



## Charter Renewal Petition

Submitted to the San Francisco Unified School District,  
December 21, 2011

Revised, February 2 and 6, 2012

Approved unanimously by the Board of Education,  
February 14, 2012

Original Charter Petition submitted, October 22, 1996  
Revised, December 4, 1996  
Approved by the San Francisco Board of Education, December 10, 1996  
Approved by the California State Board of Education, April 11, 1997  
Designated Charter School #122  
Expired August 18, 2002

First Charter Petition Renewal submitted March 15, 2002  
Revised April 5, May 14, and May 28, 2002  
Approved by the San Francisco Board of Education, June 11, 2002  
Expired June 30, 2007

Second Charter Petition Renewal submitted March 2, 2007  
Approved by the Board of Education, May 8, 2007  
Expires June 30, 2012

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## Affirmations

Leadership High School (“LHS”), located at 241 Oneida Avenue, Suite 301, 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 H 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.

## **A. Educational Program**

### **Mission and Vision**

Leadership High School will serve San Francisco by preparing diverse youth from its urban communities to graduate from college. Leadership graduates will internalize the critical thinking, communication, personal responsibility and social responsibility needed to be resilient and competitive in college and to lead themselves and their communities toward justice and self-reliance.

We will achieve this promise to the community by...

- Ensuring that each student is known well and cared for as a learner and an individual;
- Fostering a culture of academic excellence and college-readiness for every student;
- Cultivating strong community among and between students, staff, and families;
- Providing intensive intervention and support to accelerate learning when needed;
- Maintaining a staff characterized by pedagogical expertise, reflection, cultural competency, and data-driven action.

### **Leadership's Track Record and Program Highlights**

- ❖ This year, Leadership High School ("Leadership") celebrates its fifteenth year. It is the oldest charter high school in San Francisco, and the oldest start-up charter high school in the State.
- ❖ Leadership student demographics have evolved significantly since the school's inception. Leadership now serves a population that comes, by and large, from communities that have been underserved in our city. The school currently has a higher proportion of students who identify as African-American or Latino than any other regular high school in the city of San Francisco.<sup>1</sup> The percentage of students qualifying for free and reduced lunch has grown to roughly two-thirds of the overall population<sup>2</sup>. Students who will be the first in their families to graduate from a four year college has steadily grown each year and now represents of 9 of 10 graduating seniors.<sup>3</sup>

Leadership's Board and staff embraces this new direction of our school and are proud to be the only high school in San Francisco specifically focused on empowering students traditionally left behind in public schools to be the first in their families to attain a four-year college degree.

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<sup>1</sup> See page 9 for more information. The one school in SFUSD (inclusive of charters) that serves a higher proportion of African-American and Latino students is Life Learning Academy.

<sup>2</sup> Rate of 67% in 09-10, 62% in 10-11, and 65% in 11-12.

<sup>3</sup> Based on rates of 74%, 82%, 93%, and 89% for classes of 2008, 2009, 2010, and 2011, respectively.

The school is in the process of redesigning key aspects of our organizational structure and program to ensure that we are able to serve our students equitably and ensure that they graduate college-ready.

- ❖ Toward our goal of equity, Leadership's graduation requirements align to the course eligibility requirements of the CSU and UC systems. Students must earn grades of C- or better in all classes required for graduation. Hence, 100% of graduates meet college eligibility requirements.
- ❖ Leadership's work closing the achievement gap by providing college readiness and support to first generation students has been rewarded by a generous grant from the College Access Foundation to provide scholarships for students in the classes of 2009, 2010, and 2011 for all four years of college. So far, the College Access Foundation has pledged Leadership \$669,140 in scholarship and grant monies. Leadership is only one of three school-based CBOs in the state of California to be awarded a CAF grant.
- ❖ Leadership maintains an average graduate rate of 93.35%, one of the highest in San Francisco Unified School District, and significantly higher than the District rate of 84.9% (2009 – 2010).<sup>4</sup>
- ❖ When disaggregated by ethnicity, Leadership has some of the highest API scores for African-American and Latino students in San Francisco Unified. In 2011, the only district school to significantly outperform Leadership, when looking at African-American students, was Lowell. <sup>5</sup> The API for African-American students at LHS was 639, compared to the district's high school average (*not* inclusive of ASAM schools) of 550. In the same year, the only district schools to significantly outperform Leadership, when looking at Latino students, were Lowell and SOTA.<sup>6</sup> The API for Latino students at LHS was 648, compared to the district's high school average (*not* inclusive of ASAM schools) of 618.
- ❖ Leadership maintains strong overall attendance, averaging approximately 95%.<sup>7</sup>
- ❖ Since the CAHSEE requirement was first implemented as a graduation requirement in 2006, all but one graduating student has met this requirement.
- ❖ Students in the classes of 2009, 2010, and 2011 are currently attending (among others) the following colleges and universities:
  - Barnard College

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<sup>4</sup> Based on NCES definition and rates of 96.05%, 92.31%, and 91.7% for the classes of 2008, 2009, and 2010, respectively. In 2010, the only schools in SFUSD with lower drop-out rates than Leadership were Lowell, CAT, Wallenberg, and Washington.

<sup>5</sup> Wallenberg had a comparable API for AA students; 1 point higher than LHS.

<sup>6</sup> Wallenberg, Balboa, and Washington had comparable APIs for Latino students, all within 5 points.

<sup>7</sup> For 2010 the percent present was 94.75%. P1 and P2 rates for the past three years have averaged 95.2%.

- California State Polytechnic, Pomona
  - Clark Atlanta University
  - Mills College
  - Pepperdine University
  - San Francisco State University
  - San Jose State University
  - Sonoma State University
  - St. Mary's College
  - University of California, Berkeley
  - University of California, Davis
  - University of California, Santa Barbara
  - University of California, Santa Cruz
  - University of San Francisco
- ❖ 96% of students in the class of 2012 come from families where neither parent holds a four-year college degree from the United States.
- 76% of the class of 2012 is applying to a four-year college.
  - 39% of the class of 2012 is applying to colleges outside of California.
- ❖ Leadership is committed to keeping all the students who walk through our door. We are proud of our low overall expulsion rate of approximately 1%<sup>8</sup> and our commitment to work with students wherever they are on their journey toward responsible adulthood.
- ❖ Leadership has a well-developed, highly effective Advisory program that ensures that every student is known well by at least one adult and is supported in a community of fellow students from various backgrounds. Through Advisory, all students must past graduation portfolios and exhibitions in addition to the traditional college-preparatory course requirements. In addition, through Advisory every student at Leadership receives college advising, starting in the ninth grade.
- ❖ Since the last charter renewal, Leadership has initiated its Family Meeting program. Through Family Meetings, all families come to twice yearly meetings with their student's Advisor, their student, and any key mentors or community members. The fall meetings focus on supporting students to identify long-term personal goals and make connections between their academic work for the year and this longer vision sense of purpose; spring meetings review progress toward goals and include course sign-ups and graduation status. In 2010 – 2011, more than three-quarters of families attended Family Meetings.
- ❖ By focusing resources on teaching and learning, LHS maintains a student to teacher ratio of 17:1; class sizes average 24 to 27 students.

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<sup>8</sup> Rates of .85%, 1.2%, and 1.2%, respectively, for the 08-09, 09-10, and 10-11 school years.

- ❖ Through the Small Schools Network, a Gates Funded project of the Coalition of Essential Schools, Leadership served as a Mentor School to other small schools across the country until the project ended in 2008. Leadership remains an active member of the Coalition of Essential Schools.
- ❖ LHS has strong partnerships with fellow community-based organizations including KIPP Bayview, First Graduate, College Track, Summer Search, Making Waves, and Upward Bound. Next year, Leadership will be piloting a partnership with College Summit. We work collaboratively with these organizations to support students to be the first in their families to attend college.

### Targeted School Populations

Leadership High School is a small school by design. We aim to serve 300-320 students in grades nine through twelve, based on an initial enrollment of 85 incoming ninth graders each year. (Please note that this is a change from prior enrollment targets. Please see section below for more information.) We are committed to providing educational opportunities to those students who have traditionally been underserved (e.g. students whose families face economic hardship, African-American and Latino students, recent immigrants, and English-language learners), with particular effort made to recruit students from the Mission, Bayview/ Hunter’s Point, and Excelsior/Ingleside communities. Our goal is to graduate at least 75% of the students who enter our school as ninth graders within five years. (We recognize that some students may need five years, given their incoming skills, to complete a college-preparatory program.)

#### *Data on Ethnicity*

The chart below shows ethnic data for our students in the current and past two years, as well as in 2006 – 2007, the year of the last charter renewal. For comparison purposes, District-wide ethnic data (per CDE, 2010 -2011) is also provided:

	2006 – 2007 (as comparison)	2009 - 2010	2010 – 2011	2011 – 2012	<i>SFUSD Data<sup>9</sup></i>
<b>Latino</b>	40.8%	59.8%	60.2%	68.1%	<i>24%</i>
<b>Asian</b> (including Filipino per Dept Ed)	25.1%	11.9%	9.64%	7.31%	<i>45%</i>
<b>African-American</b>	18.4%	20.3%	20.9%	17.3%	<i>11%</i>
<b>Hawaiian/ PI</b>	0.3%	0%	0.8%	1.2%	<i>1.3%</i>

<sup>9</sup> Comparative data for SFUSD comes from CDE; data represents all SFUSD enrollment, not just high school.



<b>White</b>	4.2%	1.9%	0.4%	1.2%	<i>11.3%</i>
<b>Multiple</b>	10.9%	6.1%	5.6%	4.23%	<i>2.7%</i>
<b>Missing</b>	NA (Grouped with multiple in 06-07)	0%	2.4%	0.8%	<i>4.2%</i>

As can be seen in the chart above, Leadership serves a disproportionately high (compared to SFUSD) percentage of African-American and Latino students. While the proportion of African-American students has remained relatively constant since 2006 – 2007, representing approximately one in five students, the proportion of Latino students has steadily grown and now represents a clear majority of the student population.

In the current year and past years, 85.4% and 81.1% (respectively) of Leadership’s students identified as either African-American or Latino. District-wide, the combined percentage is 34.9% (per 2010-2011 CDE reports). The chart below shows how—in this one description of student population—Leadership compares to the other high schools and programs serving high school aged students in San Francisco Unified and county:

<b>High School/ Program Name</b>	<b>Percentage of students (per CDE 2010-2011 data) that are either African-American or Latino (in ranked descending order)</b>
Life Learning	83.0%
<b>Leadership</b>	<b>81.9%</b>
June Jordan	80.3%
Five Keys Charter	77.7%
Metro	77.0%
Downtown	76.6%
John O'Connell	76.1%
Five Keys Independence	73.2%
ISA	69.7%
CAT	69.3%
Ida B Wells	67.8%
Independence	63.6%
Mission	60.4%
Civic Center	58.4%
AAS	49.9%
SF International	47.7%
Gateway	44.7%
Marshall	39.8%
Burton	39.8%

Wallenberg	35.5%
<b>District-Wide Average</b>	<b>34.9%</b>
Balboa	29.0%
Lincoln	24.8%
SOTA	20.1%
Washington	16.0%
Galileo	14.9%
Lowell	10.1%

We share these data because Leadership recognizes that its work is connected to a persistent problem faced by all of San Francisco: while our district has some of the highest aggregate performance of any urban district in the state, it continues to struggle with one of the most severe—and widening—achievement gaps which predicts the particular underachievement of Latino and African-American students. Board and staff at Leadership see our work as part of the wider district effort to address this achievement gap and concur with Superintendent Garcia’s assertion that “the achievement gap as the greatest social justice/civil rights issue facing our country today; there cannot be justice for all without closing this gap.”

Over the past two years, the school has engaged in a thorough strategic planning process, with much of the conversation focusing on the school’s targeted student population, changing demographics (particularly since the school’s original design and last charter renewal), and need for an evolving mission and programmatic design to better reflect and serve our present student population.

Through this process, we have determined that, while Leadership did not set out to become a school focused on serving Latino and African-American students, this *is* the community we serve and the community we are *committed to serving*, as we recognize a particular need. We embrace that tremendous responsibility and hard work follows this commitment, given the persistence of the achievement gap city-wide. We shall build off of our already strong track-record for graduation rates and college admittance and strengthen standards-based instruction and academic intervention to ensure that our students, regardless of their incoming skills or past history, make it not only through Leadership and to college, but also *through* college. We see this as critical, civil rights work.

Please see Appendix A for the newly articulated Envisioned School Profile, which the Board and staff prepared in December 2010, following a series of strategic planning meetings.

*Socio-Economic Data*

Of course, ethnicity is an incomplete window into student demographics. The following two charts describe the socio-economic status of our students’ families to give a more complete picture of our student population:

	2004 – 2005 (as comparison)	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
<b>Percentage of Students Who Qualify for Free or Reduced Lunch</b>	37%	52%	67%	62.1%	65.4% (as of 12/5/11)

	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
<b>Percentage of graduating class who are first generation to college<sup>10</sup></b>	74%	82%	93%	89%	96%

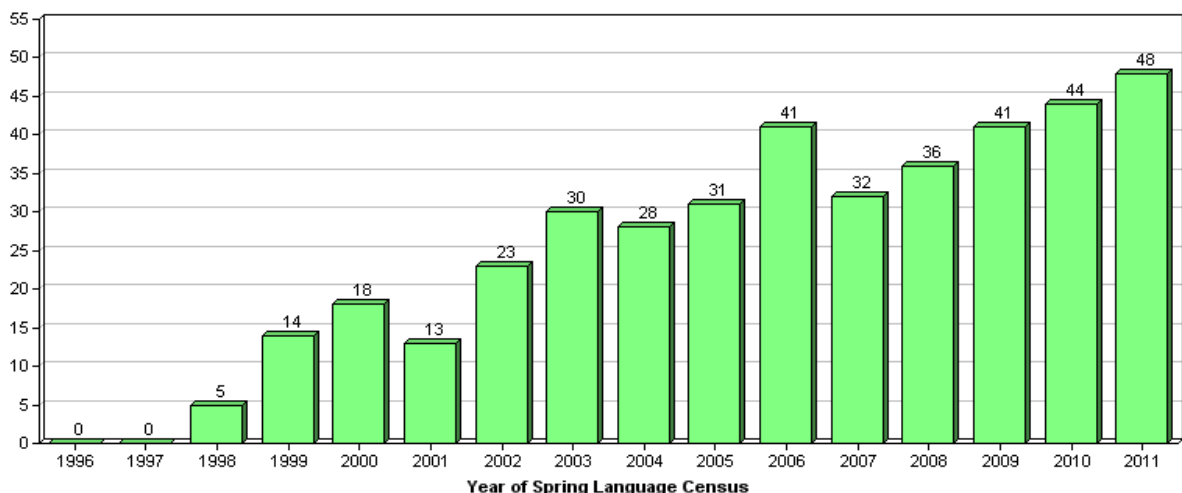
Free and reduced lunch rates for our school are comparable to the district averages: RPA reported a 59.6% free and reduced lunch rate for high schools in 2010, based on the fall CBEDS information day. Comparative data for first generation college-bound students was not available.

