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**LEADERSHIP
PUBLIC SCHOOLS**

Legislative File

File ID No 07-1371
Introduction Date 10-31-07
Enactment No. _____
Enactment Date _____
By _____

**Leadership Public Schools –
College Park

CHARTER &
SUPPLEMENTAL MATERIALS**

CDS No. 01 61259 0101469

Submitted to
Oakland Unified School District for Renewal
on October 31, 2007
By Leadership Public Schools,
a 501(c)(3) Nonprofit Public Benefit Corporation



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Via Hand Delivery

October 31, 2007

Vincent C. Matthews, Interim State Administrator
Oakland Unified School District
1025 Second Avenue, Room 301
Oakland, CA 94606-2212

Re: Leadership Public Schools' Proposed Charter Renewal

Dear Vince:

On behalf of the Leadership Public Schools ("LPS") Board of Directors, staff and supporters, we hereby submit this proposed charter renewal petition and supplemental materials to you for review pursuant to the Charter Schools Act, Education Code Sections 47600 et seq.

As you know, LPS is a nonprofit education organization dedicated to opening, operating, and sustaining outstanding small public high schools. LPS opened its first school in Richmond in 2003, its second school in East San Jose in 2004, its third and fourth schools in Oakland and Hayward in 2005, and its fifth school in Campbell in 2006. Our Richmond Charter, our San Jose Charter and our Hayward Charter were all recently renewed unanimously.

As indicated in our charter, we aim to improve the education of all students, including English language learners and special education students, close the achievement gap and serve as a supportive partner of Oakland Unified School District.

The attached materials include the required affirmations, our proposed charter renewal and extensive supplemental materials for the five statutory areas for your review (educational program, likeliness to implement program, required signatures, reasonably comprehensive charter and other legal requirements) as well as other required and helpful materials (e.g., curriculum information, District Impact Statement, budget and cash flow forecasts, etc.).

Our board of directors, management team and partners have extensive educational, organizational and charter school experience, and have a track record of success and financial stability. Their biographies are included in the supplemental materials.

LPS College Park Principal Andrew Gordon brings a wealth of experience as an instructor and as a principal to LPS College Park. He is a resident of Oakland, and has served as an educator for the last sixteen years in New York, Hayward and Oakland. His career has been devoted to developing and implementing systems that promote equity, high expectations and academic excellence for all students. Mr. Gordon most recently served as the principal of Bret Harte Middle School in Hayward. Under his leadership, the school's similar school ranking grew from 1 to 6 in two years and the API grew almost 70 points. Mr. Gordon earned his Bachelor degree in African/African-American Studies from Carleton College in Minnesota, his Master of Educational Leadership from California State University, East Bay, and is in the process of beginning his doctoral study at CSUEB. Mr. Gordon is excited to lead LPS College Park. He states, "Our goal at LPS College Park is to be nothing less than a high performing school in the city of Oakland, featuring high performing classrooms and high performing students. Our commitment is to be fierce advocates for every student, every day and in every way."

Our small school design and educational program are based on research, best practices and the lessons learned at the schools we have founded. This model of small school design is based on six pillars: a rigorous college preparatory curriculum for all students; strong academic support and personal attention; a talented and dedicated staff; an innovative high school leadership program; extensive parent and community involvement; and a relentless focus on results.

Please also know that due to time constraints, we are not able to provide OUSD with an extension to the sixty day decision time limit.

If you have any questions or concerns, please do not hesitate to contact me at 415-695-0669 x217. We appreciate your consideration of our proposed charter.

Very truly yours,



Mark Kushner
CEO and Founder
Leadership Public Schools

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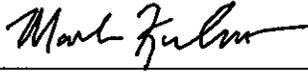
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Affirmations & Assurances

Leadership Public Schools ("LPS") hereby certifies and affirms that the information submitted in this application for a charter for LPS – College Park is true to the best of our knowledge and belief; LPS also certifies that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, LPS is committed to the following affirmations:

- LPS shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and other applicable law and shall adopt the California State standards.
- LPS shall be nonsectarian in its programs, admission policies, employment practices and all other operations.
- LPS will not charge tuition.
- LPS will not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.
- LPS shall be deemed the exclusive public school employer of the employees of the charter school for all purposes.
- LPS will admit all pupils who wish to attend the charter school, subject only to capacity, applicable law and procedures outlined in the charter.
- The meetings of the Board of Directors of Leadership Public Schools, a non-profit public benefit corporation, shall be voluntarily held in accordance with the Brown Act.
- LPS shall comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA").
- LPS shall voluntarily comply with the Public Records Act.
- LPS shall voluntarily comply with the Federal Educational Privacy Rights Act ("FERPA") and the No Child Left Behind Act ("NCLB").
- LPS shall continually strive for a healthy, collaborative, synergistic partnership with the District.
- LPS shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
- LPS shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- LPS shall at all times maintain all necessary and appropriate insurance coverage.
- LPS shall offer, at a minimum, the number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- LPS shall maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection as set forth in Education Code Section 47612.5.

