS’s weekly bell schedule (attached as Appendix F) is designed to support the School’s Mission and Vision. The School has a six-period, rotating block schedule. All classes, including Advisory, meet three times each week; each block period is roughly one hour and thirty minutes. One day each week, students are released early so that staff can attend weekly Professional Development meetings. Additionally, staff are allotted an hour of structured collaboration time each week.

LHS has high expectations of student attendance, which is reinforced through our “Attendance for Achievement Policy” and our “Out of Class Policy” (attached in our Student Handbook as Appendix E, pages 13 - 16). We consistently maintain attendance rates above 95%, and strive for attendance rates of 97% or better.

### **Strategies to Support Students Not Meeting Pupil Outcomes**

It is part of the program at LHS to provide academic support to our students through daily responses to students’ needs. LHS has a variety of strategies that help support students who are struggling. Our committed LHS teachers and staff support student through curriculum and instructional strategies and almost all teachers hold office hours in which students can receive individualized help. To support teachers with this work, LHS is dedicated to providing professional development and training for teachers around structures and scaffolding as a classroom practice, interventions for low skilled students, and modifications for students with disabilities. In addition to support at the teacher level, students can receive support from our Student Life Team, personalization offered thorough our Advisory program, the opportunity to receive homework support at our Academic Support Center, and for some, the option to enroll in our Academic Literacy Class (see Appendix G for Course Syllabus). LHS also has individualized one-on-one CAHSEE support for juniors and seniors who have not yet passed the exam.

We believe that every student can achieve success in this program, but sometimes there are circumstances in students’ lives that prevent them from reaching their highest academic goals. In

some cases, a student's academic achievement pattern puts into jeopardy that student's chance for promotion. For this reason, we have an Academic Intervention Process (AIP). The four steps of the AIP are meant to address student academic needs that are not addressed in normal, daily curriculum and pedagogy for students. Throughout the four steps (steps can be revisited numerous times), the student progressively meets and strategizes with key adult figures including her/his referring teacher, advisor, the Academic Support Coordinator, all her/his teachers, her/his parent and the Principal. During these meetings, academic patterns and achievement are reviewed along with attempted strategies to support the student. The student is a participant at every step in the process. The AIP is intended to address only those academic achievement patterns that...

- A. Have been identified as a pattern between classes or courses;
- B. Have been addressed using normal student support strategies (i.e. individual help/tutoring, schoolwide referral structures, parent contact, etc.);
- C. AND have documentation supporting the above two criteria.
- D. OR is a student who is in jeopardy of not passing classes.

(See Appendix H for a more detailed overview of our AIP process and the steps involved.)

In addition to the day-to-day student support from the LHS staff, the school is dedicated to using data collected within our school walls to help improve student achievement on a larger scale. Seven days a year are set aside for the department coach team to engage in data based inquiry in order to surface patterns of underachievement and create action plans to address these patterns as coaches with individual teachers, through our department work and on a school wide level through professional development.

### **Strategies to Support English Language Learners**

With our commitment to serving students of color and students from less advantaged socio-economic groups in San Francisco, LHS is deeply committed to the success of its English-Language Learners. As with all of our students, ELLs are mainstreamed and grouped heterogeneously in our rigorous college-preparatory program and are supported through extensive academic intervention (see above), through Advisory, and through small class sizes. Because we do not provide sheltered or bilingual services, students with limited English are referred to SFUSD for testing and placement. The majority of our ELD students perform at proficient and advanced levels on the CELDT.

Over the next five years, LHS will increase the number of teachers credentialed to teach English language learners with the CLAD, BCLAD, and CTEL credentials. We will also continue our relationship with the District's Multilingual Program to provide on-going professional development to our teachers and staff.

Additionally, LHS is dedicated to reaching out to the families of students whose first language is not English and has increased its effort to translate correspondence with families.

LHS will use District home language survey results where possible and administer the home language survey to students indicate that their home language is a language other than English but who have not yet been designated. We will administer the CELDT annually in October to all initial candidates

and all students designated as English Language Learners; we will also follow the District's re-designation process in each spring.

As required under NCLB requirements for language proficiency, LHS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of test administration.

### **Strategies to Support Students with Disabilities**

LHS uses a "push-in" model to support students with learning differences. As with all our students, students with disabilities take a rigorous, college-preparatory program and are supported within the classroom by strong pedagogy, with individual attention afforded by small class sizes, and through our Academic Intervention Process (which is aligned with the District's Student Study Team process). Additionally, LHS has a full-time RSP teacher and a half-time RSP aide, who "push-in" to classes to support students with IEPs. These teachers also teach a one-period Academic Literacy course specifically for RSP students. All students with IEPs are mainstreamed at least 80% of the day.

LHS will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act ("ADA"). All students will be given equal access to the school, regardless of disabilities, and the School will not discriminate against any student based on his or her disabilities. The School shall not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

The School recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, the school pledges to work in cooperation with the District to ensure that the students enrolled in the School are served in accordance with applicable federal and state law. Employees providing special education services to LHS, such as our Resource Specialist, aide, para-professionals, psychologists, speech and language therapists, and occupational therapists, shall remain employees of the District. The Charter School shall follow all policies and procedures of the District's SELPA in the provision of special education services. The Charter School is a "school of the District" for special education purposes, per Education Code section 47646(a).

### **IDEA**

A special education agreement will be developed between the District and Leadership High School which spells out in detail the responsibilities for provision of special education services by the School and the manner in which special education funding will flow through the District to the students of the School. As part of the MOU between the District and Leadership High School:

- The District shall receive and retain all State and Federal special education funds due to the Charter School.

- The District shall provide special education instruction and related services to Charter School students in the same manner as provided to other students of the District.
- The District shall provide funding to the Charter School for any special education instruction or related services provided by the Charter School in the same manner as is currently provided to other schools of the District.
- The Charter School shall pay its proportionate share of District-wide encroachment.

This arrangement, or a reasonable alternative to this arrangement, will be codified in an annual memorandum of understanding between the District and the school.

### **Section 504/ADA**

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the School shall adopt and implement a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated.

A 504 team will be assembled by a site administrator or designee and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately

reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

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

### **Transferability of Courses**

All of Leadership High School's core academic courses have been approved by the University of California; all courses (including non-UC approved electives) and are listed on the University's "Pathways" and "Doorways" websites to facilitate transferability. In addition, our transcripts clearly designate a – g labels.