What is clear in these data is that the school has seen an increase in students whose families struggle financially. While this may be partially due to the current financial context of our nation and state, the fact that the rate of first generation students has also steadily increased indicates that Leadership now predominantly serves working families.

### *Language Proficiency*

Corresponding to the growth in our Latino student population, numbers of English-language learners have grown steadily since the school's inception with EL designated students now representing approximately one-fifth of our student population:

Number of English Learners for Leadership High



<sup>10</sup> Rate represents the proportion of students coming from families in which neither parent has a four-year degree from a college in the United States.

Compared to data at the time of the last charter renewal, the percentage of EL students from Spanish-speaking families has grown while the percentage of EL students from Cantonese-speaking families has dropped. Diversity of language has also diminished since the last charter petition. This, of course, is consistent with the ethnic data described above.

	<b>2006 – 2007</b> (as comparison)	<b>2009 – 2010</b>	<b>2010 – 2011</b>	<b>2011 – 2012</b>
<b>Total Enrollment</b>	<b>331</b>	<b>261</b>	<b>249</b>	<b>261</b>

<b>Number of English Learners</b>	32 (9.7%)	43 (16.5%)	44 <sup>11</sup> (17.7%)	57 <sup>12</sup> (21.8%)
<b>Number of FEP</b>	53 (16.0%)	45 (17.2%)	63 (24.9%)	79 (30.3%)

	<b>2006 – 2007</b>		<b>2009 – 2010</b>		<b>2010 – 2011</b>		<b>2011 – 2012</b>	
	<b>EL</b>	<b>FEP</b>	<b>EL</b>	<b>FEP</b>	<b>EL</b>	<b>FEP</b>	<b>EL</b>	<b>FEP</b>
<b>Spanish</b>	26 of 32 (81.2%)	35 of 53 (66.0%)	42 of 43 (97.7%)	38 of 45 (84.4%)	42 of 44 (95.5%)	52 of 62 (83.9%)	55 of 57 (96.5%)	71 of 79 (89.9%)
<b>Cantonese</b>	4 of 32 (12.5%)	7 of 53 (13.2%)	1 of 43 (2.3%)	4 of 45 (8.9%)	1 of 44 (2.3%)	5 of 62 (8.1%)	1 of 57 (1.8%)	3 of 79 (3.8%)
<b>Tagalog</b>	1 of 32 (3.1%)	5 of 53 (9.4%)	0	1 of 45 (2.2%)	1 of 44 (2.3%)	3 of 62 (4.8%)	0	3 of 79 (3.8%)
<b>Other<sup>(13)</sup></b>	1 of 21 (3.1%)	6 of 53 (11.3%)	0	1 of 45 (2.2%)	0	2 of 62 (3.2%)	1 of 57 (1.8%)	2 of 79 (2.5%)

<sup>11</sup> Data per CDE

<sup>12</sup> Data per CALPADS

<sup>13</sup> The “other” languages have included Urdu, Punjabi, Tagalog, Arabic, Tigrinya, and Vietnamese

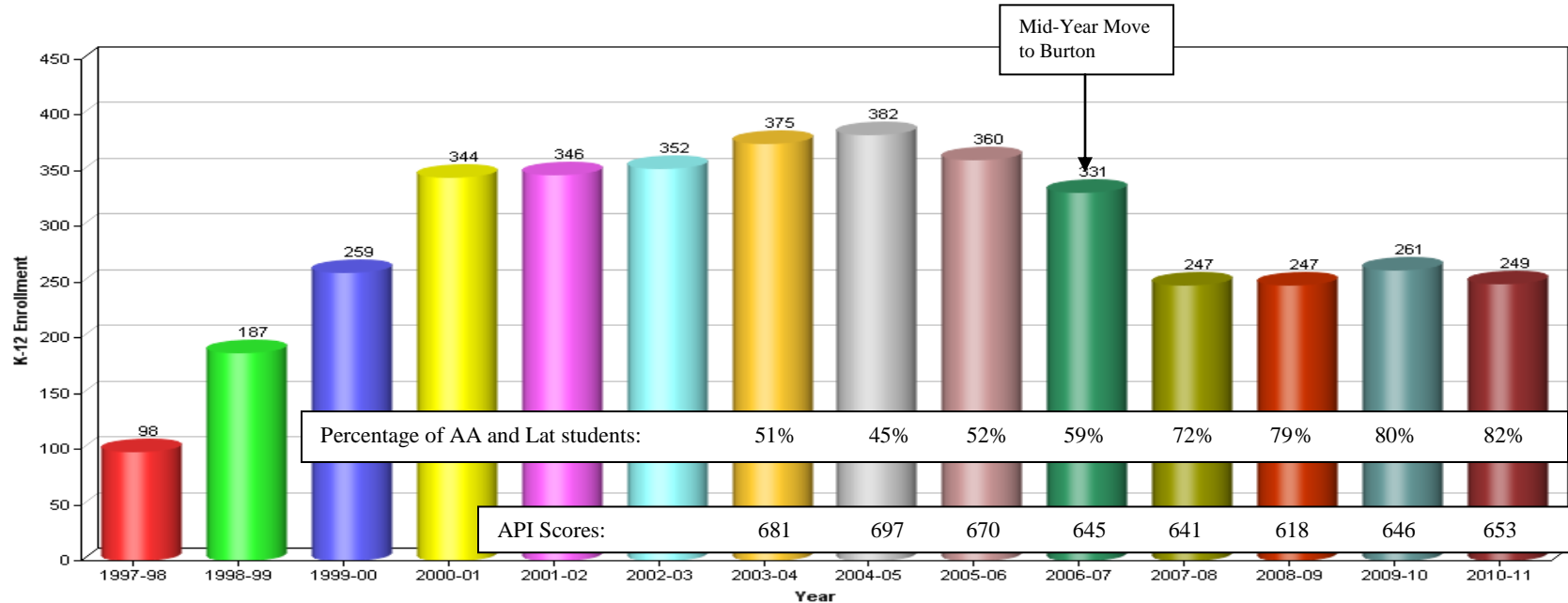
*Special education*

Along with growing numbers of Latino/ African American students, students whose families face economic hardship, first generation students, and English-language learners, Leadership has seen a significant rise in its population of students with disabilities. Leadership’s program is currently limited to students who qualify for a resource program, though we are investigating the possibility of creating an SDC program as well. As part of the SFUSD SELPA, RSP students at Leadership receive services through SFUSD in conjunction with Leadership.

	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
<b>Number in RSP</b>	15	21	25	27	31 (as of 12/12/11)
<b>% of total enrollment</b>	6.1%	8.5%	9.6%	10.8%	11.9%

*Changes in Conditions, Targeted Student Population, and Program*

It is important to note that our enrollment—both in size and in composition—has changed dramatically in the last seven years. A dramatic drop in enrollment first occurred when the school was required to make a mid-year move from the Excelsior to the Portola district in 2006. The disruption of moving mid-year had dramatic impact on our academic achievement, as can be seen in the corresponding drop in API. Simultaneously, the school underwent significant changes in student demographics, as represented by the growing percentage of African-American and Latino students.



In 2010 – 2011, the Board and school administration determined that the best course of action to make the school effective would be to create a new vision to focus on serving the students who were now coming to our doors (see Appendix F for Envisioned School Profile); reorganize the school leadership to allow the principal greater focus on teaching and learning and to create an Executive Director position to focus on long-term planning, sustainability, and fundraising; and redesign key aspects of the program to better support our current student population to thrive academically at our school and in college. The school is experiencing a stabilization it has not known in a number of years and achievement is, again, on the rise. (See Accountability section on page 38 for more information.)

## Attendance

### *Instructional Calendar*

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. As much as is feasible in each year, we also take District furlough days into account when planning our calendar. Leadership students attend school a total of 175 days per day starting approximately on the same day as SFUSD students and finishing slightly after. Teaching staff members work 190 contracted days; office staff and administrators work a 210 day contract.

The academic calendar is divided into two semesters, running from August through December and January through May.

Each year, administrators and administrative staff submit the calendar with instructional minutes to SFUSD's attendance office to ensure that the school meets or exceeds state requirements for instructional hours.

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. Students earn non-UC approved leadership credits for these retreats.
- ❖ 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. Many classes offered qualify as physical education classes. Students earn non-UC approved leadership credits or physical education credits for these 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 meets to review student achievement data and establish a goal and inquiry question for the coming year.

While the exact placement of different events may change annually based on needs, the following instructional calendar provides a basic framework for the academic year:

- July
  - Office closed for three-four weeks for summer vacation
  - Administrators and administrative staff return to work
- August
  - Six days of professional development
  - Three days of student retreats
  - Academic classes commencing within one week of SFUSD's instructional calendar
  - Baseline assessments conducted
- September
  - CELDT testing commences
  - Labor Day Holiday
  - One full day of professional development for all staff
  - Back to School Night
  - Four shortened instructional days for Family Meetings
  - Quarter 1 grade warnings sent home for students at risk of failure
- October
  - CAHSEE administered to all 11<sup>th</sup> and 12<sup>th</sup> graders who have not yet passed
  - La Raza Holiday
  - PSAT given to all 10<sup>th</sup> and 11<sup>th</sup> graders
  - End of the first quarter—progress reports sent to all families
- November
  - Veteran's Day Holiday
  - One full day of professional development for all staff
  - Three-days of vacation for Thanksgiving (Wednesday – Friday)
  - Quarter 2 grade warnings sent home for students at risk of failure
- December
  - Four days of shortened instructional days for Final Exams
  - Semester I ends; final grade reports sent to families
  - One full day of professional development for all staff
  - Two weeks of winter vacation
- January
  - New Year's Holiday
  - Martin Luther King Holiday
  - Senior Class Presentation Day—normal classes suspended
- February
  - CAHSEE Census for all 10<sup>th</sup> graders (and 11<sup>th</sup> and 12<sup>th</sup> graders who have not yet passed); CASAS for 9<sup>th</sup> graders
  - Quarter 3 grade warnings sent home for students at risk of failure
  - President's Day Holiday
  - One full day of professional development for all staff
- March



- One full day of professional development for all staff
- CAHSEE administered to seniors who have not yet passed
- End of the third quarter—progress reports sent to all families
- Cesar Chavez Holiday
- Week Without Walls—normal classes suspended
- April
  - One week of spring break (sometimes falls in late March)
  - Four shortened instructional days for Family Meetings
  - STAR Testing
  - Teach In—normal classes suspended
  - Quarter 4 grade warnings sent home for students at risk of failure
- May
  - Advanced Placement Exams
  - Senior Class Presentation Day—normal classes suspended
  - Junior Class Presentation Day—normal classes suspended
  - Memorial Day Holiday
  - Four days of shortened instructional days for Final Exams
  - Semester II ends; final grade reports sent to families
- June
  - Graduation
  - Three full days of professional development for all staff
- July
  - Office closed for three weeks of summer vacation

### *Bell Schedule*

Leadership's bell schedule is designed to promote engagement, personalization, rigor, and support. Since 2010, the school has followed a modified, rotating block schedule. Prior to that, we used a block schedule in which each class met three times a week for 90-95 minutes. In this structure, staff was finding that instructional time was lost, especially at the lower grades, as students struggled to maintain focus during the long periods. Additionally, teachers felt that students needed more regular contact with their teachers for support purposes. To address this issue without compromising the benefits of longer periods (e.g. science labs, Socratic seminars, performance assessments), we now follow a schedule in which core academic classes meet four times a week, as follows:

- First meeting of the week—short, 55 minute period
- Second meeting of the week—block, 85 minute period
- Third meeting of the week—short, 55 minute period
- Fourth meeting of the week—block, 85 minute period

Advisory currently meets each day—on Mondays, Wednesdays, and Fridays for block periods and on Tuesdays and Thursdays for short, fifteen minute check-in periods.

The periods rotate so that classes fall in different times of the day for each class meeting.

One day each week, students are released early so that staff can attend weekly Professional Development meetings. (During this time, students are expected to fulfill their community service and physical education hours.) Additionally, staff are allotted an hour of structured collaboration time each week.

Please see Appendix B for the 2011 – 2012 calendar and bell schedule.

*Attendance for Achievement Policy*

Leadership High School has high expectations of student attendance, which is reinforced through our “Attendance for Achievement Policy.” This policy states that a student may miss no more than 8 classes in a semester to qualify for a passing grade (C minus or better) and corresponding credits. If a student misses between 8 and 12 classes, and is passing academically, he/she will earn an Incomplete at the semester, rather than a final grade, and will then be required to complete additional work to earn the academic grade. A student who misses 13 classes or more shall fail their class.

The Attendance for Achievement Policy does not distinguish between excused and unexcused absences. For this reason, the school has developed a waiver process for students with extenuating circumstances. Through this process, students can apply to have certain absences “waived” from their final attendance count.

For full policy, see Student Handbook in Appendix C.