- LPS shall comply with all laws related to generating charter school apportionments for pupils over 19 years of age, if any.
- LPS shall comply with all local, state and federal laws and regulations applicable to the operation of a charter school.



Mark Kushner, CEO, Leadership Public Schools

October 31, 2007

Date

LEARN. LEAD. SUCCEED.



**LEADERSHIP
PUBLIC SCHOOLS**

LPS – COLLEGE PARK

CHARTER

(An Oakland Unified School District Public Charter School)

**Submitted to the Oakland Unified School District for Renewal
on October 31, 2007**

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LEADERSHIP PUBLIC SCHOOLS – COLLEGE PARK CHARTER

(An Oakland Unified School District Public Charter School)

INTRODUCTION

Leadership Public Schools, Inc. ("LPS") is a nonprofit public benefit corporation founded in 2002 by experienced educators and entrepreneurs. LPS opens, operates and sustains quality college-preparatory public charter high schools.

LPS' mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner with school districts to strengthen both ourselves and other public schools.

In accordance with the California Charter Schools Act of 1992, as amended, ("Charter Schools Act"), LPS hereby submits this petition to renew the charter school for grades 9-12 ("School" or "LPS") for a second term of five years.

The Charter Schools Act states:

It is the intent of the Legislature ... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning;
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a-g).

Further, Education Code section 47605(b) states in pertinent part: "In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged."

LPS will make important contributions to the legislative goals outlined above. By granting this charter renewal petition, the charter authorizer will help fulfill the intent of the Charter Schools Act while providing some of the most challenged students in the area with an additional quality educational option.

Founding Group

This charter school was founded by LPS, a group of experienced charter developers, educators, administrators, Board of Directors and partners. LPS' CEO and Founder, Mark Kushner, has over twelve years experience successfully operating California charter schools, and LPS is currently operating five charter schools, including this one. LPS' Board of Directors and Management Team have extensive experience with startup organizations, education (including school design, curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development, and community development.

For a detailed description of LPS' history, extensive experience, positive media coverage and past success, please see the attached supplemental materials in Section III.

LPS' mission, program and team are designed to implement the legislative goals of the Charter Schools Act, including improving pupil learning (particularly for students identified as low achieving), creating new professional opportunities for teachers, and providing expanded public school choice for parents and students.

CHARTER ELEMENTS

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A-P). These sections of the law and the required descriptions are provided below.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

California Education Code Section 47605(b)(5)(A).

1. Population To Be Served by the School

LPS aims to serve diverse and traditionally underserved students, with the objective of graduating students who are self-motivated, competent, and lifelong learners, roughly reflecting the racial and ethnic socio-economic background of the Oakland Unified School District ("OUSD" or "charter authorizer").

"Traditionally underserved students" is defined by the LPS Board as low income students who are eligible for the National School Lunch Program, students from low performing schools as indicated by the California Academic Performance Index ("API"), traditionally underserved students of color, or students who are first generation college.

Our program is also designed to serve English Language Learners and students with Special Education needs, as explained in more detail below and in the supplemental materials. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the assets of our students, their parents and their local communities, rather than any perceived deficits.

The means to achieve this diversity and student population that roughly reflects the diversity of the district is described in more detail in Elements G and H below.

2. 21st Century Educated Person

LPS believes that an educated person in the 21st Century:

- Engages in intellectual exploration and discovery, persevering when confronted with complexity and ambiguity.
- Understands and appreciates the central ideas, methodologies and conceptual parameters of intellectual and aesthetic disciplines, including those represented in the California State Standards.
- Utilizes his or her knowledge and talents to effect positive change in the community and the world.
- Communicates clearly and effectively using a variety of techniques.

LPS is continuing to refine its innovative academic program, based on effective teaching practices, recent research, and the best curriculum available. LPS school design and instructional strategies are described below.

3. How Learning Best Occurs: Effective Instructional Strategies and Small School Design

a. Effective Small School Design

The students we seek to serve learn best in a small school setting. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. LPS currently enrolls approximately 200 students in grades 9-10 and plans to enroll approximately 450-500 students in grades 9-12. LPS may under the charter add grades 6, 7, and 8 to the school and therefore add up to 200-300 added students. The high school could then be a 6-12 school. Based on research, best practices, and the lessons learned from over twelve years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment.