### **Academic Performance Levels, the Academic Performance Index, and Adequate Yearly Progress**

Leadership High School is committed to serving students who have traditionally been underserved. Because of this, a large number of students come to us with low skills and weak academic track records. As a college-preparatory school, LHS measures our success, first and foremost, by our ability to support and retain students, especially those coming to us underprepared for a college-preparatory program, and, ultimately, by our college matriculation rate. Nonetheless, LHS recognizes that State testing is a helpful measurement of our year-to-year progress and achievement. We also use state test scores (both the CAHSEE and the CSTs) as key assessments to determine which students need further support and intervention.

The data for this year’s ninth grade class (from their eighth grade test scores) demonstrates the tremendous amount of support and intervention needed to bring our students to grade-level<sup>6</sup>, provide them the support needed to access our college-preparatory curriculum, and ultimately graduate them UC/CSU ready:

Percent of entering ninth graders who performed <b>at grade-level or above on both</b> the ELA and Mathematics sections of the 8 <sup>th</sup> grade CST:	8%
Percent of entering ninth graders who performed <b>below grade-level on both</b> the ELA and Mathematics sections of the 8 <sup>th</sup> grade CST:	67.6%
Percent of entering ninth graders who performed <b>below grade-level on either</b> the ELA or the Mathematics sections of the 8 <sup>th</sup> grade CST:	91.7%
Percent of entering ninth graders who performed <b>below grade level on the Math</b> section of the 8 <sup>th</sup> grade CST:	80.5%
Percent of entering ninth graders who performed <b>below grade level on the ELA</b> section of the 8 <sup>th</sup> grade CST:	78.4%

While we have further work to do to ensure that our students are performing at or above grade-level on the CSTs, our API scores have generally met or exceeded the scores of the District high schools our students would have otherwise attended:

School	API Growth 2006	API Growth 2005	API Growth 2004
Leadership High School	668	697	675
Balboa	680	628	552
Mission	563	575	518
O’Connell	565	631	559
Burton	671	701	636

Part of our focus over the next years will be to determine what aspects of our curriculum (with a particular focus on our mathematics curriculum, for which we use IMP) need to be supplemented to ensure that what we are teaching is aligned with what is assessed on the CSTs.

<sup>6</sup> “Grade level” is defined as Proficient or Advanced on the CSTs. “Below grade level” includes Basic, Below Basic, and Far Below Basic.

In the past few years, we have met AYP in three out of four years, as follows:

<b>Year</b>	<b>Met AYP?</b>
2006	Yes
2005	Yes
2004	No <sup>7</sup>
2003	Yes

Looking at Federal proficiency targets for 2006 (AYP), Leadership demonstrates is particular strength at preparing underserved students—i.e. African-American and Latino students, students who are living in poverty, and students who do not speak English as their first language—when compared to the District schools those students would otherwise attend:

ELA: Percent At or Above Proficient

	<b>Leadership</b>	<b>Balboa</b>	<b>Mission</b>	<b>O’Connell</b>	<b>Burton</b>
<b>Schoolwide</b>	51.7%	43.4%	33.7%	26.1%	43.7%
<b>African-American</b>	31.6%	17.9%	21.4%	11.8%	23.7%
<b>Latino</b>	42.9%	32.1%	16.5%	24%	31.1%
<b>Socioeconomically disadvantaged</b>	52.5%	36.8%	27.6%	21.7%	41.2%
<b>ELL</b>	50%	26.2%	9.6%	19%	34.5%

Math: Percent At or Above Proficient

	<b>Leadership</b>	<b>Balboa</b>	<b>Mission</b>	<b>O’Connell</b>	<b>Burton</b>
<b>Schoolwide</b>	54%	49.1%	31.3%	21%	51.1%
<b>African-American</b>	31.6%	8.9%	6.8%	6.7%	22.2%
<b>Latino</b>	42.9%	26.8%	15.8%	18.2%	26.6%
<b>Socioeconomically disadvantaged</b>	57.5%	47.2%	28.5%	18.6%	51.7%
<b>ELL</b>	59.1%	52.5%	22.8%	15.3%	54.5%

<sup>7</sup> In 2004, LHS met its AYP targets for Participation Rate, Percent Proficient, and API; we narrowly missed the target for Graduation Rate because students who transferred out of the school but graduated from another District HS were erroneously classified as “Drop-Outs.”

### **III. Measurable Student Outcomes**

In the first years of Leadership's existence, staff members, parents, and students worked to articulate what a Leadership graduate should know and be able to do. This team identified four broad attributes, our School-Wide Outcomes or "SWOs," that represent the behaviors and skills we expect students to master. In the following years, definitions for each SWO were added in order to provide indicators that would elaborate upon what mastery would look like for each outcome. These four SWOs, with their definitions, have become the foundation of Leadership's program, culture, curricula, and assessment:

- ◇ Social Responsibility: *To effectively work and lead in groups, families, and communities by actively demonstrating respect and accountability to others and their differences.*
- ◇ Personal Responsibility: *To be self-aware; to identify, access, and utilize skills, knowledge, and resources toward development as a life-long learner; and to be accountable to one's self.*
- ◇ Critical Thinking: *To draw conclusions, solve problems, or create through analysis, reflection, interpretation, reasoning, and evaluation.*
- ◇ Communication: *To understand and clearly and confidently express ideas, opinions, information, attitudes, and feelings to and from diverse audiences, through a variety of media.*

These SWOs, along with the California State Education Standards, define the foundation what we expect students to know and be able to do by the time they graduate. As our vision of what it means to be an educated person in the 21<sup>st</sup> century indicates, we also believe that students must have the foundational skills to be prepared for higher education and to be self-empowered as adults; additionally students must demonstrate leadership and must be active and engaged community members.

Through an extensive backward planning process, outcomes have also been developed for each Department. (See Appendix C for example.) Within individual courses, teachers construct curricula and assessment around the State Standards, using our four SWOs and the Department Outcomes as a common organizational framework. While most of LHS's individual courses already have course outcomes aligned to the State Standards, Department Outcomes, and our SWOs, key work over the next five years will be to reconstruct and publish a course handbook encompassing all courses taught at Leadership and outlining the outcomes and signature work for each.

In addition to mastery of the State Content Standards, our four SWOs, department and course outcomes, Leadership holds the following on-going goals:

- ❖ Leadership graduates will meet or exceed requirements for the California State and University of California systems
- ❖ At least 85% of Leadership seniors will apply to four-year colleges.
- ❖ At least 90% of graduates will go on to higher education, with 60% attending four-year colleges.