We consistently maintain attendance rates of 94.5% or better and strive for attendance rates of 96%. Recent history of attendance rates—captured in our P1 and P2 numbers—is as follows:

	2008 – 2009	2009 – 2010	2010 – 2011
<b>P1 Percent Present</b>	95.58%	94.6%	95.81%
<b>P2 Percent Present</b>	95.33%	94.69%	94.96%

In comparing Leadership’s attendance rate to that of other high schools that our students might otherwise attend, one sees that Leadership exceeds the overall percent present of all but Balboa:

School	Percent Present for 2010 – 2011
Balboa	95.8%
<b>Leadership</b>	<b>94.75%</b>
Mission	92.34%
Thurgood Marshall	92.27%
Burton	92.18%
O’Connell	87.71%

We recognize that, due to the small overall population, a small number of students with chronic attendance issues dramatically impact our overall attendance rates. As a result, and to ensure that we are initiating critical intervention regarding attendance, Leadership staff tracks the numbers of students who are chronically absent. The numbers for the previous school year are shown below:

	Spring 2011	Fall 2010
<b>Number of Students ABSENT more than 12 times for any single class</b> (This is the cut-off to pass a class; students who miss more than 12 unwaived period absences automatically receive an F.)	24	12

*In-Class Instruction and Independent Study*

Leadership currently provides only an in-class instructional program. However, during this renewal period we intend to initiate an independent study program to support students who, for serious health issues, must miss large amounts of school. (Significant numbers of the students described in the chart above on chronic absences meet these criteria.)

**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 were built initially through dialogue with staff, parents, and students and redefined as part of our new Mission and Vision.

The SWOs represent the foundational behaviors, knowledge, and skills that LHS believes all educated persons in the 21<sup>st</sup> Century must possess. Leadership is proud that our SWOs are truly alive and active in the school’s academic and social culture. The most recent WASC committee commented that the presence of authentically used expected schoolwide learning results at Leadership represents a real—and unique—strength of the school.

The present definitions of the four SWOs are:

- ❖ Social Responsibility (SR):  
*Demonstrating empathy and compassion; being accountable to other people and to community; serving as an ally, especially across difference; working constructively with others, particularly in times of challenge and disagreement; recognizing and deconstructing oppressive structures that create obstacles for communities and individuals.*
  
- ❖ Personal Responsibility (PR):  
*Recognizing that every action you take is a reflection of who you are as a learner and an emerging leader; being accountable for your actions, your thoughts, and your words; demonstrating organization and prioritization to handle responsibilities; following-through*

*on your commitments; being able to identify needs and advocate for support; taking responsibility for your own development and life-long learning.*

❖ **Critical Thinking (CT):**

*Moving beyond just seeing problems to create solutions; being aware and reflective to understand, learn, and promote change; making connections between issues or concepts; recognizing and making inferences; breaking down information into its parts and synthesizing parts to understand a whole; using logic and reasoning, building sound arguments, backing up points with strong data; recognizing bias and purpose; understanding implications, evaluating options and actions to make good decisions.*

❖ **Communication (CM):**

*Clearly expressing beliefs, ideas, and opinions in a way that others can understand; listening with goal of understanding others' perspectives; effectively using a variety of communication forms (e.g. oral, auditory, written, mathematical, scientific, technological, creative) to communicate; knowing how to vary your communication style based on your audience and purpose.*

Additionally, LHS's program is designed around the core beliefs that an educated person shall:

1. Be a leader, which we define as one who "takes responsibility for the betterment of society's collective condition."
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.
3. Understand how to build alliances across difference and have the will to stand up for others.
4. Develop a social consciousness to imagine a more just, equitable, and healthy world.
5. Understand how knowledge is constructed across disciplines.
6. Critically evaluate information to recognize bias and perspective and think independently.
7. Demonstrate technological, scientific, and mathematical literacy in order to adapt in a changing world.
8. Recognize education as a life-long, transformative process.
9. Have the foundational academic skills necessary for success in college and the resilience to overcome fears and challenges.
10. Have the tools, knowledge, and experiences to be self-sufficient and empowered; know how to recognize one's own needs, advocate for one's self, and take care of one's self.

Leadership certainly sees its mission as preparing students with foundational academic skills so that they will be successful in college and in the workplace, yet, as is clear in our School Wide Outcomes and our core beliefs, we are also deeply committed to developing young people with a strong sense of purpose, strength of character, and

*“Ever since I have entered college, I have realized that our school focuses on developing students into socially-aware individuals, not students who only focus only on their grades and pursue a career only for the money. I am proud to have been brought up that way. Anyone can do well in school as long as they study, but not everyone has that drive to give back to the community. LHS taught me to give back, and I am happy for that. It’s something that a lot of students are missing, especially in college.” - Dale Zheng, Class of 2008*

### **Description of How Learning Best Occurs<sup>14</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 community to support student learning.**

Students regularly comment that the small, nurturing community at LHS—through which they learn to build relationships and alliances across difference—is what they most appreciate about the school. The school believes that this community focus serves not only 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 and advising.

❖ **Pedagogy differentiates learning to make curricula attainable for all**

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<sup>14</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 D of this document.

LHS recognizes excellent teaching—teaching that is well planned, scaffolded, and executed—must accompany rigorous curriculum to support students with gaps in their skills. Pedagogical expertise must be cultivated through recruitment of highly qualified staff, teacher coaching, and on-going professional development.

❖ **Lessons are 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 and honors students' backgrounds, students will be more engaged in the learning process. In turn, this leads to a richer community and higher achievement.

❖ **There is an explicit focus on college preparation for all students.**

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 must meet the University of California's A – G course requirements with grades of C minus or better, and college preparation is an integral part of LHS's academic and advisory programs.

❖ **Students are supported both academically and socio-emotionally 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. A large number are struggling with the challenges of urban life and the pressures of a struggling economy. To be successful, we believe that support must be both academic and socio-emotional. 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 socio-emotional to meet its high expectations.

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

LHS believes 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 a supportive atmosphere in Advisory, and through a discipline plan that focuses on student learning, social responsibility, and restorative justice.

❖ **Consistency of structure is used to support student learning**

Teachers use common structures across classes to facilitate students' focus on content learning. This includes incorporation of consistent routines for the start and end of class; use of Bloom's Taxonomy throughout the school; and consistently enforced school code.

❖ **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. Additionally, the use of more traditional paper and pencil formative assessments is used to track student progress toward achievement on standardized tests. 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. (See Appendix E for Senior Graduation Portfolio Rubric.)

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

Learning is best achieved through doing. LHS believes that genuine learning occurs when students are engaged in challenging intellectual work (as opposed to passively functioning as repositories of teacher knowledge). Teachers provide students with a foundation of conceptual knowledge and then ask their students to synthesize, explore, and create on their own. In the upper grades, lectures and textbook work are offered to prepare students for the structures of college, but we believe that construction of knowledge is both more engaging and more meaningful to students.

❖ **Project-based learning is present across the curriculum**

LHS believes project-based learning allows teachers to engage in challenging and meaningful intellectual work that is aligned to standards. Through projects, students take responsibility for their learning and internalize deep connections. Beginning in 2011, all classes at Leadership now incorporate projects aligned to standards into their curricula.

❖ **High-stakes assessments are authentic and public**

LHS believes that the most meaningful and lasting development emerges when students understand the application of their learning and assessments are public and personally-relevant to students. This is philosophy that underlies our additional graduation requirements of the Portfolio Defense and the Senior Exhibition.

❖ **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.

In addition to these key philosophical tenets, Leadership also recognizes the importance, given the current climate of accountability measured through standardized test scores, of using ongoing classroom-based data that mirrors such assessment. This need was identified as part of our WASC self-study and action plan. Our teacher leadership is currently in the process of redefining course and unit outcomes and developing pacing guides and corresponding benchmark assessments. We have inquired to the district about using the benchmark assessments currently being used district-wide as we recognize that this would be a tremendous support to our staff and allow us to avoid re-creating the wheel.

We do not seek to become a school where pedagogy and assessment are blurred through constant testing and re-testing, as we believe that this diminishes engagement and minimizes time for projects and assessments that are more personally meaningful to students. At the same time, we recognize that our students need facility with the medium of standardized testing and that our staff needs to have strong data to accurately identify what students know and can do and to predict achievement on standardized tests.

See Appendix F for the Action Plan created as part of the WASC self-study and visit for more detailed information.

### **Overview of Academic Program**

Leadership's basic academic program has been in place for fifteen years. It is founded on a liberal arts approach and seeks to develop in each student the ability to think, to read, and to write effectively across the curriculum. All courses at Leadership (with the exception of Advisory and Academic Literacy (our academic support class) are approved by the University of California.

In courses ranging from math and science to literature, history, and language, teaching not only aligns to State Standards but also builds competency in our School Wide Outcomes. Teachers utilize authentic assessments and projects to build student engagement and motivation, while also employing 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 and to gauge progress toward the California Standards Tests. The expectation is that all teachers will create balance between these



approaches and that, above all, application of knowledge will be privileged and prioritized in the curriculum.

(As described in greater detail in other parts of this petition, our teacher leadership is currently undergoing a review and, where needed, realignment of course and unit outcomes, to ensure that students are making predictable progress in the most essential state standards. Beginning in 2012, the school will have published new course, semester, and unit outcomes and piloted a corresponding benchmark assessment system.)

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, the latter of 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:  
*Who am I? How can I lead myself?*
- ❖ 10<sup>th</sup> grade:  
*Who and what makes up my community? How is my community connected to other communities?*
- ❖ 11<sup>th</sup> grade:  
*How can I recognize and understand the issues impacting my community to lead toward its betterment?*
- ❖ 12<sup>th</sup> grade:  
*Who am I becoming? How will I be a leader through my life?*

These questions support students to develop mastery of the School Wide Outcomes and prepare for their two LHS-specific graduation requirements—the Senior Portfolio Defense and the Senior Exhibition.

#### *Graduation Requirements and Typical Course Sequence*

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; 4 years (40 credits) advised for all
- ❖ 2 years (20 credits) of UC Approved Laboratory Science
- ❖ 2 years (20 credits) of UC Approved Language; 3 years (30 credits) advised for all
- ❖ 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 UC Approved Art
- ❖ 4 years (40 credits) of electives (20 credits of which must be UC-Approved)

- ❖ 10 credits of Physical Education<sup>15</sup>
- ❖ 70 hours of Community Service
- ❖ 70 hours of Academic Support beyond the instructional day
- ❖ Passing assessment on Senior Graduation Portfolio
- ❖ Passing assessment on Senior Exhibition
- ❖ Passing assessment on both ELA and Mathematics sections of CAHSEE

A typical course sequence looks like this:

<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
Advisory 9 (10 cred)	Advisory 10 (10 cred)	Advisory 11 (10 cred)	Advisory 12 (10 cred)
English 9 (10 cred)	English 10 (10 cred)	English 11 (10 cred)	English 12 or AP English (10 cred)
Introductory Leadership (10 cred)	World History (10 cred)	US History (10 cred)	Advanced Leadership (10 cred)
Environmental Earth Science (10 cred)	Biology (10 cred)	Chemistry or Physics (10 cred)	UC Approved Elective (10 cred) - AP Biology - Gov/Econ - Psychology
Algebra or Geometry <sup>16</sup> (10 cred)	Geometry or Algebra II (10 cred)	Algebra II or Pre-Calculus (10 cred)	Pre-Calculus or AP Calculus (10 cred)
Introductory Spanish I or Advanced Spanish I (10 cred)	Introductory Spanish II or Advanced Spanish II (10 cred)	Intermediate Spanish or Advanced Placement Spanish (10 cred)	Fine Arts (10 cred)

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 see themselves not only as scholars but also as emerging community leaders.

### *Changes to Academic Program*

Because of our changing context (in which standards-driven assessment has become more important) and in response to our changing student population, a few significant programmatic changes have

<sup>15</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.

<sup>16</sup> All students are tested upon admission to determine mathematics course placement. Even with the District-wide policy of Algebra for all, roughly two-thirds on incoming ninth graders are scheduled to take Algebra.

either recently been initiated or are currently being developed to implement in the next year and a half. These changes emerged through our recent WASC accreditation self-study and visit and are being implemented toward a few particular goals:

1. Build in intervention structures to support students who enter the school with gaps in their learning that are too significant to be addressed successfully through differentiation within a classroom.
2. Build in more opportunities for students to develop baseline literacy in reading, writing, mathematics, and science.
3. Ensure that students have the course requirements to meaningfully compete in the college admissions process.
4. Focus ninth grade and tenth grade on accelerated skill development and the development of foundational critical thinking skills; engage eleventh and twelfth graders with consequential social justice work and intensive college-preparatory training.

The new (or redesigned) programs being implemented include:

- The introduction of a new UC-approved science elective for all ninth graders (Environmental Earth Science) that builds basic scientific literacy and helps students recognize the connections between leadership and science/ technology.
- The redesign of English 9 to incorporate more basic reading and writing skills.
- The launch of a new English 9 course specifically for English language learners to accelerate literacy learning and development.
- The launch of a seventh period for students who require more intensive support in skills (specifically for students scoring below the sixth grade level in either mathematics or literacy).
- The relocation of World Studies (a cored Humanities course combining World History and literature) from the ninth to the tenth grade.
- The relocation of the second year of the leadership curriculum from the tenth to the twelfth grade. This newly re-conceptualized class will combine basic sociology, modern American history (particularly of social justice movements of the late 20<sup>th</sup> century and the ongoing deconstruction of racism, classism, heterosexism, sexism, and xenophobia), and social science research (basic statistics and analytical research design). This class will also incorporate the Senior Project and exhibition.
- The introduction of Cyber High (in spring 2011) to support students to make up needed credits.
- The new expectation that all students will take four years of math and three years of Spanish.

Related to the program changes described on the previous page, Leadership has also begun the development and implementation of benchmark promotion requirements (beyond simple credit requirements) that define what students must have accomplished in order to be promoted from the tenth to the eleventh grade. The intention of this policy is to both initiate graduation progress

counseling earlier in students' academic career and to encourage a greater number of students to remain at Leadership for five years, if needed, in order to finish their college-preparatory requirements. (See Appendix G for current design and policy.)