As discussed in more detail below, our vision of effective schools is based on our **six pillars** of effective school design:

1. High Expectations: Challenging Academics and Graduation Requirements for All Students
2. Significant Support (including for English Language Learners and Special Education Students)
3. Student Leadership Development
4. Talented Staff Sustained by Extensive Professional Development
5. Family and Community Involvement
6. Focus on Results

Each of these areas will be discussed in more detail.

Our school design is informed and guided by research, including: Beclmer, W. (1983), *Breaking Ranks II* (2004), Cotton, K. (1996), DuFour, R., Eaker, R. & Dufour, R. (2005), Fine, M. & Somerville, J.I. (1998), Fowler, W.J. & Herbert, J. (1991), Goodlad, J.I. (1984), Howley, C.V. & Bickel, R. (2000), Marzano, R.J. (2000), Ouchi, W.G. (2003), Raywid, M.A. (1998), Roberts, S.M. & Pruitt, E.Z. (2003), Sizer, T. (1985). Complete citations are included in the Supplemental Materials, Section III.B.1.a.

PILLAR #1 High Expectations: Challenging Academics and Graduation Requirements for All Students

High academic expectations are reflected in our adoption of the state standards, demanding graduation requirements, thoughtful, challenging and engaging curricula, and effective, student-centered instructional strategies.

Academic Standards

LPS adopts the state standards as our curriculum framework for all our students, and will from time to time develop additional LPS standards.

All LPS students must participate in our college preparatory program; no non-college bound track exists. All LPS graduates are expected to meet the School's standards and graduation requirements, although some may take additional time to meet them, and others, such as English Language Learners and Special Education students, may require additional support, accommodations and/or modifications, as discussed below.

Graduation Requirements

LPS' current graduation requirements, subject to further revision and improvement, meet or exceed the University of California "A-G" admissions course requirements:

UC Group	Subject Area	Required Year-long Courses	
		UC/CSU	LPS
A	English	4	4
B	Mathematics	3	3 4 recommended
C	History/Social Science	2	3
D	Laboratory Science	2	2 3 recommended
E	Language other than English	2	2 3 recommended
F	Visual and Performing Arts	1	1
G	Elective	1	1
	Leadership	0	4
	Totals:	15	20 23 recommended

This list of graduation requirements should not be confused with course offerings. The School offers more courses than those required for graduation. The School may also require students to demonstrate their performance through portfolios and exhibitions. Students may fulfill course requirements through coursework at the School or through an accredited and LPS-approved coursework on-line program (e.g., University of California Online Program) or at a local community college.

Academic Courses

As in most California high schools whose courses and graduation requirements are based on the University of California admissions requirements and California State Standards, the majority of the courses and areas covered are already largely dictated.

However, LPS takes these required courses and adopted state standards, and using backwards design planning, chooses texts and builds a curriculum that is aligned and effective with our main instructional strategies, listed below. Courses are designed to help LPS meet the pupil outcomes in Elements B and C of the charter. These courses, including our Leadership Program, are also designed to prepare students for both life and the world of work, as well as to encourage them to think critically and creatively. We trust that the students will have some fun too. (Because actual materials and organizing themes may vary from year to year, it is

not appropriate to include the details of these courses in an unchanging charter. Some samples are included in the supplemental materials.)

PILLAR #2 Significant Support (including for English Language Learners and Special Education Students)

Personal attention to individual students is a cornerstone of our School. Research demonstrates that most students learn best in a nurturing, supportive environment where they are known, treated as individuals, and their backgrounds are honored. This design is intended to promote sustained student relationships with adults and to support all learners, including English Language Learners and Special Education students, and includes the following elements:

- **Small Learning Community:** The School will have approximately 500 students in grades 9-12, and approximately 300 additional students if grades 6-8 are added.
- **Small Classes:** LPS aims to have a student-teacher ratio of no more than 22 to 1, an average class size of 25 and a maximum class size of approximately 30 students.
- **Advisors:** Each student will be assigned an advisor—who will ideally work with the student throughout his or her four years at the school. Advisors meet with their students several times per week, supporting their academic aspirations, shepherding them through their high school experience, and assisting them in their application to and transition into college. Advisors also communicate frequently with students' families, supporting their commitment to school and assisting with home-school relations. Advisories will have a low student-teacher ratio of approximately 17 to 1.
- **Academic Support Program for Students Achieving Below Grade Level:** We know that high expectations must be matched with considerable support; this is especially important since many incoming students are particularly weak in reading and mathematics. How will we get them to college in four years? Our research-based approach is to keep our students in college-level courses, but to supplement this with numerous support systems specifically tailored for our target population. These include:
 - Supplemental Academic Support: Extra Reading, Math, and English language courses offered during, before, or after school.
 - Academic Literacy: A 9th grade course that supports the work of the core teachers by reinforcing discipline-specific material, developing study skills and providing differentiated opportunities for intervention. This course may be modified or eliminated depending on efficacy.
 - Office Hours: After-school sessions with teachers, required for low-achieving students.
 - Student Study Teams: LPS may utilize a Student Study Team process when appropriate for a student's academic concern. A student can be referred to a Student Study Team to share perceptions and plan strategies for resolution. The Principal invites

members of the Student Study Team who are connected with that student to provide information about the student's strengths, concerns and prior attempted strategies. Once concerns are synthesized, strategies to deal with the concerns are brainstormed, and the Team chooses the best strategies to implement, which may include referral of a student for assessment under Section 504 of the Rehabilitation Act ("Section 504") or the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). The Team assigns the individuals responsible for the resulting plan, and the plan is reviewed regularly to evaluate its success. After implementation of a Student Study Team Plan and follow-up, if concerns continue, revisions to the plan may be necessary or the Team may deem it necessary to refer a student for possible assessment under Section 504 or the IDEA. Special Education and Section 504 are discussed in more detail below.

- **Counseling Programs:** LPS will have a strong college counseling program, to address early any barriers to learning and to emphasize the expectation of college attendance and of setting ambitious life goals.

PILLAR #3 Leadership Development

At its core, Leadership starts with a mindset, a proclivity to take the initiative, to assume responsibility, to take steps to influence others.

Jerome T. Murphy, Former Dean
Harvard Graduate School of Education

Leadership Program

Our innovative Leadership Program is designed to fill society's need for well-educated individuals who have both the desire and the ability to help themselves and their community. The four-year Leadership Program is designed to inculcate the knowledge, skills and attitudes that are necessary to exercise leadership effectively.

The current centerpiece of our Leadership Program is a four-year Leadership Advisory class designed to teach students the knowledge, skills and attitudes that are necessary to exercise leadership effectively. The program starts with the freshman Leadership Retreat, currently located at Stanford University, which provides new students with the chance to get to know their fellow students from many different middle schools, bond with teachers, gain confidence and internalize LPS' mission. Starting with this retreat, the program first helps students be aware of their own strengths, weaknesses, goals and aspirations. Only after they know themselves are they able to effectively reach out to others. The material in these classes may be delivered in other ways in the future, for example, in a separate leadership department or infused in other classes.

The Leadership Program is designed to teach students practical presentation, meeting facilitation and action planning skills. This enables students to communicate clearly, and to organize themselves efficiently. The Leadership Program is also coordinated with the larger school curriculum, employing the distinct perspectives of our English, History, Math, Science, and Spanish courses to enlarge our view of leadership.

Other Leadership Program Components

As the program develops and evolves, there will be numerous other opportunities at LPS to grow and learn about the exercise of leadership. Students will be encouraged to help assist in the administration of many school programs, including our Ambassador program, student recruiting and all-school meetings. Other Leadership Program components may include, among other things, community service, Week Without Walls, retreats with outdoor education components to develop teamwork, and various clubs. Week Without Walls is a time when we suspend our normal schedule and students participate in alternative and creative courses taught in small groups. Many of the courses are focused on our school-wide outcomes of leadership.

We encourage students, adults and community members to assist us in our leadership adventure. True leadership is much more than formulating a vision and implementing it. It means encouraging people to take control of their own lives and helping them to find their own solutions, rather than attempting to provide them with answers. We believe all individuals, especially educationally under-served students, can create positive change in many ways, contexts and places. LPS will be a training ground for tomorrow's agents of positive change.

PILLAR #4 Talented Staff Supported by Extensive Professional Development

The best teachers are models of passionate learners.

Dennis Collins, Former President
The James Irvine Foundation

Quality teachers matter. LPS will hire a faculty composed of well-qualified, legally compliant teachers who believe in our mission and vision. They must make content accessible, understand the needs of diverse learners and support the learning process.

A description of LPS' required teaching qualifications and professional development is described in more detail in Element E, as required by California Education Section 47605.