- ❖ LHS will maintain attendance rates of 95% or better and will strive for attendance rates of 97% or better.
- ❖ 65% of tenth graders will pass both sections of the California High School Exit (“CAHSEE”) exam during the initial administration; 85% of eleventh graders will have passed both sections of the CAHSEE by the end of the year; 95% of seniors will have passed both sections of the CAHSEE prior to graduation. 100% of students who do not pass will receive intervention and support.
- ❖ The drop-out rate—following SFUSD’s definition of students who leave the school and do not enroll in another diploma-earning program—will be less than 10%.
- ❖ 95% of seniors will achieve mastery on the Senior Portfolio and Defense.
- ❖ 75% of seniors will achieve mastery on the Senior Exhibition.
- ❖ 80% of students will meet the credit requirements required be promoted to the next grade level at the end of each academic year.
- ❖ 100% of students who are not promoted or have not passed the CAHSEE will be supported with intensive intervention through our Academic and Behavior Intervention Plans, through our Academic Support Center, or through our Academic Literacy class.
- ❖ Leadership will strive to meet AYP targets each year.
- ❖ Leadership will strive to meet its API growth targets each year, and will use CST data to evaluate curricular areas that warrant additional emphasis.
- ❖ LHS will review data on student achievement and experience at least five times each year.
- ❖ Over the next five years, LHS will use data-based inquiry to focus on intervention with students who come to us below grade-level; we will increase the retention rate and graduation rate of these students by 10% or more.

#### **IV. Methods to Assess Pupil Progress toward Meeting Outcomes**

Inquiry into student achievement, with a lens of equity, is at the core of who we are as a school. Seven days each year our Department Coaches (“DCs”) meet off campus to take part in extensive data-based inquiry on both student academic achievement (e.g. grades, test scores, graduation assessments) and student experience (e.g. suspension rates, attendance, qualitative data on student satisfaction). These Data Days inform the on-going professional development and coaching of the school. In addition, the three-day DC data retreat at the end of the academic year is used to analyze senior exhibition data in order to establish a school-wide focus for the next academic year. Throughout all these days, particular attention is paid to surfacing patterns of achievement and failure, so that we can more equitably serve all our students and narrow the predictable achievement gaps that persist in our school.

In addition, the school fosters an environment of action research for all its practitioners. Teachers and staff are involved in small inquiry groups that meet monthly. Through these groups, staff members analyze achievement data in their own classroom, which they use to create action plans related to their practice. Other members of their inquiry groups support their action plans through peer observations and peer coaching. As with the DC team, teachers are pushed to surface inequitable patterns of achievement in order to remedy them through pedagogy and curriculum.

Over the next five years, LHS will build upon its already extensive data-based inquiry and create a longitudinal database to better track achievement and students' success from ninth grade through graduation and on to college and work life. This database will support our on-going work to use data to inform school goals and practice.

Over the course of any year, LHS will collect data on the follow:

- ❖ Student demographics (including but not limited to: ethnicity, gender, home language, free/reduced lunch qualification, nationality, home zip code) (on-going)
- ❖ Student attendance (eight times each year)
- ❖ Student NS Warnings (4 times each year)
- ❖ Student Grades (4 times each year)
- ❖ Student Promotion (annually)
- ❖ Progress toward Senior Portfolio and Defense (annually)
- ❖ Progress toward Senior Exhibition (annually)
- ❖ Graduation rate (annually)
- ❖ Drop-out rate (annually)
- ❖ Retention rate (annually)
- ❖ AIP and BIP data (2 times each year)
- ❖ Participation in extra-curricular activities, including sports, clubs, ambassador program, student government (annually)
- ❖ Reasons for transferring out by Exit Survey (on-going)
- ❖ PSAT and SAT scores (annually)
- ❖ College application rates (annually)
- ❖ College acceptance rates (annually)
- ❖ CELDT (annually)
- ❖ CAHSEE (tri-annually)
- ❖ Advance Placement tests (annually)
- ❖ California Standards Tests (annually)
- ❖ Physical Fitness Test (annually)
- ❖ Grade 9 Proficiency Exam (annually)
- ❖ Internal 9<sup>th</sup> Grade Proficiency in ELA and math (annually)
- ❖ CSU Early Assessment Program (annually)
- ❖ API Similar Schools Ranking (annually)
- ❖ AYP

For each of our major outcomes, we use the following on-going and exit assessments:

<b>Outcome</b>	<b>On-going Assessments</b>	<b>Exit Assessment(s)</b>
Students will demonstrate mastery of Social Responsibility, per the school's definition	<ul style="list-style-type: none"> <li>❖ 10<sup>th</sup> grade Family Project</li> <li>❖ Junior Project and Exhibition</li> <li>❖ Individual course outcomes</li> <li>❖ Common school-wide rubrics (e.g. Audience, Community Service, SSR)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> </ul>
Students will demonstrate mastery of Personal Responsibility, per the school's definition	<ul style="list-style-type: none"> <li>❖ 10<sup>th</sup> grade Family Project</li> <li>❖ Junior Project and Exhibition</li> <li>❖ Individual course outcomes</li> <li>❖ Common school-wide rubrics (e.g. Audience, Community Service, SSR)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> </ul>
Students will demonstrate mastery of Critical Thinking, per the school's definition	<ul style="list-style-type: none"> <li>❖ 10<sup>th</sup> grade Family Project</li> <li>❖ Junior Project and Exhibition</li> <li>❖ Individual course outcomes</li> <li>❖ Common school-wide rubrics (e.g. Audience, Community Service, SSR)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> </ul>
Students will demonstrate mastery of Communication, per the school's definition	<ul style="list-style-type: none"> <li>❖ 10<sup>th</sup> grade Family Project</li> <li>❖ Junior Project and Exhibition</li> <li>❖ Individual course outcomes</li> <li>❖ Common school-wide rubrics (e.g. Audience, Community Service, SSR)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> </ul>
Students will acquire foundational skills in core academic areas (as defined by State Standards) to have access to higher education and to be self-empowered	<ul style="list-style-type: none"> <li>❖ Scholastic Reading Inventory</li> <li>❖ 9<sup>th</sup> grade Proficiency Exam</li> <li>❖ Individual course outcomes</li> <li>❖ STAR test results</li> <li>❖ College acceptance rates</li> </ul>	<ul style="list-style-type: none"> <li>❖ CAHSEE</li> <li>❖ Fulfillment of LHS and a – g credit requirements</li> </ul>
LHS graduates will be prepared for college	<ul style="list-style-type: none"> <li>❖ Rate of UC-eligible graduates</li> <li>❖ College application rate</li> <li>❖ College acceptance rate</li> <li>❖ College matriculation rate</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fulfillment of LHS and a – g credit requirements</li> </ul>
Students will demonstrate leadership	<ul style="list-style-type: none"> <li>❖ 10<sup>th</sup> grade Family Project</li> <li>❖ Junior Project and Exhibition</li> <li>❖ Individual course outcomes</li> <li>❖ Common school-wide rubrics (e.g. Audience, Community Service, SSR)</li> <li>❖ Outcomes for Leadership courses</li> </ul>	<ul style="list-style-type: none"> <li>❖ Senior Project and Exhibition</li> </ul>
Students will be engaged, active community members	<ul style="list-style-type: none"> <li>❖ Attendance rates</li> <li>❖ Participation in extra-curricular activities and sports</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fulfillment of Community Service hours requirement</li> </ul>
LHS students will make yearly progress toward meeting credit requirements	<ul style="list-style-type: none"> <li>❖ Promotion</li> <li>❖ Grade point average</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fulfillment of LHS and a – g credit requirements</li> </ul>