With this new promotion policy students must meet the baseline progress toward graduation to be promoted to the eleventh grade. If all requirements are not met, students will be retained in a tenth grade advisory and their graduation plans will be revised to reflect a five-year course sequence. At present, the promotion requirements include<sup>17</sup>:

- 20 credits in UC approved English
- 10 credits in UC approved mathematics
- Passing assessment on the tenth grade portfolio defense
- A total of 100 credits
- 45 hours of Academic Support
- 25 hours of Community Service
- 2.5 credits in physical education

A typical course sequence for students who require five years looks like this:

<b>Ninth Grade</b>	<b>Ninth Grade Repeat</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
Advisory 9 (10 cred)	Advisory 10 (10 cred)	Advisory 10 (up to 10 cred)	Advisory 11 (10 cred)	Advisory 12 (10 cred)
English 9 (10 cred)	English 9 Repeat (up to 10 cred)	English 10 (10 cred)	English 11 (10 cred)	English 12 or AP English (10 cred)
Introductory Leadership (10 cred)	Introductory Leadership OR <b>Academic Literacy</b> (10 credits)	World History (10 cred)	US History (10 cred)	Advanced Leadership (10 cred)
Environmental Earth Science (10 cred)	Environmental Earth Science OR <b>Academic Literacy</b> (10 cred)	Biology (10 cred)	Chemistry or Physics (10 cred)	UC Approved Elective (10 cred) - AP Biology - Gov/Econ - Psychology

<sup>17</sup> As this is a newly developed policy, we anticipate that slight changes may be made in the coming years. We would not consider this a material change to the charter; instead this information is shared to provide SFUSD with an understanding of the conceptualization of the policy.

Algebra <sup>18</sup> (10 cred)	Algebra Repeat (up to 10 cred)	Geometry (10 cred)	Algebra II or Pre-Calculus (10 cred)	Pre-Calculus or AP Calculus (10 cred)
Introductory Spanish I or Advanced Spanish I (10 cred)	Introductory Spanish I or Advanced Spanish I Repeat (up to 10 cred)	Introductory Spanish II or Advanced Spanish II or <b>Academic Literacy</b> (10 cred)	Intermediate Spanish or Advanced Placement Spanish (10 cred)	Fine Arts (10 cred)

It is important to note that students who are not promoted from the ninth to the tenth grade are placed in an Academic Literacy class to both build skills and support them to pass their classes the second time around. (Students are only scheduled for this class one period each semester, but the class it replaces depends on students' transcripts and individualized needs.) Students are typically moved from Advisory 9 to Advisory 10, even if they have not earned the credits to officially be promoted to the tenth grade, as the school believes in the importance of having Advisory 9 sections that are all new students to the school. The courses for the ninth grade repeat year depend on the courses that students have actually passed. However, students are not promoted to World History until they are concurrently able to take English 10, as these two courses are cored.

Students' who have yet to meet the baseline requirements for promotion to the eleventh grade are retained in a tenth grade Advisory. Intervention efforts are focused on the early grades; all 11<sup>th</sup> graders are on-track toward graduation.

See Appendix H for the 2011 – 2012 course sign-up sheets to show the complete list of courses currently offered.

*Unique Aspects of LHS Grading Policy*

Leadership High School is a college preparatory school focused on supporting students to have access to four year college programs. Because colleges do not recognize the grade of *D* as a passing grade, Leadership High School requires all students to earn grades of *C-* or better in classes required for graduation.

To support students who have had extenuating circumstance outside the school, students may qualify for a temporary grade of Incomplete at the culmination of the semester, provided that they are close to meeting the requirements of a *C-* and provided that the Administration approve the request.

For students to earn an Incomplete, the teacher must request of the Administration (via an Academic Panel) that a student be granted extra time to show competency in the subject matter.

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<sup>18</sup> All students are tested upon admission to determine mathematics course placement. Even with the District-wide policy of Algebra for all, roughly two-thirds on incoming ninth graders are scheduled to take Algebra.

Students must meet with the teacher, their advisor, and vice principal to agree-upon the terms and timeline of the contract. Contracts are dated and signed by student, his/her parent/guardian, his/her advisor, the teacher in whose class he/she is earning an Incomplete, and the administration or designee. To be considered, contract terms must be completed by the contractual deadline.

By design, the Incomplete Policy is used to support students that are close to passing and have special circumstance that had made it difficult to gain a passing grade. Incompletes are a safety net and should be used in a way that is supportive rather than enabling.

See the Student Handbook (Appendix C) for the complete grading policy.

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

#### *Personalized Support*

LHS's has always focused on providing academic support to students through daily responses, both in Advisory and in core classes. Many students who transfer in to our school comment that the presence of on-going, one-on-one help differentiates LHS dramatically from other schools. All teachers hold office hours weekly; Advisory provides structured tutorials weekly; and Advisors do regular check-ins with students to gauge their progress in their academic classes and ensure that they do not require further support. All Advisors understand that their role is to be responsible for the success of their advisees; they are to advocate, counsel, guide, and support in a personalized way so that each student has at least one adult to who knows his/her learning style, personal circumstances, strengths and obstacles well.

Building off of the Advisor-advisee relationship, the school has thorough Academic and Behavior Intervention Processes (AIP and BIP). The four steps of the AIP are meant to address student academic needs that are not addressed in typical, daily differentiation and approach 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.

The third step of the AIP and BIP processes are aligned and equivalent to the district's Student Study Team protocol.

(See Student Handbook, Appendix C, for a more detailed overview of our AIP process and the steps involved.)

In addition to ongoing academic support from teachers and advisors and the AIP process, the school also has an Academic Literacy class. As of 2011 – 2012, this course is targeted specifically to students in their second year at the school who did not meet the credit requirements to be promoted from the ninth to the tenth grade. This course supports students to pass their other classes by providing a small-group setting in which they receive ongoing personalized support. The curriculum has focused on skill-building and the development of academic habits (homework completion, organizational and time management skills, self-advocacy, and confidence building). Work is currently in process to strengthen the class's effectiveness at building student literacy and numeracy skills.

#### *Assessment to Guide Support*

Each year the school administers basic literacy assessments school-wide, using the Gates-McGinitie reading tests. Scores from these assessments are shared not only with ELA teachers, but also with students, their Advisors, and other core class teachers to inform not only classroom differentiation needs but also appropriate student choices for independent reading. (Through-out the school, students engage in 20-30 minute of Sustained Silent Reading at the start of each Advisory. The school's library is currently in the process of being organized by Lexiles to support Advisors and students to find appropriate leveled books.)

Beginning in 2011, we have also initiated basic numeracy assessments school-wide through Advisory. At present, our mathematics department is writing developing the assessments, informed by both identified skill gaps that impact achievement in Algebra through Calculus and the content of the High School Exit Exam. In general, the needs align to standards of Sixth and Seventh grade mathematics.

The English department is engaged in cross-grade level collaboration to identify writing skills needs. They are in the process of developing a four-year scope and sequence for writing and accompanying assessment tools.

The assessments listed above are designed to identify students whose skill gaps are too significant to be addressed through differentiation in the classroom and who, instead, require individualized skill-development and intervention through supplemental coursework. (See below for discussion of specific intervention techniques.) They are also used to identify students with moderate skill gaps who can be supported through differentiation in the classroom.

Through our recent Self-Study process with WASC (see Appendix F for the school's Action Plan), the staff has come to recognize the additional need for a school wide formative assessment system, aligned to DataDirector, to measure and track student progress toward standards so that teachers can

responsively guide changes to curriculum delivery. This work began in fall 2011 and will be fully implemented by fall 2013, as follows:

1. Review and revise course, semester, and unit outcomes to better reflect current student population and skills. (In process currently. To be completed by June 2012.)
2. Develop pacing guides for all courses to ensure appropriate progress in content and to support teacher leaders and administrators to coach and support teachers in curriculum delivery. (In process currently. To be completed by June 2012.)
3. Develop school-generated benchmark assessments, tied to DataDirector, in English-language arts and mathematics. (In process currently. To be completed by August 2012.)
4. Pilot teacher-generated benchmark assessments in all other content areas, tied to DataDirector so that all teachers are tracking student progress toward standards; establish school wide expectation that all teachers use DataDirector to track student learning. (Fall 2012.)
5. Develop school-generated benchmark assessments, tied to DataDirector, in Spanish, history, science, and leadership. (2012 – 2013; to be completed by August 2013.)

#### *Improvement of Course-Based Intervention*

As the WASC Action Plan has identified, another current point of weakness in our program is the support of students far below grade level, students who require intervention beyond what is feasible through one-on-one instruction outside of class time. With the exception of our Academic Literacy class, the school has, by and large, relied on individual teachers, within the context of their classrooms and while being responsible to teach the state standards, to fill in gaps in basic skills.

This has proven inadequate for two reasons. One, substantial numbers of students now have significant gaps in basic skills making one-on-one, out of class support impractical. Two, high school teachers are not always best trained for teaching elementary skills. We believe that our low overall CST scores result from a combination of these.

To address this, as part of our WASC Self-Study and Action Plan process, the school has determined that we must initiate more course-based intervention for students who are performing below the 30<sup>th</sup> percentile or approximately the sixth grade level in either reading, writing, or mathematics and for English-language learners.

In the current academic year, we have begun to teach basic numeracy lessons that are being delivered through Advisory school wide (e.g. through the numeracy assessments the math department found that difficulty working with fractions was the single greatest need across all grade levels; the math department designed lessons and supported advisors to deliver the lessons school wide).

Beginning in 2012, we will be initiating:

- A English Nine course specifically for English-language learners (and some IFEPs, as needed).



- An additional period in the school day of Accelerated Learning in Mathematics and in English Language Arts for students who are below the 30<sup>th</sup> percentile, below the sixth grade level, or who (based on CASAs testing) are projected to not pass the High School Exit Exam. This support class will be required of students.
- The strengthening of the Academic Literacy course to provide more direct instruction on skill development.

In addition, beginning in 2013, we will be initiating (dependent on funding) a summer skills boot camp for incoming ninth graders who are below the sixth grade level (or 30<sup>th</sup> percentile) in either ELA or mathematics.

Finally, as part of our redesign, and to support Advisors to do more one-on-one academic support, key programmatic work is being removed from the Advisory curriculum to create time and space for academic intervention and basic skills lessons. For instance, until this year, students have been required to create and defend portfolios of their work and the School Wide Outcomes in each year, as part of their Advisory requirements. Beginning in 2012, students will build and defend portfolios only in the tenth and twelfth grades (for both, as part of promotion/ graduation requirements). Additionally, the senior project and exhibition is to be moved from Advisory 12 to Advanced Leadership. These programmatic changes will support Advisors to better support their students and fill in gaps in learning.

Effective implementation of the above changes will require staff support and professional development. Toward this end, the school has:

1. Hired a teacher who holds a literacy specialist degree;
2. Employed our math chair to lead regular professional development for all staff on teaching of basic math;
3. Redesigned our leadership structure to allow principal to focus exclusively on instructional leadership; hired a new principal with instructional experience teaching in a range of disciplines (including mathematics, science, art, and literacy);
4. Prioritized collaboration and release time for outcomes review and realignment and the development of pacing guides and benchmark assessments.
5. Dedicated professional development time toward the use of formative assessment; differentiation of instruction; and curriculum alignment.

We are excited about this new work. Students and staff alike are responding positively and we feel confident that in a year or two, the results will be clear on assessments.

### **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.

We strive to create a community in which being bi-literate and bi-cultural is seen as a critical leadership tool for all. Students who speak a language other than English are recognized as having a privilege we all should strive to develop.

#### *Identification of EL students*

When students first apply to Leadership, the school administers the home-language survey to identify students who may qualify as ELs, require CELDT testing, and need additional instructional support. As we have a large number of families coming from parochial schools, the administration of the home language survey and the follow up communication to SFUSD's multilingual program is critical to accurately capturing and serving the EL and FEP students at our school. Following administration of the home language survey, Leadership works with SFUSD to ensure that all students are appropriately assessed through CELDT and, when appropriate, re-designated following district protocols and State and Federal requirements. As required under NCLB requirements for language proficiency, LHS notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of test administration.

#### *Support for EL students*

While we recognize that good support for all students equates to good support for English-Language Learners, the growth in this student population (see page 30 for more information) requires more specific and strategic efforts to support ELs.

In general ELs are grouped heterogeneously in our rigorous college-preparatory program and are supported through extensive academic intervention (see above), through Advisory, and through small class sizes. However, beginning in 2012, the school plans to offer a sheltered, college-preparatory English 9 course for EL students and some IFEP students (depending on individualized need). This course will be taught by an English credentialed teacher with CLAD or BCLAD authorization and supported by the Literacy Specialist. The course will meet the same standards as English 9 but more attention will be paid to writing conventions and the development of reading fluency through frequent, short reading assignments.

For tenth grade students who struggle academically, Academic Literacy is offered. While this course includes EL students as well as non-EL students, the course's focus on skill development and support in meeting the outcomes of the student's other classes is critical for EL students making the transition to a program that is 100% college-preparatory and grouped heterogeneously.

In addition to the strategies described in the section above on general student support, the following instructional strategies (among others) are currently employed or being developed to ensure that all students, regardless of language background, are successful in their college-preparatory classes:

- Writing skills scope and sequence, developed by English department, and implemented throughout the curriculum;
- Cornell Notes and other guided notes used throughout curriculum;
- Vocabulary walls and lists present in all classrooms and across curriculum;

- Consistent use of blackboard configuration with warm-ups, agenda, homework and outcomes listed;
- Development of language outcomes (to be implemented in 2012 – 2013) to be used across curriculum.
- Use of differentiated reading assignments to allow students of different skill levels to access comparable content.

### *Native Spanish Coursework*

Students who speak Spanish natively are generally placed into Advanced Spanish I upon entry and progress to Advanced Placement Spanish by their junior year. In most years, all students taking the AP exams in Spanish score 3 or higher. The rigor of the Spanish program supports the general literacy development of our native speakers, as they learn grammar and rhetoric (skills applicable in either language), develop vocabulary, and build a passion for reading.

### *Qualifications of Staff*

Given the high number of EL students at our school, Leadership is committed to building a staff that is 100% credentialed with CLAD or BCLAD authorizations, even though only one of our classes will be sheltered for EL students specifically. Staff who do not presently hold CLAD or BCLAD authorizations will be asked to complete this requirement by June 2013. New hires with these certifications will be prioritized in the hiring process. New staff that are hired who do not have these authorizations will be given a year from hire date to complete requirements.

### *Communication with Families*

LHS is dedicated to reaching out to the families of students whose first language is not English. In particular, given our student population, we focus on services for families who speak Spanish. Roughly one-half of our staff speaks Spanish. The Parent Association runs bilingual meetings. All communications are translated into Spanish.

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

LHS uses an inclusive “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 paraprofessional (per a maximum caseload of 28 students, as defined by law), 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 grouped heterogeneously in college-preparatory classes 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.