The required teaching qualifications emphasize academic expertise in a chosen field, successful experience with urban youth in a classroom, collegiality and appropriate

credentials. From experience, we have learned that collegiality is particularly important in small schools, as the community builds a supportive culture. Finally, LPS' professional development program includes, among other things, data analysis, time for collaboration, training in effective instructional strategies, and a focus on teaching and learning.

PILLAR #5 Family and Community Involvement

Our experience, supported by research, is that family involvement is an important factor contributing to student success. Accordingly, LPS strives to involve families and the community in our schools. The model features three elements:

- Outreach meetings to families, held in their own neighborhoods;
- Working with families on how to support their children academically; and
- Participation in school decision-making through a Parent/Guardian Association, a School Advisory Council, and having a parent representative on the LPS Board of Trustees.

Our involvement of families and communities is informed and guided by research, including: Ballen, J. & Moles, O. (1994), Becher, R. (1984), Cotton, K. & Wiklund, K.R. (2001), Delgado-Gaitan, C. (1992), Henderson, A.T. & Berla, N. (1994), Hoover-Dempsey, K.V. & Sandler, H.M. (1995), Patrikakou, E.N., Weisberg, R.P., Manning, J.B., Walberg, H.J. & Redding, S. (2005). Complete citations are included in the Supplemental Materials, Section III.B.1.a.

LPS' efforts to involve families are delineated in more detail in Element D, as required by California Education Code Section 47605.

PILLAR #6 Focus on Results

LPS relentlessly focuses on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement. We elaborate on this further in Element B and C of this charter and in the Assessment Section of the supplemental materials.

b. Effective Instructional Strategies

Effective instructional strategies enable students to think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure that all students learn effectively. We believe that students learn best when:

The Climate...

- Is organized around student learning.
- Is safe.
- Reflects clear expectations of behavior.
- Nourishes flexible, diverse and adaptive learning communities.

The Students...

- Take an active role through inquiry, analysis, and problem solving.
- Connect new information to existing knowledge.
- Apply knowledge.
- Reflect on their learning.
- Employ a repertoire of thinking and reasoning strategies.

The Tasks Are...

- Challenging.
- Developmentally appropriate.
- Interesting.
- Relevant.
- Varied.

Students and teachers at LPS engage in a range of endeavors in the pursuit of understanding. The specific instructional techniques employed will vary depending upon the nature of the material. While we recognize that there are several possible routes toward the same learning outcome, we preferentially choose approaches that are more effective.

The effective strategies we draw upon include, among others:

- Differentiated instruction,
- Inquiry and guided problem solving,
- Direct instruction/lectures, and
- Experiential learning (such as Week Without Walls).

LPS Instructional delivery model includes a clear learning objective, a warm up or "launch" activity, followed by a brief presentation of information, individual or group practice, and a summary to bring closure and check for understanding.

Our approach to instruction is informed and guided by research, including: Lambert, N.M. & McCombs, B.L. (1998), Marzano, R.J., Pickering, D.J. & Pollock, J.E. (2001), National Research Council and the Institute of Medicine (2004), Schmoker, M. (2004), Stone, R. (2002), Wagner, T. (2003), Wiggins, G. (1998), Wiggins G. & McTighe, J. (2005). Complete citations are included in the Supplemental Materials, Section III.B.1.a.

LPS' professional development program and teacher peer coaching program are designed to support the effectiveness of these instructional strategies.

4. Plan For English Language Learners

LPS is committed to the success of its English language learners ("ELLs"). Teachers at LPS will work collaboratively to provide ELLs access to LPS' rigorous curriculum as well as to academic English language development. Our vision rests on a body of research that challenges traditional ways of construing ELLs as requiring a lower-level curriculum, and enables the raising of expectations of achievement through a curriculum rich in high intellectual challenge and high support tasks.

To accomplish this, teachers will be helped to utilize specific instructional strategies to develop initial communicative competence in English and the development of disciplinary academic registers in their second language. Inclusion of primary language support and sheltered instruction will be utilized, where appropriate, to facilitate student engagement and thus guarantee full participation in class.

The School's relatively small size and low student-teacher ratio allows for more focused instruction for ELLs and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping. LPS will follow all applicable laws related to the testing and service requirements for ELL students.

5. Special Education, Section 504, and Americans With Disabilities Act

General

LPS will not discriminate in any way on the basis of disability or special needs of any kind. LPS shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and all other state and federal laws governing special needs students.

As described above, the School shall utilize its Student Study Team process to guide referrals of students for evaluation under Section 504 or the IDEA.