## V. Governance Structure

### Legal Status

Leadership High School has constituted itself as a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax exempt status. The School is governed pursuant to its adopted bylaws, which have been subsequently amended from time to time, and are consistent with this charter. The Adopted bylaws are attached as Appendix I.

The School shall operate autonomously from the District, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

### Board of Directors

The School will be governed by a Board of Directors (the “Board” or “Board of Trustees”). The Board shall be ultimately responsible for the operation and activities of the School. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and implementation of the charter and procedures to assist the staff in facilitating the execution of such policies. The Board currently consists of 11 members who will govern LHS. (A current list of Board members is included in Appendix J.) The nomination, election and term of each of the categories of Board members noted below are outlined in the bylaws.

The Board’s composition shall include between 7 and 20 members, including the following:

- The Principal
- One parent representative elected by the LHS Parent Association
- One student representative elected by LHS student body
- One staff representative elected by the LHS staff
- One alumni representative elected by the Board of Trustees
- Trustees from the community, number established by Board Bylaws.

If the District decides to exercise its right to place a representative on the LHS Board in accordance with Education Code section 47604(b) the LHS Board shall be increased by an additional member to maintain an odd number of Board members. The Board shall decide what category of member shall be added to the Board upon this occurrence.

The Board will meet on a regular basis, at least every other month. The powers and responsibilities of the LHS Board, as outline in the Board job description and bylaws, include but are not limited to:

- ❖ Understanding and representing LHS Mission and Vision;
- ❖ Maintaining fiduciary oversight of the organization;
- ❖ Approving and monitoring of the school's annual budget;
- ❖ Approving the school's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees;
- ❖ Electing and removing Trustees;
- ❖ Selecting and removing officers, agents and employees of the corporation; prescribing powers and duties for them; and fixing their compensation;
- ❖ Hiring and evaluating the Principal;
- ❖ Setting general policies of the School;
- ❖ Fundraising;
- ❖ Entering into contracts, leases, and other legal agreements.

To the extent allowable by law, the Board of Trustees may delegate the implementation of its duties to the Principal, employees of the school or other responsible parties.

The Board shall follow policies and procedures regarding self-dealing and conflicts of interest, as laid out in the bylaws. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board shall undergo annual training for board membership by a recognized provider of training services.

### **Relationship with SFUSD**

SFUSD shall serve as the granting school district for Leadership High School and shall have supervisory oversight over LHS in accordance with the Charter Schools Act. LHS shall report attendance, achievement, and financial information to the District, as outlined in Section X on LHS's annual audit. The legal, programmatic, and fiscal relationship between the school and the District will be further laid out in the annual Memorandum of Understanding ("MOU").

LHS will receive funding pursuant to Education Code Section 47630 et. Seq. and its successors and will opt to receive its funding directly from the State pursuant to Education Code Section 47651. Any funds due to the school that flow through SFUSD shall be forwarded to LHS in a timely fashion.

SFUSD shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for actual costs not to exceed the maximum amount allowed under Education Code Section 47613 and confirmed in the Memorandum of Understanding pursuant to the terms of the Charter School Act between LHS and SFUSD.

SFUSD may, at its discretion, allow LHS to separately purchase available administrative or other goods or services from SFUSD or other vendors. The specific terms and cost shall be contained in a separate, written MOU.

LHS shall promptly respond to all reasonable inquiries pursuant to Education Code Section 47604.3, including, but not limited to, inquiries regarding its financial records, from SFUSD or from the Superintendent of Public Instruction and shall consult with SFUSD or the Superintendent of Public Instruction regarding any inquiries.

In accordance with Education Code Section 47604(c) SFUSD will not be liable for the debts or obligations of LHS. LHS assumes these responsibilities, as outlined in the MOU.

### **Principal**

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

#### **STUDENTS**

- A. Work with all staff to create a positive campus culture and student life aligned with school values
- B. Work with Academic Support Coordinator and/or other appropriate Staff on Academic Achievement and Intervention
- C. Oversight of Attendance and ADA
- D. Oversight of Student Retention and Transfers
- E. Oversight of Student Recruitment reflecting the diversity and composition of the San Francisco Bay Area
- F. Work with Dean of Student Life and/or Assistance Principal on disciplinary issues and counseling

#### **FACULTY/STAFF**

- G. Management and Supervision, including evaluation of Department Coaches (DC's) and Administrative Faculty
- H. Mentor Department Coaches to provide management and supervision to teaching faculty
- I. Training and Professional Development of entire staff with assistance from DC team
- J. Instituting programs designed to recruit and retain qualified staff at all levels

#### **EDUCATIONAL VISION**

- K. Work with DC team to develop and monitor curriculum

- L. Collaborate with staff on refining, enhancing and institutionalizing LHS's Leadership program and curriculum
- M. Work with Advisory Reps and/or Advisory DC on refining, enhancing and institutionalizing LHS's Advisory program and curriculum
- N. Overall Responsibility for Master Schedule

#### ADMINISTRATION

- O. Ensure school is compliant with all regulatory statutes, including Charter, CA Charter School Law, NCLB, etc.
- P. Budget Development and Implementation
- Q. Overall responsibility for day-to-day facilities and primary responsibility for long term facilities planning
- R. Participation in Fundraising and/or oversight of staff person with educational vision to participate on the Principal's behalf

#### COMMUNICATION

- S. Provide means of regular communication with staff, LHS Board, families, students and community.
- T. Attend and participate in LHS Board and Governance Committee meetings
- U. Attend SFUSD principal meetings
- V. Be reasonably accessible and responsive to all constituents
- W. Support and follow LHS norms for communications

### **Parent Participation**

Parents in the LHS Community will be required to participate in LHS programs and activities. Parents will be members of the Board, members of the Parent Association, and will be welcomed in the classroom and school as volunteers.