### **Accountability through API and AYP**

Leadership recognizes that, increasingly, a school's educational program is equated with its scores on API and AYP. While this will be addressed in greater detail in sections B. and C. below, provided here is the school's philosophical framework for thinking about API and AYP and comparative data on these measures.

Leadership understands that it must raise its test scores and ensure that students achieve proficiency. This is critical not only for the long-term sustainability of the school but also to make students competitive in college. At the same time, we are committed to maintaining aspects of our program that we believe are invaluable to preparing youth to be successful adults with civic and social responsibility, a clear sense of who they are, and a well-developed personal purpose.

While these goals are not mutually exclusive, constraints in time, in resources, and in support outside of the school walls for our young people require staff to make decisions and to set priorities. Toward this end, the Board of Trustees has established, as of December 2010, the following accountability goals for our community. (See Envisioned School Profile in Appendix A for more information).

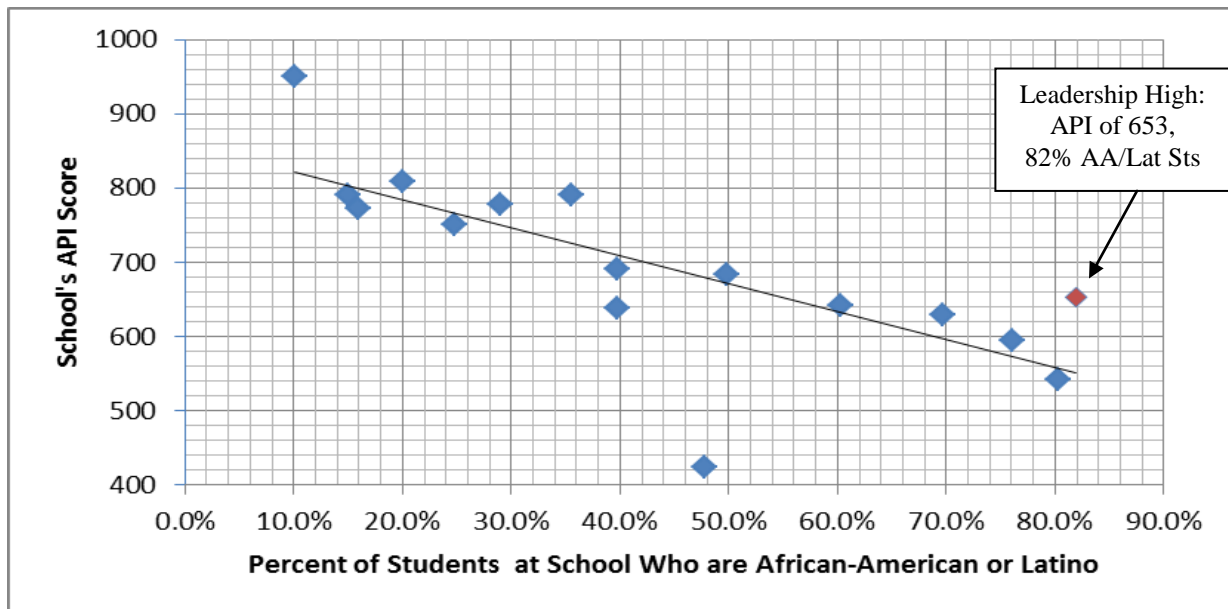
Leadership shall:

- Achieve and maintain a minimum aggregate API of 700.

- Meet or exceed (compared to the State, District overall, and the schools our students would otherwise attend) the disaggregated API scores for our school’s predominant groups (currently African-American and Latino).
- Meet “safe harbor” proficiency requirements for CAHSEE
- Meet all other AYP measures annually.

Leadership has not yet achieved its goal of 700 or better on aggregate API. The following charts and tables, however, show Leadership’s achievement (per API) compared to SFUSD and the State.

The chart below plots the aggregate API scores of all district high schools (not inclusive of ASAM schools—e.g. continuation, county) against the combined percentage of Latino and African-American students. (This combination is being presented both because these groups constitute Leadership’s largest—and only numerically significant-- ethnic groups and because SFUSD has identified that the achievement gap challenges these groups most glaringly city-wide.



The chart shows that:

1. Leadership serves a higher percentage of African-American and Latino students than any regular district high school.
2. The scatter-line predicts a rather steady descending API as percentage of Latino and African-American students increases. Leadership is well above the line of predictability.
3. No schools achieving a score of 700 have more than approximately 36% African-American and Latino students.

The tables below show, in ranked descending order, the disaggregated API for Latino and African-American students. Averages for the district (non-ASAM high schools only) and the State (grades 9-12) are also included:

Disaggregated API for African-American Students, in ranked descending order		Disaggregated API for Latino, in ranked descending order	
Lowell	774	Lowell	881
<b>State Average (9-12)</b>	<b>650</b>	SOTA	741
Wallenberg	640	<b>State Average (9-12)</b>	<b>688</b>
<b>Leadership</b>	<b>639</b>	Wallenberg	653
Lincoln	585	Washington	651
<b>District HS Average</b>	<b>550</b>	Balboa	649
Balboa	548	<b>Leadership</b>	<b>648</b>
ISA	547	AAS	644
June Jordan	539	Galileo	638
Galileo	537	ISA	632
Burton	532	Burton	626
Mission	523	<b>District HS Average</b>	<b>618</b>
O'Connell	519	Lincoln	609
Washington	516	Independence	594
AAS	507	Mission	585
Marshall	488	O'Connell	577
SOTA	439	Marshall	551
SF International	NA	June Jordan	529
Independence	NA	SF International	331

In these charts, one sees that (aside from Lowell, which due to its admissions procedures arguably has a selection bias in favor of students who score proficient or above), no high schools in SFUSD have African-American students who significantly outperform Leadership. While four high schools (in addition to Lowell) have higher disaggregated API scores for Latino students in 2011, only one of the four (SOTA) has a score that is significantly higher.

To better understand how Leadership compares to the schools in the southeast that our students would most likely otherwise attend, additional comparative data (for 2011) is presented for Balboa, Mission, O'Connell, Burton, June Jordan, ISA, and Marshall:



*Comparative API for Southeast schools, showing subgroup API and percentages (per CDE – 2011 scores)*

	<b>Leadership</b>	<b>Balboa</b>	<b>Mission</b>	<b>O’Connell</b>	<b>Burton</b>	<b>June Jordan</b>	<b>ISA</b>	<b>Marshall</b>
<b>Aggr API</b>	653	778	642	594	690	542	629	638
<b>Lat</b>	648 55.7%	649 20.2%	585 44.7%	577 61.7%	626 24.0%	529 56.3%	632 38.0%	551 20.7%
<b>SED</b>	654 60.0%	757 67.2%	634 71.4%	576 77.7%	692 71.3%	446 12.6%	376 14.5%	638 82.7%
<b>EL</b>	608 33.0%	683 31.3%	603 51.6%	540 53.2%	678 38.8%	497 38.4%	615 30.4%	629 44.3%
<b>AA</b>	639 21.6%	548 7.8%	523 17.5%	519 16.6%	532 14.6%	539 25.8%	547 34.7%	488 23.4%
<b>Asian</b>	NA 4.3%	862 48.6%	773 26.3%	821 9.9%	800 32.5%	593 8.1%	719 7.3%	766 45.4%
<b>White</b>	661 10.3% <sup>19</sup>	847 9.2%	793 7.5%	NA 2.8%	771 2.4%	NA 4.0%	774 5.0%	NA 1.5%
<b>Fil/ PI</b>	713 5.9%	742 12.9%	695 2.7%	638 7.6%	725 21.6%	NA 3.3%	749 10.2%	671 3.2%
<b>SPED</b>	452 12.4%	482 12.0%	471 12.7%	429 12.7%	457 11.8%	446 15.5%	376 14.5%	357 16.2%

<sup>19</sup> This percentage is what is reported by CDE, but it is inaccurate. The school is in the process of working with CDE to make changes.

*High School Exit Exam*

The chart below shows the percent of students (overall and broken down by significant subgroups) who passed and were proficient on the English-Language Arts and Mathematics Sections of the High School Exit Exam during the Tenth Grade Census Administration. *(The State's Proficiency Targets are shown in italics, and comparative pass rates at SFUSD are also shown for 2010 and 2011.)*

<b>ENGLISH</b>	<b>2007 – 2008</b> <i>(AYP proficiency target of 33.4%)</i>	<b>2008 – 2009</b> <i>(AYP proficiency target of 44.5%)</i>	<b>2009 – 2010</b> <i>(AYP proficiency target of 55.6%)</i>	<b>2010 – 2011</b>
<b>Pass Rate Overall</b>	78%	74%	79% SFUSD Rate: 81%	70% SFUSD Rate: 78%
<b>Proficiency Rate Overall</b>	46%	44%	32%	28%
<b>Pass Rate: Hispanic</b>	78%	87%	79% SFUSD Rate: 67%	67% SFUSD Rate: 63%
<b>Proficiency Rate: Hispanic</b>	57%	52%	26%	23%
<b>Pass Rate: Socioecon Disadv</b>	79%	87%	74% SFUSD Rate: 78%	69% SFUSD Rate: 72%
<b>Proficiency Rate: Socioecon Disadv</b>	50%	44%	28%	24%
<b>Pass Rate: ELL</b>	NA	NA	67% SFUSD Rate: 48%	74% SFUSD Rate: 39%
<b>Proficiency Rate: ELL</b>	13%	43%	10%	29%

<b>MATHEMATICS</b>	<b>2007 – 2008</b> <i>(AYP target of 33.2%)</i>	<b>2008 – 2009</b> <i>(AYP target of 43.5%)</i>	<b>2009 – 2010</b> <i>(AYP target of 54.8%)</i>	<b>2010 – 2011</b>
<b>Pass Rate Overall</b>	75%	74%	69% SFUSD Rate: 81%	61% SFUSD Rate: 82%
<b>Proficiency Rate Overall</b>	33%	40%	26%	20%
<b>Pass Rate: Hispanic</b>	78%	93%	67% SFUSD Rate: 64%	59% SFUSD Rate: 61%
<b>Proficiency Rate: Hispanic</b>	35%	48%	24%	20%
<b>Pass Rate: SED</b>	79%	87%	62% SFUSD Rate: 81%	64% SFUSD Rate: 79%
<b>Proficiency Rate: SED</b>	46%	39%	16%	25%
<b>Pass Rate: ELL</b>	NA	NA	67% SFUSD Rate: 64%	33% SFUSD Rate: 63%
<b>Proficiency Rate: ELL</b>	25%	14%	24%	8%

While students have had strong scores passing the High School Exit Exam, proficiency rates have been low. Largely because of this, Leadership has not met AYP since 2008:

Criteria	2008	2009	2010	2011
Participation Rate for ELA	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient, ELA	Yes	Yes	No	No
Percent Proficient, Math	Yes	Yes	No	No
API	Yes	No	Yes	Yes
Graduation Rate Results	Yes	Yes	Yes	Yes
Overall	YES	NO	NO	NO

SFUSD high schools that made AYP in given year	Washington Lowell Wallenberg SOTA	Lowell Wallenberg	AAS Lowell Wallenberg SOTA SF International	Lowell
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Leadership staff is confident that we will continue to make criteria related to participation, API, and graduation rate. Given the low skills of our students, we believe that the most reasonable approach toward the goal of proficiency is to make “safe harbor” progress.

The work in numeracy development we are currently focusing on is designed to support higher levels of students to meet proficiency on the High School Exit Exam. This is critical since the lowest level of mathematics we offer is Algebra, though many students have substantial gaps in their foundational mathematics skills (generally tied to sixth and seventh grade mathematics standards).

## **B. Measurable Student Outcomes**

### *Assessment of Graduation and Leadership Readiness*

In the first years of Leadership’s existence, staff members, parents, and students worked to articulate what a Leadership graduate show 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. As part of our program

redesign, the definitions were update. These four SWOs, with their definitions, have become the foundation of Leadership's program, culture, curricula, and assessment:

- ❖ Social Responsibility (SR):  
*Demonstrating empathy and compassion; being accountable to other people and to community; serving as an ally, especially across difference; working constructively with others, particularly in times of challenge and disagreement; recognizing and deconstructing oppressive structures that create obstacles for communities and individuals.*
  
- ❖ Personal Responsibility (PR):  
*Recognizing that every action you take is a reflection of who you are as a learner and an emerging leader; being accountable for your actions, your thoughts, and your words; demonstrating organization and prioritization to handle responsibilities; following-through on your commitments; being able to identify needs and advocate for support; taking responsibility for your own development and life-long learning.*
  
- ❖ Critical Thinking (CT):  
*Moving beyond just seeing problems to create solutions; being aware and reflective to understand, learn, and promote change; making connections between issues or concepts; recognizing and making inferences; breaking down information into its parts and synthesizing parts to understand a whole; using logic and reasoning, building sound arguments, backing up points with strong data; recognizing bias and purpose; understanding implications, evaluating options and actions to make good decisions.*
  
- ❖ Communication (CM):  
*Clearly expressing beliefs, ideas, and opinions in a way that others can understand; listening with goal of understanding others' perspectives; effectively using a variety of communication forms (e.g. oral, auditory, written, mathematical, scientific, technological, creative) to communicate; knowing how to vary your communication style based on your audience and purpose.*

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.