Special Education Services for Students under IDEA

Pursuant to Education Code Section 47641(a) and 56207, LPS also retains the right to apply to a SELPA to become an independent Local Educational Agency ("LEA") for special education purposes, or to participate in charter school consortia, Joint Power Authorities ("JPA's"), SELPA's or sub-SELPA's created to serve special education students, as long as such arrangements meet all state and federal legal requirements pertaining to special education. In this case, LPS shall, in partnership with the relevant SELPA(s) and LEA(s) bear full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs, and providing services through a combination of internal staff, third-party service providers, or other arrangements. If LPS elects this option and is designated as an LEA for special education purposes, all special education funding attributable to LPS' students will flow directly to LPS pursuant to the SELPA's budget allocation plan, and LPS will not pay a portion of the charter authorizer's special education encroachment.

As allowed by law, LPS may also, at its option, elect to participate and function as a public school of the District or County for purposes of special education, pursuant to Education Code Section 47641. In this case, LPS and the charter authorizer negotiate a Memorandum of Understanding ("MOU") governing the roles and responsibilities of each party, to ensure that the needs of all students with disabilities are met. The intent of the MOU shall be to treat LPS the same as other public schools of the charter authorizer for purposes of special education. Under the MOU, LPS will agree to pay its pro rata share of the charter authorizer's special education encroachment, and the charter authorizer shall retain state and federal special education funds attributable to the School's enrollment. The charter authorizer would be primarily responsible for the provision of special education services to the School's students, and responsible for excess costs, if any. In addition, the MOU will specify that delivery of the services shall be at the site of the School unless it is mutually agreed or there is a legitimate educational reason for providing the service elsewhere or the service is provided otherwise in the Individual Education Plan ("IEP").

If functioning as part of the District or County for special education purposes, the MOU will specify that delivery of the services shall be in accordance with the IDEA which generally requires that the District or County serve children with disabilities attending those charter schools in the same manner as the District or County serves children with disabilities in its other schools.

Under either of the two options mentioned above, LPS will seek to maintain open communications between LPS and the SELPA and/or charter authorizer to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with all applicable laws.

Section 504 and Americans with Disabilities Act ("ADA")

LPS shall be solely responsible for compliance with Section 504.

LPS will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. LPS 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 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.

A 504 team will be assembled by the Principal or other 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 LPS' 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. The site administrator 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.

The School will operate its program in compliance with the Americans with Disabilities Act ("ADA"). With respect to facilities, the Oakland Unified School District may be responsible for compliance with ADA under applicable law if the School occupies a facility owned by the school district (e.g., under Proposition 39), and such responsibility shall be outlined in an MOU or facilities use agreement between LPS and the Oakland Unified School District.

6. Transfer of Courses / College Entrance Requirements

Governing Law: If the proposed school will serve high school pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

California Education Code Section 47605(b)(5)(A)(ii).

Parents will be notified of the acceptability of credit for transferring into or out of the School.

- Parent Notification Regarding Course Eligibility for College
As discussed in Element A, the School's graduation requirements are based on the University of California "A-G" requirements. LPS' courses either have already received approval or will be submitted for approval by the University of California. The parents and students at the School will be notified periodically via the LPS website, school materials and/or mailed letters of both the prospective course eligibility for the University of California and the courses as they are approved.
- Parent Notification Regarding Credit Transferability
Students seeking to transfer into the School will be notified in person or via email or a mailed letter of the prospective credit transferability. LPS proposes the following initial plan for credit transferability for students transferring to the School:

Course at Former School	Credit Granted at LPS
A grade of C or higher in UC approved course at other school.	Full credit at the School.
A grade of C or higher in non-UC approved course at other school.	Full course credit upon LPS' review of the course description and determination that the course is comparable with the School's courses.
A grade of D+ or lower in any course at other school.	No course credit unless LPS determines the work performed meets the minimum proficiency and content requirements of LPS' courses.

It is important to note that even if courses from other schools are given full course credit at LPS, students must still meet the School's graduation requirements even if these are higher than the previous school. Students can apply for waivers from the LPS on a case by case basis.

It is expected that the local schools will give full course credit to University of California approved courses and will give due consideration to elective courses and other courses that are offered at the School but are not part of the School's graduation requirements or approved by the University of California. Parents will be notified of these matters via parent meetings, letters or emails.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

California Education Code 47605(b)(5)(B).

LPS and the charter authorizer agree to measure the success of the School by the following pupil outcomes:

1. A positive ranking on the California Academic Performance Similar Schools Index by the fifth year of the charter using the School District high school rankings as a norm.

Benchmark: Scoring at least 6 or higher on the California Academic Performance Similar Schools Index by the fifth year of the charter.