Leadership holds a yearly Back to School Night, which regularly involves over half of LHS families. In addition, we have quarterly Parent-Teacher conference nights, during which teachers and Advisors meet with families of students most in need of support. In the spring, the school has three "leadership" days—one for Senior Portfolio Defense, one for Senior Exhibitions, and one for a Teach-In—each of which involves many families.

Research indicates that parent involvement in school is positively related to the academic success of their students. To this end, parent participation is a requirement at LHS. The School promotes a parent participation program requiring 20 service hours per family per year.

In addition, parents may fulfill the 20- hour service commitment in a variety of ways that may include but are not limited to the following:

- ❖ Attendance at specific school events, such as Back to School night, Parent Conference Nights, field trips, leadership days, and exhibitions.

- ❖ Attendance at monthly Parent Association meetings
- ❖ Volunteer and assist teachers, office staff, etc.
- ❖ Aid in after hour events such as Saturday work days, performance events, school registration/preparation, and extra curricular activities such as dances, athletic events, etc.
- ❖ Share expertise.

Parents are encouraged to express their concerns, to visit the School, and to meet with the staff. To this end, the School shall annually distribute Parent Surveys to all parents requesting them to give their opinions on the progress of their children and encouraging them to express suggestions of how the School might improve its services. The responses shall be returned to the School and reviewed with faculty and administration in order to address any concerns.

### **Conflicts Code**

The School shall abide by a Conflicts Code.

### **Brown Act**

The School shall comply with the Brown Act.

### **Public Records Act**

The School shall comply with the Public Records Act and Education Code section 47604.3.

## **VI. Employee Qualifications**

Leadership High School is committed to hiring and retaining highly qualified candidates that fit the needs of our diverse students and our unique program. We seek to build a staff that represents the diversity of our students, and look for candidates who are generalists first and content specialists second. In compliance with NCLB and credential requirements outlined in Section 47605(1), only highly qualified teacher candidates are hired; all teachers in core academic areas are certified to teach in that content area or working toward certification through a District-endorsed intern program. At LHS, all classes (except for Technology, Advisory, and certain senior electives) are UC-approved A-G courses that are taught by highly qualified individuals.

LHS has an extensive, eight-part hiring process that includes two rounds of interviews, guest teaching with student feedback, and thorough reference checks. This hiring process involves current staff, administrators, parents, and students.

To support employees to achieve their best, LHS has an extensive coaching and supervision system. New hires take part in an all-day orientation, have coaching meetings between four and eight times each year, and are observed at least quarterly.

## **VII. Health and Safety Procedures**

LHS complies with the provisions of Education Code 44237 and 45125.1, Fingerprints and Criminal Records Summary. In 2005, LHS established its own ORI code to facilitate the clearance process. Each new hire is required to use this ORI number at SFUSD or other official fingerprinting service so that the school may obtain Department of Justice clearance prior to the employee's start date.

All staff members are also required to show up-to-date proof of necessary immunizations, including screening for tuberculosis. Records for both students and staff are maintained in cumulative and personnel files, respectively.

LHS is in the process of redesigning its comprehensive school safety plan, following the relocation to the Burton site. LHS Administrators are working with Administrators from both the District and the other school to create this plan. This plan will be completed in the next months and submitted to the District for review and approval.

## **VIII. Means to achieve racial and ethnic balance**

As the mission of Leadership High School is to develop effective community leaders, the first step towards building responsible citizens and leaders is to ensure that our student body is representative of the community in which it resides. For this reason, LHS is committed to achieving a student population that is ethnically, racially and socio-economically reflective of San Francisco's population. Admission to LHS is based on a lottery system, therefore our efforts to achieve a diverse student population will focus on the ability to recruit and retain students reflective of our community's diversity. To ensure an applicant pool that matches the representative population, LHS will take the following steps:

- ❖ Distribution of marketing, application, and enrollment materials in multiple languages.
- ❖ Discussions and distribution of application materials to San Francisco Unified School district, middle and elementary schools, and other areas where diverse student families might be reached.
- ❖ Outreach at community presentations.
- ❖ Collaboration with community based organizations to support outreach efforts
- ❖ Use of additional print and non-print media for outreach communications.

## **IX. Enrollment Requirements**

Leadership High School is committed to maintaining a diverse student body. The admission process for LHS has three main goals: (1) to build buy-in to LHS school program and philosophy; (2) gather essential data on the "whole child"; and (3) gather data that is utilized after admission to balance advisory classes racially, by gender and for anticipated academic and behavioral needs. In order to

assure a diverse student body LHS will utilize the following admission requirements, procedures and timeline:

Student may enter LHS's admissions process by satisfying the following requirements intended to create informed applicants who are committed to the school program and philosophy:

- ❖ Attendance at a group information session
- ❖ Attendance at a shadow visit at LHS
- ❖ Completing a written application
- ❖ Having each parent/guardian sign the application which includes a commitment to support the school with a minimum amount of hours (alternative arrangements will be made if an adult is unavailable).

LHS has a two part admissions process. The first step will be an open enrollment period that will be completed by January preceding admission. If the number of applicants exceeds the maximum number of spaces available in the enrolling class, enrollment will be determined by a lottery process. Following the open enrollment period, applications received will be entered into a lottery. After enrollment is at its maximum, remaining applications will have the option to be placed on a waiting list based on their draw in the lottery. If an opening during the school year occurs, students on the wait list will have the option of enrolling.

In the case of a lottery, enrollment priority will be allowed to the following in priority order:

1. Siblings of currently enrolled students;
2. Students within SFUSD
3. Students outside of SFUSD

Current students are guaranteed admission for the following year. Students must complete an intent to return form by June. If no intent to return form is submitted, a student may lose their enrollment status.

## **X. Annual Financial Audit**

LHS shall comply with the reporting mandates of the State and shall conduct financial operations using generally accepted accounting practices. The school's Board of Trustees shall approve and monitor the annual operating budget. The school's administration shall produce interim and unaudited actual reports.

As required under Education Code Section 47605, the School will contract each year with an independent audit firm to conduct an annual fiscal audit of the school's financials, using generally accepted practices and regulations. The audit firm will be selected, following the guidelines of the American Institute of Certified Public Accountants, and will be selected for its expertise in charter school audit practices. Our current firm, Lamorena & Chang, is approved by both the California Department of Education and the State Controllers Office.