Toward this end, to graduate students must not only meet Leadership's course graduation requirements (which are aligned to UC course requirements) with grades of C- or better and pass the high school exit exam, but also:

- ❖ Complete a Senior Portfolio and Defend the Portfolio at a 12<sup>th</sup> grade standard

- ❖ Complete a Senior Project that answers the question “*How will I be a leader through my life?*” and present this project in a Senior Exhibition.
- ❖ Complete 70 hours of Community Service
- ❖ Complete 70 hours of Academic Support beyond the instructional day

The chart below describes the school’s exit outcomes and the formative and summative assessments for each. As is clear, these outcomes align not only to the school’s mission to prepare students for college and for life as community leaders but also to the curricula and assessments mandated by the State and needed for college-readiness:

<b>Outcome</b>	<b>On-going Assessments</b>	<b>Exit /Promotion Assessment(s)</b>
Students will demonstrate mastery of Social Responsibility, per the school’s definition	<ul style="list-style-type: none"> <li>❖ 9<sup>th</sup> Grade Orientation 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>❖ Sophomore Portfolio and Defense</li> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> <li>❖ Completion of UC Course Requirements</li> <li>❖ Completion of Community Service Requirements</li> </ul>
Students will demonstrate mastery of Personal Responsibility, per the school’s definition	<ul style="list-style-type: none"> <li>❖ 9<sup>th</sup> Grade Orientation 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>❖ Sophomore Portfolio and Defense</li> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> <li>❖ CAHSEE passage</li> <li>❖ Completion of UC Course Requirements</li> <li>❖ Completion of Academic Support Hours Requirements</li> </ul>
Students will demonstrate mastery of Critical Thinking, per the school’s definition	<ul style="list-style-type: none"> <li>❖ 9<sup>th</sup> Grade Orientation 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>❖ Sophomore Portfolio and Defense</li> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> <li>❖ CAHSEE passage</li> <li>❖ Completion of UC Course Requirements</li> </ul>
Students will demonstrate mastery of Communication, per the school’s definition	<ul style="list-style-type: none"> <li>❖ 9<sup>th</sup> Grade Orientation 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>❖ Sophomore Portfolio and Defense</li> <li>❖ Senior Portfolio and Defense</li> <li>❖ Senior Project and Exhibition</li> <li>❖ CAHSEE passage</li> <li>❖ Completion of UC Course Requirements</li> </ul>
Students will make steady progress toward proficiency in core academic areas (as defined by State Standards) to be successful in college.	<ul style="list-style-type: none"> <li>❖ Numeracy and literacy assessments</li> <li>❖ CASAS</li> <li>❖ Individual course outcomes</li> <li>❖ Benchmark assessments</li> <li>❖ CST and CAHSEE proficiency</li> <li>❖ Grades and promotion</li> <li>❖ EAP results</li> </ul>	<ul style="list-style-type: none"> <li>❖ CAHSEE passage</li> <li>❖ Completion of UC Course Requirements</li> </ul>

	<ul style="list-style-type: none"> <li>❖ College acceptance</li> <li>❖ Rate of placement into non-remedial college courses</li> </ul>	
Students will demonstrate leadership	<ul style="list-style-type: none"> <li>❖ 9<sup>th</sup> Grade Orientation 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> <li>❖ Completion of Community Service Requirements</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>❖ Completion of Community Service Requirements</li> </ul>

### *Assessment of State Standards*

Through an extensive backward planning process, outcomes were developed for each department and course. These outcomes incorporated not only our SWOs and the state standards but also the specific skills of leaders (e.g. group facilitation, presentation skills, research skills) students must master to pass their graduation portfolio and exhibition.

With our new targeted student population and corresponding changes to program, these outcomes are in the process of being revised and updated according to the following timeline:

1. Review and revise course, semester, and unit outcomes to better reflect current student population and skills. (In process currently. To be completed by June 2012.)
2. Develop pacing guides for all courses to ensure appropriate progress in content and to support teacher leaders and administrators to coach and support teachers in curriculum delivery. (In process currently. To be completed by June 2012.)
3. Develop school-generated benchmark assessments, tied to DataDirector, in English-language arts and mathematics. (In process currently. To be completed by August 2012.)
4. Pilot teacher-generated benchmark assessments in all other content areas, tied to DataDirector so that all teachers are tracking student progress toward standards; establish school wide expectation that all teachers use DataDirector to track student learning. (Fall 2012.)
5. Develop school-generated benchmark assessments, tied to DataDirector, in Spanish, history, science, and leadership. (2012 – 2013; to be completed by August 2013.)

Using school developed course, semester, and unit outcomes (and corresponding benchmarks), teachers will examine current curricula to determine what changes need be made to better align teaching to required standards.

### *Strategic Planning and Goal Setting*

As part of our strategic planning and the work completed this year for the WASC Accreditation, Leadership has identified the following four strategic goals to guide school improvement:

1. Ensure non-remedial college readiness for all students, most of whom will be the first in their families to attend college in the United States;
2. Dramatically improve proficiency in mathematics and science and make explicit for students the link between leadership and advancement of STEM fields;
3. Improve our attrition rate so that a high percentage of students who enter as ninth graders graduate from Leadership High School.

These goals shaped the critical areas of need we identified for WASC, as did the accountability data (specifically API and CAHSEE proficiency) described on pages 38-43 of this petition. (See Appendix F for more information.) In summary, the five critical areas of need, with their corresponding growth targets, and ways to measure improvement are:

Critical Area of Need	Growth Targets	How Improvement Will Be Measured
<p>Improve basic numeracy, mathematical reasoning, and mathematical confidence of students; ensure that all students are making steady progress toward mastery of standards so that they are prepared for success in non-remedial, college-level mathematics.</p>	<ul style="list-style-type: none"> <li>• In each year between now and 2017, Leadership will make the requirements for “Safe Harbor” in math proficiency on the CAHSEE</li> <li>• By 2014, the pass rate for math courses will be comparable to that of other departments</li> <li>• Proficiency rates in mathematics will increase as follows: <ul style="list-style-type: none"> <li>○ 10% in 2012</li> <li>○ 20% in 2013</li> <li>○ 28% in 2014</li> <li>○ 35% in 2015</li> <li>○ 40% in 2016</li> <li>○ 45% in 2017</li> </ul> </li> <li>• College-readiness (as measured by EAP and remedial courses) will steadily increase each year toward goal of 95% college ready.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going formative assessments</li> <li>• Annual CST scores</li> <li>• EAP</li> <li>• Preliminary CAHSEE pass rates in mathematics</li> <li>• CAHSEE Proficiency in mathematics</li> <li>• College freshman math course placement</li> </ul>
<p>Strong instruction, guided by clear outcomes and informed by ongoing formative assessment, is not currently consistent throughout the school. We need to formalize and systematize the way in which data is collected and analyzed to inform ongoing changes to instruction, build a sense of urgency, and determine scaffolding and intervention needs. For many teachers/ departments, this work must begin with the revision of course maps. For all, it will involve developing benchmark assessments and utilizing DataDirector to track student progress.</p>	<ul style="list-style-type: none"> <li>• In each year between now and 2017, Leadership will make the requirements for “Safe Harbor” in math proficiency on the CAHSEE</li> <li>• Each year an increasing number of graduates will be placed into non-remedial college classes</li> </ul> <p>By 2017...</p> <ul style="list-style-type: none"> <li>• 45% CST proficiency rate in math and chemistry</li> <li>• 65% CST proficiency in Biology and Humanities</li> <li>• 90% Pass Rate on Senior Portfolio (first assessment) and Senior Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• On-going formative assessments</li> <li>• Annual CST scores</li> <li>• Pass rates on Senior Exhibition and Senior Portfolio</li> <li>• EAP</li> <li>• Preliminary CAHSEE pass rates</li> <li>• CAHSEE Proficiency</li> </ul>
<p>Improve instructional strategies/ scaffolding for low-skilled students (particularly English learners and students reading below the sixth grade level);</p>	<ul style="list-style-type: none"> <li>• 75% of students who start as ninth graders will graduate from Leadership within five years.</li> <li>• Students who test below 6<sup>th</sup> grade reading levels</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students with the credits needed to be promoted at the end of each year</li> <li>• Students with reading levels below grade 6</li> </ul>



<p>use systems of assessment (preliminary and formative) to identify students who require intervention beyond the classroom with either basic skills or content standards; conduct meaningful intervention with students.</p>	<p>will, annually, grow by two grade levels; students who test at or above the 6<sup>th</sup> grade reading level will, annually, grow by at least one grade level.</p> <ul style="list-style-type: none"> <li>• Students will either meet demonstrate proficiency on ELA and mathematics CSTs or else will move one level between 9<sup>th</sup> and 10<sup>th</sup> grade CST.</li> <li>• The school will annually meet “Safe Harbor” for CAHSEE proficiency</li> <li>• At least 85% of 9<sup>th</sup> graders and 90% of 10<sup>th</sup> graders will earn the credits to be promoted to the next grade level.</li> </ul>	<p>will move at least two grade levels in the year; all others will move at least one grade level.</p> <ul style="list-style-type: none"> <li>• Pass rates of students who are below 6<sup>th</sup> grade level in reading or designated as EL will be comparable to pass rates of other students</li> </ul>
<p>Teachers will develop the will, skill, capacity, and knowledge to manage their classrooms effectively, interrupt problematic student behaviors, and ensure consistently high student engagement.</p>	<ul style="list-style-type: none"> <li>• 100% active engagement of students (e.g. no heads down, participation, no head phones)</li> <li>• 100% enforcement of electronics policy and dress code</li> <li>• 100% enforcement of norms for volume in different structures</li> <li>• Establish that what is normative is the following of community agreements</li> <li>• Rare instances of defiance and egregious disrespect; few suspensions for these; students rarely sent out of class for them.</li> <li>• Rare instances of students talking over teachers or each other</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations by DC team and Admin</li> <li>• BIPs</li> <li>• Suspension and Expulsion data</li> <li>• Teachers’ weekly lesson plans</li> </ul>
<p>Develop effective long-term strategies for facilities, fundraising, and recruitment and enrollment to ensure long-term viability of the school.</p>	<ul style="list-style-type: none"> <li>• Secure a facility for a minimum of five years that will accommodate current program and possible growth to 325.</li> <li>• Fundraise \$1000 per pupil</li> <li>• In each of the next six years, recruit a minimum of 85 starting ninth graders and retain a minimum of 85 by the end of the ninth grade year</li> </ul>	<ul style="list-style-type: none"> <li>• Codified facilities plan.</li> <li>• Steady growth in fundraising amounts over next six years, with goal of \$300,000 by 2017</li> <li>• Enrollment numbers</li> </ul>

### *On-Going Data Collection*

In addition to the data points listed above, Leadership will continue to gather data on the following outcomes:

- ❖ Leadership graduates will meet or exceed requirements for the California State and University of California systems.
- ❖ 85% of Leadership seniors will apply to four-year colleges.
- ❖ At least 90% of graduates will go on to higher education, with at least 65% attending four-year colleges.
- ❖ 85% of students will be placed into credit earning, non-remedial classes when matriculating in college.
- ❖ LHS will maintain attendance rates of 94% or better and will strive for attendance rates of 96% or better.
- ❖ 75% 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; 100% 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.
- ❖ Each year Leadership will strive to meet progress requirements for “safe harbor” with regard to proficiency in CAHSEE ELA and mathematics.
- ❖ Leadership will meet all other criteria of AYP (currently participation, graduation rates, and API).
- ❖ The drop-out rate will be less than 10%.
- ❖ 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 its API growth targets each year, and will use CST data to evaluate curricular areas that warrant additional emphasis.

Leadership administrators and teacher leaders review data at least quarterly. In addition, the school (starting in 2012) shall be creating an annual data portfolio to measure the goals above. This portfolio will be published in June of each academic year.

### **C. 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. A least four 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, a DC data retreat at the end of the academic year is used to analyze data

connected to the school's strategic goals. The review of the data during these days is used to establish a school-wide focus for the next academic year. Throughout all data review 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.

As described in Section B above, the school is also currently engaged in the development of an annual data portfolio that reviews and analyzes both exit outcomes and performance outcomes. (For more information of the data points to be collected, please see the chart outlining the school's Outcomes and Assessments on page 45, as well as the summary of the Critical Areas of Need and corresponding data to be collected on page 48.) This portfolio will be published and made public to families, the District, funders, and other interested community partners. It is scheduled for annual release each June.

The data points to be included in this portfolio (along with the frequency each will be analyzed by staff) are listed below:

- ❖ Student demographics (including but not limited to: ethnicity, gender, home language, free/reduced lunch qualification, nationality, home zip code) (on-going)
- ❖ API Scores (both aggregate and disaggregated) (annually)
- ❖ AYP
- ❖ California Standards Test proficiency (annually)
- ❖ CAHSEE pass and proficiency rates (tri-annually)
- ❖ Student attendance (eight times each year)
- ❖ Student Grades (annually)
- ❖ Student Promotion (annually)
- ❖ Progress toward Senior Portfolio and Defense (annually)
- ❖ Progress toward Senior Exhibition (annually)
- ❖ Graduation rate (annually)
- ❖ Suspension and Expulsion rates (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)
- ❖ CELDT (annually)
- ❖ Advance Placement tests (annually)
- ❖ Physical Fitness Test (annually)
- ❖ Grade 9 Proficiency Exam/ CASAS (annually)
- ❖ Internal 9<sup>th</sup> Grade Proficiency in ELA and math (annually)
- ❖ CSU Early Assessment Program (annually)

*Faculty Measurement of Student Progress*

The school fosters an environment of action research for all its practitioners. Teachers and staff are involved in small inquiry groups known as Critical Friends 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.

Finally, as noted above, the school is in the process of creating a formative assessment system, linked to DataDirector, with benchmark assessments. Through this system, teachers will be better able to track student progress over time and to modify teaching to be more responsive to student learning.

## **D. 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.

### **Role of Parents**

Parents were critical in the founding and initial design of the school. At present, the school has a small but active Parent Association which functions as its own non-profit. Each year a Parent Representative serves on the Board of Trustees (along with a Student, Staff, and Alumni Representatives). Two parents also serve on the School-Site Council.

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

All parents are actively involved in their children's education through the relations with the Advisor and through biannual Family Meetings, at which family members, students, and advisors discuss and set both near and long-term goals for students. In addition, Leadership holds a yearly Back to School Night, which regularly involves over half of LHS families..

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 quarterly 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 extracurricular 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.

The nature of the concern will determine where the best forum for communication of the concern. For instructional matters, parents should call, email or visit the school to talk to teachers, Department Coaches, and the administration in order of increasing accountability and response. For budgetary matters, the PA and SSC are organizations that can help respond to a financial matter. For concerns about the staff, the Principal should be contacted. For concerns about the Principal, the Executive Director should be contacted. Finally, for concerns about the Executive Director or failure to meet the school's mission, the Board will hear and respond to such issues.

Parent involvement on the Parent Association has been limited to five to ten families who regularly show up to meetings and support fundraisers. The active parents have tried earnestly to engage other families but have had difficulty. As a result, the administration has determined that it must take a more active role in engaging families for the Parent Association by identifying parent leaders and personally inviting them to PA meetings in September and January. (Recently school staff efforts have focused on engaging parents through Family Meetings and advisory and grade-level community events.) The purpose of administrative involvement is to create a PA that reflects the racial and socioeconomic diversity of the student population and to ensure a quorum at meetings needed for voting purposes. In order for the bylaws to have meaning, the PA must be at a minimum number of parents who are committed to attending meetings and participating in school leadership.