2. A high student attendance rate using the School District high school rankings as a norm.

Benchmark: At least 90% attendance at the School.

3. A low dropout rate using the School District rate as a norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation, and did not enroll in another school or institution of learning.

Benchmark: Less than 2% annual dropout rate at the School.

All students will be assessed in these areas, including special education students, English Language Learners and students who are underperforming. Special education students will receive all legally required accommodations and those required in their Individual Education Plans ("IEPs"), described in detail under Element A (above) and in the supplemental materials.

In addition, LPS shall comply with all applicable federal and state assessment and accountability laws. This shall include but not be limited to NCLB.

ELEMENT C: ASSESSMENT OF MEASURABLE PUPIL OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.

California Education Code 47605(b)(5)(C).

The Measurable Pupil Outcomes listed in Element B will be measured in the following ways:

Pupil Outcome Goals	Assessment
1. A high ranking on the California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the School District high schools rankings as a norm.	Compare the School's California Academic Performance Index Similar School's rank to the School District high school and feeder school rankings. Benchmark: 6 out of 10 by Year 5
2. A high attendance rate using the School District high schools as a norm.	Compare the School's annual attendance rate to School District's high school attendance rate. Benchmark: At least 90% attendance at the School.
3. A low dropout rate using the School District high schools as a norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation and did not enroll in another school or institution of learning.	Compare the School's dropout rate as defined in Pupil Outcome Goals to School District's high school dropout rate. Benchmark: Less than 2% annual dropout rate at the School.

ELEMENT D: LEGAL ISSUES, GOVERNANCE & PARENTAL INVOLVEMENT

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code 47605(b)(5)(D).

Legal

LPS is a duly constituted California nonprofit public benefit corporation formed and organized in accordance with the California Nonprofit Public Benefit Corporations Law. As allowed by law, LPS will hold the proposed charter and operate the School as it does other charter schools. The LPS Board of Directors holds ultimate authority for the School operations and will be responsible for any potential liability of the School. LPS is the School and there is no separate organizational entity operating or constituting the School. For example, all school employees are employees of LPS as one organization. Notwithstanding this one organizational structure, LPS will continue its nonprofit corporate existence even if this charter is revoked.

A copy of LPS' Articles of Incorporation, Bylaws and IRS 501(c)(3) Determination Letter are included in the supplemental materials.

LPS shall operate autonomously from the charter authorizer, with the exception of the supervisory oversight and, depending on the charter authorizer and SELPA status of the school, possibly special education services as allowed by statute. Pursuant to the Education Code Section 47604(c), the charter authorizer shall not be liable for the debts and obligations of the School operated as a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the School as long as the charter authorizer has complied with all oversight responsibilities required by law. LPS will not be liable for the debt of the School District and shall not have to pay any debt repayment of the School District.

The School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

LPS will comply with all applicable federal, state and local laws, including the applicable sections of the Ralph M. Brown Act, the Political Reform Act, and the California Public Records Act.

LPS will retain its own legal counsel when necessary. It will purchase and maintain as necessary appropriate levels of general liability and other insurance, and name the charter authorizer as an additional insured. LPS is currently insured by ASCIP

(The Alliance of Schools for Cooperative Insurance Programs), which insures many school districts in California.

LPS and the charter authorizer shall be responsible for implementing the Charter Schools Act and any other applicable laws in a good faith manner, and to cooperatively pursue any necessary waivers or approvals (e.g., any California State Board of Education requirements or the School's grant applications needing a Local Educational Agency signature) necessary to implement the charter or seeking appropriate funding.

Governance

The School will be governed by a Board of Directors ("LPS Board of Directors" or "LPS Board of Trustees") whose members have a legal fiduciary responsibility for the well-being of the organization and the School.

This Board of Directors is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, law, facilities, leadership development and organizational development. Biographies of the LPS Board Members are included in the supplemental materials.