It is anticipated that the annual audit will be completed within five months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to the chief financial officer of the SFUSD. The LHS audit committee will review any audit exceptions or deficiencies and report to the LHS Board of Trustees with recommendations on how to resolve them. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section XV of this Charter. The final audit shall be forwarded by December 15<sup>th</sup> to all parties listed in CA Education Code Section 47605(m).

LHS shall prepare an annual performance audit for SFUSD that shall include at a minimum the following information:

- 1) Review of each component of the charter for compliance.
- 2) Analysis of whether outcomes as set forth in the charter are being met or pursued.
- 3) Review of major decisions and policies as set forth by LHS and its Board of Trustees including an analysis of all Board minutes and the school's employee handbook.
- 4) Review of numbers of staff, their qualifications and verification of credentials.
- 5) Review of health/safety procedures and a summary of any major changes.
- 6) Review of all required documentation for the operation of the School, i.e. leases, certificates of insurance, vendor contracts, etc.
- 7) Review of admission practices including the number of actual students enrolled, enrollment procedures, transcript procedures, etc.
- 8) Determination of existing internal/external dispute issues or lawsuits and their resolutions.
- 9) Review of attendance practices including an analysis and testing of monthly student data reports; excused absence documentation; attendance scantrons; instructional minutes and school calendar; and teacher verification sheets.
- 10) Review of human resources practices including the analysis and testing of personnel files and documents and payroll documents and procedures.
- 11) Review of all annual fringe benefit plans including the analysis and testing of STRS employee contributions and employer-match payments.
- 12) Determination of the financial health of the School in terms of net assets, liabilities, and cash reserves.

- 13) Review of the school budget and analysis of budget performance including a comparison with prior year actuals.
- 14) Review of accounting procedures and practices including an analysis and testing of accounts payable; accounts receivable; journal entries; bank deposits; monthly bank reconciliations; fixed assets; accrued liabilities; general ledger; trial balance; etc.
- 15) Review of acquisition, tracking and expenditure of grants and donations including the analysis and testing of grants and donations that are restricted in purpose.

In addition, LHS welcomes SFUSD to conduct a site visit which would include observation of the instructional program. SFUSD shall provide LHS with 72 hours of a site visit to ensure that LHS has all necessary personnel available for SFUSD during the visit.

## **XI. Pupil Suspension and Expulsion**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Leadership High School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the LHS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. All suspension and expulsion proceedings shall comply with due process, equal protection and other requirements set forth in law.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Rules and consequences are clearly described in the Student Handbook (see Appendix E).

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The LHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. Additionally, these will be discussed and reviewed during Advisory retreats each fall prior to the start of classes. The notice shall state that additional copies of the Student Handbook and suspension/ expulsion procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. LHS will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. LHS shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 of the Rehabilitation Act and would grant the District approval rights prior to the expulsion of any such student as well.

A. Definitions (as used in this policy):

1. "Board" means governing body of LHS
2. "Expulsion" means dis-enrollment from LHS
3. "School day" means a day upon which LHS is in session.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
  - a. Reassignment to another education program or class at LHS where the pupil will receive continuing instruction for the length of day prescribed by the LHS Board for pupils of the same grade level
  - b. Referral to a certificated employee designated by the Principal to advise pupils.
  - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or an LHS sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Following Education Code, students may be suspended or expelled for any of the following acts when it is determined the pupil:

- A1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- A2. Willfully used force of violence upon the person of another, except self-defense.
  - B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
- C. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stole or attempted to steal school property or private property.
- H. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- L. Knowingly received stolen school property or private property.

- M. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- N. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- O. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Q. Engaged in or attempted to engage in hazing of another.
- R. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- S7. Made terrorist threats against school officials and/or school property.
- S2. Committed sexual harassment.
- S3. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- S4. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

#### D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

1. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

2. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the LHS Board of Trustees following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the School's governing

board. Whenever feasible or when deemed necessary to maintain objectivity (especially in cases that may be contentious), the panel will be comprised of certificated employees of other schools. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Board's decision is final there is no appeal to the District or to the County Office of Education. However, the parent/guardian of the student will be notified of his/her right to seek legal counsel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the

presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### H. Record of Hearing

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

#### I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations

may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

K. Disciplinary Records

LHS shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be referred to SFUSD or their school-district of residence for placement, at which point the receiving District will determine whether to hold a District hearing or place the student in a District school. Expelled students and their families will be responsible for following through with placement.

M. Rehabilitation Plans

Students who are expelled from LHS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

## **XII. Retirement System**

LHS participates in the federal Social Security system and provides State Teachers Retirement System (STRS) benefits to all eligible employees. STRS employees contribute 8% of all gross wages earned and LHS provides an 8.25% employer match. Additionally, all employees have access to AXA Equivest, a 403b retirement plan. At this time, LHS does not provide an employer match for those employees who elect to participate in the AXA Equivest plan.

LHS retains the option for its Board to elect to participate in the Public Employee Retirement System ("PERS") as applicable in the future should it find that participation enables the school to attract and retain higher quality staff. If the school elects to have its staff participate in the PERS system in the future, then all eligible staff will do so. If LHS should opt to participate in the PERS system, the parties will cooperate as necessary to forward any required payroll deductions and related data. LHS shall pay the San Francisco Unified School District its actual costs pursuant to Education Code section 47611.3 for the provision of such services.

### **XIII. Attendance Alternatives**

Students who choose to transfer out of LHS, provided that they are residents of San Francisco, may attend other District schools following our transfer-out process. If students live outside of San Francisco and have not yet secured an inter-district transfer to attend LHS (we request but do not require such transfers), they must apply for such a transfer following District policy in order to attend an in-district school. Otherwise, out of district students wishing to transfer out of LHS will need to pursue enrollment in their home district.

### **XIV. Description Of Employee Rights**

All staff at the school shall be considered employees of LHS and shall have no automatic right to employment or reemployment in SFUSD. Existing SFUSD employees who wish to seek a leave of absence for employment at LHS shall apply for a leave of absence in accordance with SFUSD policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of LHS shall not continue to earn service credit (tenure) at SFUSD while employed by LHS; however, LHS will recognize years of service in SFUSD when placing employees on the salary step scale. The length of the leave shall not be for less than one (1) year, or more than the duration of the initial charter or five (5) years whichever is less. Vacation time/sick leave accrued at LHS or SFUSD shall not transfer to the other entity unless otherwise agreed upon by the employer and employee.