### **Board of Directors**

The School is be governed by a Board of Trustees (the "Board"). 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 13 members who will govern LHS. (A current list of Board members is included in Appendix I.) The nomination, election and term of each of the categories of Board members noted below are outlined in the bylaws (see Appendix J).

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

- The Executive Director
- 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.

Leadership's Board is organized into a number of standing and ad hoc committees. The Board is managed by the Executive Committee, which is comprised of the President, Vice President, Treasurer, Secretary, and the staff's Executive Director. Other standing committees include the Finance Committee, Fundraising Committee, and Evaluation Committee. Ad Hoc committees are formed in response to changing needs.

The Board works continually to make transparent decision-making authority of committees, of the Board as a whole, and of executive staff (e.g. when a committee is charged with advising the Board as a whole in its decisions; when a committee is empowered to make decisions on behalf of the full Board; when a decision is Board-based and when it is staff-based). Matters of Policy, legal oversight, and fiduciary responsibility almost always rest with the Board as a whole.

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;
- ❖ Establishing the long-term strategic vision of the school and short-term annual goals. (See Strategic Goals/ Critical Path for 2011 as example in Appendix K.)
- ❖ Ensuring that the school management meets goals.
- ❖ 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 Executive Director;
- ❖ 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 executive staff of the school, other 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.

### **Executive Staff**



As of July, 2011, Leadership has a new leadership structure to better support instructional improvement and address issues of long term sustainability. This includes having a part-time Executive Director, who functions much as a superintendent would, in addition to having a Principal.

The Executive Director is responsible for strategic planning; the hiring, performance, and evaluation of the school's principal; the development of a strong Board of Trustees; and fundraising and sustainability of the organization. The Principal is responsible for instruction; hiring, performance, and evaluation of staff; student and family interaction; and professional development. In addition, the school has a Vice Principal responsible for student culture, activities, and government; behavior intervention and discipline; safety; counseling; and parent engagement.

While the Board and staff recognize that this structure is costly, we are confident that it provides the leadership needed to improve the school's academic performance and climate. The change at school is already evident.

Attached in Appendix L is a diagram that describes the roles of the ED and Principal and the Principal's Job Description.

#### **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.

#### **E. 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(l), 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 Advisory and Academic Literacy) 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.

## **F. 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.

All staff and visitors are required to sign in daily in the main office, so that administration has an accurate count of who is on site, in case of an emergency. LHS works closely with James Denman administration to uphold an evacuation plan for both schools at the site, in case of an emergency. The school holds frequent fire drills and yearly earthquake drills and lockdown drills to be prepared in case of emergency. Administrators communicate on walkie-talkies to ensure that all students are out of the building and are accounted for in the case of an emergency.

Leadership shall not condone the use of drugs, including alcohol and tobacco. In general, in keeping with SFUSD policy, Leadership follows a harm reduction model of intervention to ensure that the underlying causes of use and abuse are addressed and youth are educated about corresponding risks and health. Leadership participates in SFUSD's TUPE program and students caught with cigarettes or any other smoking paraphernalia are referred to the program. Students who are under the influence at school or school events face in-house or at-home suspension and must also hold a conference with administrators and family; most times, such students are referred to follow-up counseling.

## **Emergency Procedures**

### *General Considerations*

1. In an emergency, the Principal functions as the Crisis Response leader. In the principal's absence, a second and a third leader are named as the principal's designee. These leaders are expected to carry cell phones and radios.

2. All emergencies must be reported to the Principal or (in the Principal's absence) the Administrator in Charge.
3. All LHS employees are disaster service workers and are subject to assignment to disaster service activities assigned to them by their supervisors.
4. Each staff member must be trained in First Aid.
5. Any staff members who have training beyond basic first aid or disaster preparedness should share their expertise and experience (in advance if possible).
6. To prepare for the possibility of a long stay at the school site, the Administration will prepare a list of students and staff with conditions or disabilities requiring medication or special attention.

*Leadership High School Evacuation Plan*

Faculty and staff are trained in the following evacuation plan for every classroom and office. We separate our school into three evacuation areas: the front of the school, the upper school yard, and the lower school yard:

The rooms listed below will exit the building in case of an emergency evacuation by using the CENTER STAIRWAY:

Room 305 – Conference room	Room 312 – Classroom
Room 306 – Classroom	Room 314 – Classroom
Room 307 – Classroom	Room 317 – Classroom
Room 308 – Network Closet	Room 319 – Classroom
Room 309 – Classroom	Room 321 – Classroom
Room 310 – Classroom	

Further Instructions/Procedures:

Students, staff and visitors will exit the third floor and proceed down the immediate center stairway. They will then utilize the RIGHT HAND side of the stairwell all the way to the first floor. They will then exit the building and turn right on Oneida Avenue and walk briskly to the corner of Oneida towards Balboa High School.

The rooms listed below will exit the building in case of an emergency evacuation by using the EAST STAIRWELL that is next to the Girl's bathroom:

Room 316 – Classroom  
Room 318 – Classroom

### Room 323 – Classroom

#### Further Instructions/Procedures:

Students, staff and visitors will exit the third floor and proceed down the stairway until they reach the basement (ground) level of the school. They will then proceed out of the door, straight ahead around the corner of the gymnasium and rally there.

The rooms that are listed below will exit the building in case of an emergency evacuation by using the WEST STAIRWAY:

Room 300 – Classroom

Room 302 – Classroom

Room 301 – Main Office

Room 304 – Classroom

Room 301A – Conference Room

#### Further Instructions/Procedures:

Students will exit the third floor and proceed down the immediate center stairway. They will then only be allowed to utilize the LEFT HAND side of the stairwell all the way to the first floor. They will then exit the building and turn right on Oneida Avenue and walk briskly to the corner of Oneida towards Balboa High School.

#### Additional Instructions:

All teachers with students at the time of the emergency evacuation procedure will take attendance of their students once they are in place in their respective rallying points. Students should be conducting themselves in an appropriate manner. No electronic equipment is to be used at any time during this emergency evacuation procedure. If a student is discovered missing, the teacher (or staff person supervising the student) must immediately inform the administrator on duty (see p. 1 for the list of Administrators in Charge) or the campus supervisor on duty. Teachers that do not have a class are to circulate amongst the students and watch for possible students attempting to leave school. Staff, students, and visitors may not re-enter the building unless the administrator on duty issues an “all clear” to re-enter.

The only time a class should automatically evacuate without further directive from the Principal is during a Fire Alarm. However, if a fire alarm is triggered by an earthquake, wait for instructions to evacuate.

#### *Medical Emergencies*

Medical emergencies and accidents can occur at any time and may involve either a student or a staff member. Some emergencies require only first aid care, while others require immediate medical attention. When in doubt, it is better to err on the side of caution and call 911. All rooms should be equipped with phones that can make 911 and local outgoing calls; make sure you have a working phone at all times and that you report non-functioning phones to the Main Office immediately so

that repair work can be performed. If you are in a room without access to a phone and you do not have a cell phone to use, ask someone to alert the Main Office or to place the call themselves.

1. Dial 911 or direct someone to do so; provide the following information:
  - Building location: 241 Oneida Avenue, off San Jose between Ocean and Geneva
  - School Name: James Denman Middle School/Leadership High School
  - Exact location within the building
  - Your name and phone number
  - Nature of the emergency
  - Do not hang up until advised to do so by the 911 dispatcher.
2. Notify the Campus Supervisor or the Main Office (who will notify the Principal or Administrator in Charge) that someone has been injured and an ambulance has been called.
3. Ask some to dispatch a CPR/ First Aid trained employee to the victim
4. Stay calm. Keep victim warm with a coat or blanket.
5. Do not move the victim unless there is danger of further injury.
6. Do not give the victim anything to eat or drink.
7. Submit an incident report to the Principal or Administrator in Charge before the end of the day.

### *Fire Emergencies*

In any fire situation it is important to act quickly and decisively in order to contain the spread of fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students, staff and visitors should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire.

If you detect a fire:

1. Sound the building fire alarm
2. Call 911 to notify the fire department (for any fires larger in size than a wastebasket), providing:
3. Building address and exact location: 241 Oneida avenue, off San Jose, between Geneva and Ocean
4. School Name: James Denman Middle School/Leadership High School
5. Exact location in the building
6. Your name and phone number
7. Any details about the fire
  - a. Do not hang up until advised to do so by the 911 dispatcher.
8. Attempt to extinguish the fire with a fire extinguisher but only if the fire is smaller than a wastebasket
9. Follow the evacuation procedures
10. Render first aid as necessary
11. Clear access routes for emergency vehicles

12. Keep staff, students, and visitors at a safe distance from the firefighting equipment
13. Wait for clearance from the Fire Department before re-entering the building
14. Submit an incident report to the Principal or Administrator in Charge before the end of the workday.

If you hear the fire alarm:

1. Stop teaching. Inform the class that it is time to move outside calmly. Students must exit quickly – this is not a time to pack up – but to move out.
2. Take your attendance sheet and lock the door of your classroom when you leave.
3. Keep students calm, silent and orderly.
4. Follow the evacuation plan as outlined above
5. Walk with students to your designated area

### *Earthquake Emergencies*

Earthquakes strike without warning; major shocks are generally followed by numerous aftershocks. Stairways will need to be inspected before being used. The area surrounding the building will need to be checked for downed power lines before any evacuation.

The most significant threats in an earthquake are falling objects and debris; many injuries are sustained while entering or leaving buildings, as objects tend to fall off the building. Therefore it is important to remain inside the building until instructed by the Principal or her designee to evacuate. Be sure that you and your students move away from windows, glass, and freestanding shelves. Take cover under a sturdy table or desk, away from objects that could fall from the wall or ceiling.

In the event of an Earthquake:

1. Give the “DROP AND COVER” command to students. Instruct them to remain quiet and calm and explain that you will not be evacuating.
2. Do not allow students to use cell phones to free up lines for emergency calls.
3. In buildings:
  - a. Get under or next to a sturdy table or desk with backs to any windows
  - b. If not near furniture, sit in a corner or with back against a wall with backs to windows
  - c. Drop to your knees, clasp both hands behind your neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms
  - d. If notebooks or jackets are available, hold overhead for additional safety
  - e. Stay away from windows, bookcases, and any other heavy items
  - f. Maintain position until shaking stops
4. Out of Doors:
  - a. Assume DROP AND COVER position in an open space
  - b. Maintain position until shaking stops

- c. Move away from buildings, trees, overhead wires, and poles
- d. DO NOT enter building until the Principal or her designee has indicated that it is safe to do so
5. After shaking stops, check for injuries, and give first aid
6. If ordered by the Principal, evacuate
7. DO NOT return to the building until given the all clear from the Principal
8. DO NOT light any fires
9. Keep distance from downed electrical power lines
10. Check attendance. Report any missing students to the Administration
11. Stay alert for aftershocks

### *Lockdown*

At times to protect students from violence, we may have to lockdown the building. Only the Principal (or, in the Principal's absence, the Administrator in Charge) may call a lockdown. Generally, the Police notify us of the need to implement a lockdown due to a sighting of a weapon or dangerous activity in the surrounding neighborhood. However, a lockdown may be called internally if the danger is on campus or observed by one of the staff.

In the event of a threat of violence or weapon sighting:

1. If the danger is off campus, the police will generally phone the school to notify us of the need to implement a lockdown.
2. Whoever receives the call will notify the Principal or the Administrator in Charge, who will call a light or heavy lockdown, depending on the location and severity of the threat.

### Light Lockdown

- If the threat is minimal, a light lockdown will be called by the Principal
- She will notify the Campus Supervisor, the Dean, and the front office
- All gates and doors to the outside of campus will be locked
- No one will be admitted to the campus or allowed to leave the campus
- Campus Supervisors and the Administration will be posted at key entry/ exit points to ensure all students and staff remain on campus
- Students and teachers in classrooms may or may not be informed, depending on the severity of the threat

### Heavy Lockdown

- If the threat is severe or if the threat is on campus, a heavy lockdown will be called by the Principal over the loud speaker of the school
- Teachers will instruct students to duck and cover, away from windows
- Teachers and office staff will lock their doors. No one will be allowed to leave locked down rooms, and only the Campus Supervisors, Administration, or First Responders will be admitted to the room or office.

- If all students and staff in a locked down room are safe and stable, post a green piece of paper in the window of (or closest to) your door
  - If someone in the room is hurt or unstable and requires medical attention, post a red piece of paper in the window (or closest to) your door
  -
3. If a staff member witnesses an immediate threat on campus, he/she should take reasonable steps, as much as it is safe to do so, to notify Administration, Campus Supervisors, the office, and nearby teachers to go lockdown. Use your judgment but do err on the side of caution.
  4. In any event, the lockdown may be called off only by the Principal or Administrator in Charge (generally after consultation with the police department).

### **G. 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 diverse. 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 a diverse applicant pool, LHS takes the following steps:

- ❖ Distribution of marketing, application, and enrollment materials in Spanish and English. (We are currently working to translate all materials into Cantonese, as well).
- ❖ Discussions and distribution of application materials to every San Francisco Unified School district middle and K-8 school and many private and parochial schools throughout the city.
- ❖ Annual attendance at the District Enrollment fair.
- ❖ Participation in Parents for Public Schools events.
- ❖ Hosting on onsite information sessions for middle school counselors, to which all 8<sup>th</sup> grade counselors in SFUSD are invited.
- ❖ Outreach through community-based organizations.
- ❖ Outreach at community presentations.
- ❖ Use of additional print and non-print media for outreach communications.

### **E. Admissions Requirements**

Leadership High School is committed to maintaining a diverse student body. The admission process for LHS has four main goals: (1) to build buy-in to LHS school program and philosophy; (2) gather data on academic skills to anticipate intervention needs; (3) gather essential data on the “whole child”; and (4) 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
- 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).

In addition, prospective students are invited to spend a half-day shadowing a current Leadership student. While not required as part of the application process, it is encouraged.

LHS has a two part admissions process for incoming ninth graders. The first step will be an open enrollment period that will be completed by January or February 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.

Transfer students are considered on a rolling basis throughout the year, based on availability in needed courses.

## **I. Annual Financial Audit**

Leadership High School (LHS) will comply with state reporting mandates and conduct its financial operations through established procedures, including interim reports, midyear projections, and unaudited actuals. An annual fiscal audit, required under Education Code Section 47605, will be conducted.

Leadership High School seeks proposals from independent certified public accountants or accounting firms to be selected to perform the School's annual audit. The School's Director of Finance & Operations will prepare a list of audit firms approved by the CA State Controller's Office and with the Audit Committee of the Board of Trustees, will do necessary research and vetting to make a final selection from the approved auditor list. For the 2010-11 annual audit, LHS selected WuHoover & Co. to file the School's 990 return and perform its annual audit.

The audit will verify the accuracy of the school's financial statements; attendance, enrollment, and accounting practices; and LHS' internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. Generally, 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 Board 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 XIV of this Charter. The final audit shall be forwarded by December 15<sup>th</sup> to all parties listed in 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; teacher hard copy attendance sheets; 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' notice of a site visit to ensure that LHS has all necessary personnel available for SFUSD during the visit.

### **J. 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 while balancing each individual student's right to due process.

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 B).

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. Whenever possible, consequences other than suspension and expulsion are preferred. Significant effort is placed on using restorative justice to hold student's accountable for the impact of their decisions and actions.

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. Prior to an Expulsion Hearing for a student with a disability, the school shall (in conjunction with SFUSD SPED staff) hold a Manifest Determination to determine the relationship, if any between the expellable offense, and the student's disability.

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 any time 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

General Due Process for Suspensions:

If a student is suspected of/ accused of doing something for which he/she may be suspended, the administration follows the following steps to assure due process and protect the student in question.

1. Administration determines whether the situation warrants suspension and the number of days for suspension after (a) gathering evidence (e.g. Student Code Violation form, incident report, video) to ensure accuracy of accusation; and (b) meeting with student to provide opportunity for him/her to voice his/her side
2. Administration calls the parent/guardian to alert him/her of the situation, the reason for the suspension, and the number of days for the suspension. Ideally, parents or emergency contact adult should come to the school to pick up suspended students. If this is not possible, the parent is asked to give the school permission to release the student. Upon securing permission, LHS staff shall accompany student to public transportation and assure that s/he is headed home. If parent/guardians cannot be reached, student will be held on in-house suspension for the day.
3. Administration clarifies to student exactly what he/she is being suspended for and the duration of the suspension and explains that during the period of the suspension they are not allowed to be on or near campus or attend any school activities.

#### I. 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.

## II. 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.

## III. 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. The panel will include at least one certificated person not employed by Leadership High. 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 notification of pending Expulsion (see Appendix L) shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. See Appendix \_\_\_ ) 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. This Record will remain locked in confidential student records (not as part of the student's Cumulative File).

#### 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.

O. Role of San Francisco Unified in Expulsion Proceedings

SFUSD is not directly involved in Leadership's expulsion processes. However, following an hearing at which a student is determined to be expelled from the school, Leadership administration sends notice of the results of the hearing, the student in question, and the expellable offense to the District. At present, the District has directed the school to send this correspondence through the Charter Office. This Office then communicates to Pupil Services.

The school communicates to the family that the District retains the right to hold their own hearing if expulsion from the District as a whole need be considered. While we have had no such cases, Leadership's administration would cooperate fully with SFUSD to ensure that the District had access to the information needed to hold a fair and thorough hearing.

### **K. 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.

Leadership's Board has recently approved the implementation of an employer-match retirement program for those employees who do not qualify to participate in STRS. Executive staff has been charged with the development and implementation of this new retirement program.

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.

## **L. 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.

## **M. 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 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.

Leadership employee rights and expectations are detailed in our Staff Handbook. (See Appendix

## **N. 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

#### **O. Labor Relations: 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.



## **P. 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.

## Financial Plan

### **Planning Assumptions**

#### *Projected Enrollment through FY2014*

After careful planning for purposes of the School's 2012-13 Prop 39 request, LHS projects an enrollment of 284 full-time students, (15 fewer students as stated in our most recent Prop 39 request) for the 2012-13 school year, which reflects a more conservative projection of 90 ninth graders for the following reasons:

- Given the ongoing conversations between the School and SFUSD regarding the potential rehabilitation of 300 Seneca and the School's subsequent relocation there, and the School's current student population, a lower enrollment cap of 320 students makes for a better and more responsive design.
- With the recent media blitz due to the irresponsible and misleading information put out by the CA Charter School Association (CCSA), many of our current and prospective families incorrectly believe that the School will be closing this school year. Consequently, the School continues to receive phone calls from parents who are worried about their child's future educational placement.

For the 2013-14 year, the School expects to be near full capacity at 310 students. Please see Appendix O, *Projected Enrollment and Faculty FTE Schedule*, for more detailed information.

#### *Projected Staff Full-Time Equivalency (FTE)*

- For the 2012-13 school year, LHS projects a faculty FTE of 16.4 for a total of 82 sections taught for a student population of 284.
- For the 2013-14 year and beyond, LHS projects a faculty FTE of 17.8 for a total of 89 sections taught for a student population of 310.
- Please see Appendix O, *Projected Enrollment and Faculty FTE*, for more detailed information regarding projected faculty FTE.
- Please see Appendix P, *Multi-Year Budget Summary-FY2011 through FY2014*, for more detailed information regarding classified staff and administrator FTE.

#### *Major Expenses Identified within Reasonable Market Ranges*

The School's Board Finance Committee is charged with oversight of the operating budget and works with the School's Executive Director and the Director of Finance & Operations throughout the year to ensure that major expense line items are regularly reviewed and adjusted so that expenditures are not under-budgeted and reflect current market cost.

The DFO identifies major expense items that may fluctuate significantly throughout the year so that the Finance Committee can thoroughly monitor those expenditures monthly to ensure that we're on track with the operating budget and any needed revisions are made in a timely fashion.

Major ongoing expenditures identified for the current year are:

- Personnel Costs including salaries, wages and benefits
- Network Management and IT services
- Janitorial and Housekeeping services
- Audit and Accounting services

Regarding the current year personnel costs – by design, the LHS Board of Trustees in conjunction with executive management developed and implemented a new faculty salary structure that includes both longevity and performance incentives and a base salary of \$50K (for full-time faculty), in order to close the gap between the School’s teacher salaries and that of SFUSD and effectively recruit and retain high quality teachers. Thusly, the School made the intentional decision to approve deficit spending for the 2011-12 year in order to implement this new faculty salary structure.

Additionally, the School also developed and implemented a new executive management structure that calls for a part-time Executive Director (.60 FTE) to oversee school instructional leaders, the annual operating budget (with the DFO), and development and fundraising work. Our former principal, Elizabeth Rood, and our Board of Trustees recognized that the position of school principal as it was previously structured, did not allow for a strong instructional focus. Instead, the previous principal position was also responsible for some operations oversight, development and fundraising, and other non-instructional work.

The new executive leadership structure also includes a full-time vice-principal thus providing two full-time, experienced and dedicated instructional leaders to supervise faculty, improve and mainstream student services, develop and provide high quality professional development for staff and faculty, and stronger parent and community outreach. It is the addition of a part-time executive director and full-time vice-principal, and the new teacher salary structure that has resulted in a projected loss of \$130K at June 30, 2011. While the Board and staff recognize that this structure is costly, we are confident that it provides the leadership needed to improve the school’s academic performance and climate. The change at school is already evident.

Please see Appendix Q, 2011-12 Operating Budget, for more detailed information regarding major expense items.

#### *Revenue Assumptions*

Revenue projection is carefully planned using the most current allocation schedules posted on the CA Dept of Education website, up-to-date enrollment summaries, tri-weekly administrative team meetings (Executive Director, Principal and DFO) to identify transferring in and out students and other special circumstances that may impact student enrollment, and monthly check-ins with charter school support organizations such as EdTec, Inc., School Services of CA, and the CA Charter School Association.

Since 2008 when the State's economy tanked, it's been especially challenging to project revenue given that often it is not until the end of the school year before CDE establishes the final general purpose and categorical block grant rates, and some state and federal funding allocations are not posted until well after the start of the new fiscal year.

With almost certain mid-year cuts to education funding anticipated when the Governor rolls out his 2012-13 budget, the School's Finance Committee and executive management under-budgeted revenue for the current year and has consistently and conservatively done so for the last four years.

#### *Private Revenue Compared to Total Operating Costs*

The board Finance Committee established a more reasonable and feasible fundraising goal of \$50,000 which includes \$10K to be generated through board conducted fundraising events, \$5K in individual donations, and \$35K generated through successful and awarded grant applications.

For the 2011-12 fiscal year, revenue from "soft" sources equals 3% of the School's total operating expenses and projected revenue. Please see Appendix Q, 2011-12 Operating Budget, for more detailed information regarding projected soft revenue.

#### *Grant Submission Timeline*

LHS has been challenged with establishing dedicated personnel to perform development work for both budgetary and staff related reasons. As mentioned previously, with the addition of a part-time ED that is responsible for development work, and a lower fundraising goal, we believe that the School will develop stronger partnerships with grantor organizations and write and submit grants that align with the School's design plan both academically and operationally for the long-term. With dedicated staff to perform fundraising and grant work, we are confident that the School is on track to meet its current year fundraising goal of \$50K.

### **Annual Operating Budget**

#### *Financial Highlights – Budget Overview*

Leadership has successfully run a financially solvent organization for the last fourteen years remaining relatively stable despite substantial changes in program location and student demographics over the last five years. The Charter School's financial status remained stable in spite of realizing an initial loss of \$54,919 in FY2011<sup>20</sup>, fluctuations in state funding rates, mid-year budget cuts at the state level, and the slow process of rebuilding the enrollment lost when the school relocated to the Portola neighborhood during the 2006-07 and 2007-08 school years. In December of 2011, it was determined by the school's new audit firm that a prior year audit adjustment for 2009-10 for

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<sup>20</sup> In December of 2011, it was determined by the school's new audit firm that a prior year audit adjustment for approximately \$43K for unrecorded operating grants through 2014, will need to be done. This will in essence wipe out about 79% of the loss experienced at June 30, 2010.

approximately \$43K for unrecorded operating grants through 2014, will need to be done. This will in essence wipe out about 79% of the loss experienced at June 30, 2010.

The State required reserve levels have been met. Leadership High School has met the State required reserve level of \$50,000 for each of the past 9 years. Moreover, LHS maintains a \$150,000 line of credit with First Republic Bank, which serves as an additional cash reserve source.

The School's net assets were approximately \$1,076,092 at June 30, 2011. Investments in capital assets, net of related debt, account for \$70,525 of the total net assets. This is an increase in net assets of \$26,361 from the prior year.

In the last seven years, unrestricted net assets of the organization have increased from \$148,258 at year-end 2004, to \$1,067,842 at year-end in 2011. This represents an increase in net assets of \$919,584 over the last seven years.

Leadership High School revises its operating budget several times throughout the year in order to accurately reflect the changes in public funding due to the School's fluctuations in enrollment. The revised budget was reviewed and approved by the Charter School's Board of Trustees' Finance Committee.

#### *Financial Highlights – Budget Revenue and Expenses*

The financial wellbeing of the School is tied in large measure to the State funding formula and School enrollment. The State's current year budget attempts to address prior year deficits in School funding, so it is anticipated that further corrections and increases in funding may be forthcoming. The State's economic condition is in crisis and has impacted California's education budget adversely. Any improvement in State funding will be contingent upon the State's ability to fully fund stated allocations and the Charter School's success in maintaining its current enrollment and meeting its enrollment goals over the next three years.

The Charter School's financial status has remained stable despite numerous changes to state funding rates and a 6% decrease in the amount of government funding that funds the school's instructional, operational and fundraising expenses. State funding rates have steadily declined to the point that 2011-12 allocations are based on a rate that is lower than established funding rates for FY 2006.

Deferment of K12 education funding – the State of California again passed legislation that in effect, defers significant portions of state allocated K12 funding for the 2011-12 year. The bulk of our State Aid and Categorical Block grant funding is not expected until January 2012. Additionally, a state funding deficit factor has been applied to most major funding streams which allows the state to provide less than 100% of the funding allocated. State analysts anticipate almost certain mid-year cuts to education funding when the Governor rolls out his preliminary 2012-13 budget in January 2012.

The School received a prior year adjustment in property taxes in the amount of \$193K which was offset by a reduction and an underpayment in State Aid in the amount of \$192K of \$69,691 respectively.

SFUSD confirmed that charter schools will not receive SF Rainy Day funds apportionment for the 2011-12 year. However, Parcel Tax funds, per the MOU between SFUSD and San Francisco charter schools, will continue throughout the life of the approved ballot measure.

Faculty Compensation – in order to close the widening gap between the School and SFUSD’s teacher salaries, the board and management team designed and implemented a radically different faculty salary and compensation schedule in order to provide competitive teacher wages and bonus incentives. Though the implementation of higher teacher salaries will create a strain on the school’s 2011-12 ending fund balance, both the Board of Trustees and the School’s executive management believe that the value of a long-term investment in recruiting and retaining high quality teachers far outweighs the temporary loss in net income.

The Charter School avoided a year-end cash flow problem for the 2010-11 year through stopgap funding (federal ARRA funds, San Francisco Rainy Day funds, and San Francisco Parcel Tax funds), increased enrollment, and the use of the School’s cash reserve funds to meet operational expenses during the first semester when state funding is deferred.

Included in the Appendices are:

- Multi-Year Budget Summary
- 2011 – 2012 Annual Operating Budget
- 2011 – 2012 Cash Flow Projection

### **Cash Flow Analysis**

Despite current revenue deferments from the State, per Cash Flow Projection attached in Appendix R, Leadership shall meet all ongoing financial obligations. The school is fortunate to have both a healthy reserve fund and standing bank line of credit from which to draw, if and when necessary.

### **Long Term Plan**

Please see discussion in Financial Planning Assumptions (page 81 of this document) and Appendices O, P, and S for Projected Enrollment and Faculty FTE Schedule, Multi-Year Budget Summary, and Revenue Receipts Projection, respectively. As is clear through this documentation, Leadership maintains long-range strategic financial planning to ensure the ongoing sustainability of the program.

## **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 \$22,0000. 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.



## **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.

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