### **XV. Dispute Resolution Procedures**

#### **Disputes between LHS and San Francisco Unified School District**

In the event of a dispute between LHS and SFUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet to confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days. If mediation fails to resolve all issues of the dispute, the parties will agree upon the selection of an arbitrator to consider the remaining issues at dispute. The format of the arbitration shall be developed jointly by the representatives and shall incorporate informal rules of evidence and

procedure unless both parties agree otherwise. The finding or recommendation of any arbitrator shall be non-binding, unless the governing authorities of the school and district jointly agree to bind themselves. All mediation and/or arbitration costs and all other costs associated with dispute resolution shall be shared equally by the charter school and the district.

In the event the third-party mediation process does not result in resolution of all issues in the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the district indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

#### **Disputes between LHS and a parent/guardian**

In the event of a dispute between LHS and a parent/guardian regarding the terms of this charter or any other issue regarding the school and student relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). Within 5 days of sending written correspondence, or longer if both parties agree, the charter school principal shall meet with the parent/guardian to confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the parent/guardian shall meet again at the next LHS Board of Trustee meeting, or longer if both parties agree, to assist in dispute resolution. The format of the board mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of the board shall be binding.

#### **Disputes between LHS and employees**

All disputes between LHS and its employees will be handled internally in accordance with the bylaws, policies and procedures of Leadership High School. SFUSD will not be involved in such disputes unless it deems it necessary as relating to a cause for revocation under Education Code Section 47607

#### **XVI. Exclusive Public School Employer Declaration**

For the purposes of the Educational Employment Relations Act, LHS is deemed the exclusive public school employer of the employees of the charter school.

#### **XVII. Closure of Charter School**

The following procedures shall apply in the event LHS closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School will be documented by official action of LHS. The action will identify the reason for closure.

LHS will promptly notify the SFUSD of the closure and of the effective date of the closure.

LHS will ensure notification to the parents and students of the Charter School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the board's decision to close the charter school.

As applicable, the Charter School will provide parents, students and/or the district with a copy of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the district promptly upon its completion.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and shall be distributed in accordance with the Articles of Incorporation and bylaws of LHS. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is organized by a nonprofit public benefit corporation, the governing board will follow any applicable procedures set forth in the California Corporations Code for the dissolution of the Charter School and file all necessary filings with the appropriate state and federal agencies.

### **XVIII. District Impact Statement**

Leadership High School is an independent, not-for-profit Charter School. The School is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The school provides public education to the residents of California, in accordance with the Charter Schools Act, California Education Code Section 46700, et seq.

The School aims to enroll 400 students each year. Based on past year's estimates, between 85% and 90% of these students will come from within San Francisco; hence the School's in-District enrollment is expected to be between 340 and 360 each year.

Pursuant to Education Code Section 47613, and as laid out in Section 11.0 of the 2006 – 2007 MOU between the District and LHS, SFUSD shall have “supervisory oversight” of LHS. The school and District shall follow the charter renewal process, timeline, and criteria as laid out in Education Code Section 47607. Pursuant to this Code, the term of the Charter will be five years from the date of the approval of this Charter Petition.

As the authorizing agency, SFUSD may perform an annual review of the school, including a yearly site visit. The School agrees to provide information related to the monitoring of its performance with respect to the terms of this charter and the MOU.

As detailed in the MOU, LHS pays a 1% Oversight Fee on our Property Taxes, State Aid, and Categorical Block Grant. In the last few years, this has amounted to roughly \$22,000. In return the District oversees LHS’s financial reporting and serves as a “pass-through” for State and local funding apportionments. In the MOU, LHS agrees to make available, with ten days written notice, accurate books and accounting records required for the Apportionment of Funds.

In addition, through the SELPA, the District provides LHS with Special Education services and support (see Section XVIX below); in return the school pays its pro-rata share of the Special Education encroachment—for every student in attendance at LHS, regardless of SPED status—as detailed in the MOU.

As provided under Proposition 39, LHS plans to continue making use of District facilities. With the District, LHS shall enter into a Facilities Use Agreement (FUA) for the current shared facility site at the 400 Mansell Street campus. Currently, the school employs its own custodial services, and covers the costs of custodial supplies, trash, and recycling. Additional negotiated costs associated with the shared facility shall be specified in the updated FUA.

As detailed in the MOU, Leadership manages its risk and liability independently. SFUSD is not liable for the debts or obligations of the School.

If a dispute regarding the oversight of the school or the relationship between the school and the District arises, the two parties will follow the Dispute Resolution processes outlined in Section XV of this Charter and the MOU.

### **XVIX. Special Education**

Leadership High School shall be categorized as a public school within SFUSD in conformity with Education Code section 47641, subdivision (b) for purposes of Special Education. The following provisions govern the application of Special Education services to LHS students.

1. It is understood that all children will have access to LHS and no student shall be denied admission due to disability.

2. LHS will comply with all applicable state and federal laws.
3. LHS agrees to implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. LHS agrees that it is solely responsible for compliance with Section 504.
4. Pursuant to Education Code section 47641, LHS has not elected to participate as an independent Local Education Agency (LEA) for Special Education services; and therefore, pursuant to Education Code section 47641, LHS is therefore deemed a public school of the LEA granting the charter, here SFUSD for Special Education purposes. LHS reserves the right to elect to become its own LEA or join with other charter schools to form a consortium and join a SELPA within California in any fiscal year following its first year of enrolling students. In the event LHS elects to join a SELPA, it shall do so in accordance with the rules and procedures of the SELPA.
5. LHS and SFUSD intend that LHS will be treated as any other public school in SFUSD with respect to the provision of Special Education services, including the allocation of duties between on-site staff and resources and SFUSD staff and resources.
6. Division and Coordination of Responsibility: SFUSD and LHS agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, Individualized Education Program (IEP), development and modification, and educational services) in a manner consistent with their allocation between SFUSD and its local public school sites. Where particular services are generally provided by staff at the local school site level, LHS will be responsible for providing said staff and programming; where particular services are provided to the school by the central SFUSD office, those services will be made available to LHS in a similar fashion.
7. LHS and SFUSD intend that they will jointly ensure that all students entitled to services under the Individuals with Disabilities in Education Act, 20 U.S.C. section 1400 et seq. (hereafter "I.D.E.A.") and California Education Code section 56000 et seq. will receive those services.
8. Identification and Referral: LHS shall have the same responsibility as any other public school in SFUSD to work cooperatively with SFUSD in identifying and referring students who have or may have exceptional needs that qualify them to receive Special Education services. LHS with the assistance of SFUSD will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and SFUSD policy. As between LHS and SFUSD, LHS is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other Special Education information on any student enrolling from a non- SFUSD school.

9. SFUSD shall provide LHS with any assistance that it generally provides its other public schools in the identification and referral processes. SFUSD will ensure that LHS is provided with notification and relevant files of all students transferring to LHS from a SFUSD school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between SFUSD schools. All records and files will be released with the signed permission of the parent/guardian.
10. SFUSD and LHS shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with SFUSD's general practice and procedure and applicable law. LHS shall not conduct unilateral independent assessments without prior written approval of SFUSD.
11. Responsibility for arranging necessary IEP meetings shall be allocated in accordance with SFUSD's general practice and procedure and applicable law. LHS shall be responsible for having the designated representative of LHS in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at LHS.
12. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of LHS (or designee) and the designated representative of SFUSD (or designee). Services and placements shall be provided to all eligible LHS students in accordance with the policies, procedures and requirements of SFUSD and of the Local Plan for Special Education.
13. For students who enroll in LHS with a current IEP, SFUSD and LHS shall conduct an IEP meeting in accordance with applicable law. LHS shall notify SFUSD immediately of students who may fall into this category. For such students who were previously enrolled in SFUSD, SFUSD agrees to forward the student's cumulative file including all Special Education files to LHS within 10 days with signed parent/guardian permission. In addition SFUSD will provide consultative assistance to LHS to help transition the student.
14. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than LHS staff, SFUSD shall provide and/or arrange for such services SFUSD services shall include consultative services by SFUSD staff to LHS staff in the same manner that SFUSD staff consults with staff at other SFUSD schools.

Instruction: LHS will coordinate with SFUSD to deliver resource services to students within the context of their regular courses. Only in limited and appropriate cases will services be delivered outside the context of students' regular course. LHS teacher teams will meet regularly during common planning time with SFUSD resource specialists to coordinate delivery of resources in their classes.

15. *Complaints:* In consultation with LHS, SFUSD shall address/respond/investigate all complaints received under the Uniform Complaint Procedure involving Special Education.

16. *Due Process Hearings.* In consultation with LHS, SFUSD may initiate a due process hearing on behalf of a student enrolled in LHS as SFUSD determines is legally necessary to meet a school agency's responsibilities under federal and state law. SFUSD and LHS shall work together to defend the case. In the event that SFUSD determines that legal counsel representation is needed, SFUSD and LHS shall be jointly represented by legal counsel, unless there is a conflict of interest. In case separate counsel is needed by LHS, the LHS Board of Trustees may select such counsel, and shall be responsible for the costs of its legal counsel.
17. SFUSD Superintendent or designee shall represent LHS at all SELPA meetings as it represents the needs of all schools in SFUSD. Reports to LHS regarding SELPA decisions, policies, etc. shall be communicated to LHS as they are to all other schools within SFUSD. To the extent that SFUSD and/or SELPA provide training opportunities and/or information regarding Special Education to site staff, such opportunities/information shall be made available to LHS staff. To the extent that SFUSD site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their school, such opportunities shall be made available to LHS staff.
18. *Transfer of Special Education Apportionment Directly to SFUSD.* The parties agree that, pursuant to the division of responsibilities set forth in this Agreement, LHS has elected the status of any other public school in SFUSD for the purposes of Special Education services and funding, and SFUSD has agreed to provide Special Education services for LHS, consistent with the services it provides at its public schools. Consistent with this division of responsibility, all funds apportioned to and received by LHS directly from the state and federal government for Special Education services pursuant to Education Code section 47613.1, subdivision (b) shall be forwarded by LHS to SFUSD. In exchange, LHS shall receive an equitable share of funding and services consisting of either or both of the following:
  - a. State and federal funding provided to support Special Education instruction or designated instruction and services or both provided or procured by LHS that serve pupils enrolled in and attending LHS.
  - b. Any necessary Special Education services including administrative and support services and itinerant services that are provided by the local educational agency on behalf of pupils with disabilities enrolled in LHS.
19. *LHS Contribution to Encroachment.* LHS shall owe SFUSD an amount of funding equal to SFUSD's total excess cost of Special Education (hereafter encroachment) per unit of SFUSD-wide general education ADA, for each unit of LHS's general education ADA. The excess costs are commonly referred to as encroachment. The formula for calculating CAT's contribution is as follows: Total SFUSD encroachment divided by SFUSD-wide attendance (P-2) x Total CAT attendance (P-2). School enrollment includes all students, regardless of home district. Adjustments will be made to include, on a pro-rated basis, students who enroll after the student-enrollment calculation is made. No prorated adjustment will be made for students

who leave during the academic year. The encroachment amount owing to SFUSD shall be offset by any cost LHS has incurred in providing necessary special education services to its students provided that such costs have been approved by SFUSD prior to being incurred by LHS.

20. Special Education funds for Special Education staff and services provided at the local school site level by LHS with the agreement of SFUSD shall be allocated to LHS by SFUSD.
21. LHS agrees to adhere to the policies and requirements of the Local Plan for Special Education and to SFUSD policies.
22. Special Education services will be offered at LHS based upon each student's Individualized Education Program and based upon LHS's educational methods and philosophy.
23. If needed due to limited Special Education staff, SFUSD may seek out contracts with other school districts, or companies, or organizations to serve LHS students. LHS shall assist SFUSD in providing such services.

## **XX. Annual Operating Budget**

Leadership has successfully run a financially solvent organization for ten years, through substantial changes in program location, student demographics, staffing, and leadership. Over the past two years, Leadership has faced much uncertainty about school location. Connected to this uncertainty and to the mid-year move to 400 Mansell Street, our enrollment has unsurprisingly declined.

With the number of applications we have for next year, we know that we will rebuild student enrollment over the next few years, but this change has obvious implications for our projected budget, since we anticipate having more students next fall than will have been captured on our P2 report for this year. Because of this, we will be applying for a loan from CCSA for changing enrollment, to ensure we have the funding needed to support our student body both next year and the year after. Given the current shifting of enrollment brought on by the location change, we have chosen to provide a five-year projection (Appendix to lay out how the school will remain financially strong during this period of transition. Also included in the Appendix are Cash Flow Analyses for quarters one, two, and three (to date) of FY2007 and a draft copy of our Auditor's Statement of Financial Position for the FY2006 budget.

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