Current Board members include Scott Pearson (Board Chair, and former AOL Executive), Judy Wade (Board Vice Chair, and Executive Director of Democracy Alliance), Sheryl Sandberg (Board Treasurer, and Vice President of Global Online Sales and Operations at Google, Inc.), Mark Kushner (Ex Officio Member due to his role as CEO of the nonprofit organization), Anthony Alvarado (Professor in the Stanford Graduate School of Education), Helen Bellamy (LPS Parent Member), Richard Cohn (Former Executive, Charles Schwab & Co.), Sandy Dean (Partner in Sansome Partners), Jeffrey Faucette, Esq. (Partner, Howard Rice Nemerovski Canady Falk & Rabkin), Laura Fisher (Board Secretary, and active in community affairs), Kandle Fraser (LPS Teacher Member), Heather Hiles (President, SV2, Silicon Valley Social Venture Fund), Beth Hollenberg (Executive Vice President of Operations, Score!), Henrik Jones (Principal, Real Assets Investments), JR Matthews (Managing Director, Tregaron Capital), Hakeem Oladunjoye (LPS Student Member), John R. Selby (Co-founder, Clarium Capital Management, LLC), Deborah Stipek (Dean, Stanford University Graduate School of Education), Guadalupe Valdés (Professor, Stanford University Graduate School of Education), and Joanne Weiss (Chief Operating Officer, NewSchools Venture Fund). LPS Bylaws provide for a teacher member, parent member, and student member on the Board of Directors.

The method of Board election, terms and replacement are all addressed in detail in the LPS Board of Directors Bylaws, a copy of which is attached in the supplemental materials, as subsequently amended from time to time. Director terms are three years and are staggered. Vacancies are filled by a nominating committee, and approval requires a majority vote by the Board of Directors as required under the

law. LPS agrees to provide copies of any changes to the Bylaws to the charter authorizer.

As further outlined in the Board's bylaws, the Board of Directors will be responsible for:

- Upholding the mission of the LPS,
- The general policies of the LPS,
- Approving and monitoring of the School's annual budget,
- Receipt of funds for the operation of the School in accordance with the charter school laws,
- Solicitation and receipt of grants and donations consistent with the mission of the LPS,
- Overseeing the sound operation of a hiring system,
- Approving LPS' personnel policies and monitoring the implementation of these policies by the CEO, Principal or other designee, and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of the School.

The LPS Board of Directors 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 of Directors 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.

A charter authorizer may appoint a representative to the LPS Board of Trustees.

Responsibility of LPS Management

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

At the current time, consistent with best practice, the LPS Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer of LPS, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Chief Academic Officer, Chief Operating Officer, Vice President for Human Resources, their staff, other administrators, and Principal at the School.

The Principal may delegate his or her responsibilities further to other school site staff such as the Dean, counselors, office manager, academic department chairs and/or teachers. Within the context of the LPS Board policies as outlined in the LPS Operations Guide, current school responsibilities include hiring, curriculum,

student discipline up to and including suspension, and discretionary budget management.

The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the LPS Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.

Parental Involvement in Governance and Operation of School

Parents are included in the governance and operation of the school by the creation of an active Parent/Guardian Association, parent membership on the School Advisory Council ("SAC") and representation on the LPS Board of Directors. Communications include website updates, Parent/Guardian Newsletters, monthly Parent/Guardian Association meetings, parent-teacher conferences, volunteer opportunities, fundraising, and school surveys, among other things.

All LPS parents are automatically members of the Parent/Guardian Association. The Parent/Guardian Association will serve as a means for parents to support the School and the education of their children, learn more about School activities and needs, and be more involved with the governance and operations of the school by serving as a forum for voicing their concerns and suggestions about both day to day operations and overall policy. Translators are provided when needed. The Parent/Guardian Association is also encouraged to utilize the Parent Representative on the LPS Board of Directors for involvement in broader School policy issues.

In addition, parents are also involved with the governance and operation of the School via a School Advisory Council ("SAC"), much like a school site council that is required for noncharter public schools. The SAC is comprised of representatives of all School constituencies, including parents, students, teachers and administrators. The SAC will participate in reviewing and proposing school and LPS policies, soliciting the views of all their respective constituencies, sharing in the efforts to improve the school and engaging the support of the community. The SAC is valuable governance advisory body for the Principal. Except for those responsibilities legally delegated or, as mentioned above, all formal and legal governance responsibility for LPS resides with the LPS Board of Directors

LPS is committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns with LPS throughout the school year, both directly and via the Parent/Guardian Association, SAC and Parent Representative on the LPS Board of Directors.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school.

California Education Code 47605(b)(5)(E).

LPS will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the School's employees play a key role in creating a positive school culture and effective learning environment.

LPS will conduct fingerprint background checks and TB testing on all employees, and all teachers and staff will meet the legal requirements for employment, including applicable credentialing requirements.

Administrator and Support Staff Qualifications

Administrators at the School at full size may include a Principal, Dean of Student Life, full or part-time Counselor, full or part-time College Counselor, full or part-time Technology Coordinator, and an Office Manager.

The Principal is the key person at the School responsible for supervising the teachers and non-instructional staff at the school and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program.

The current required qualifications for a LPS Principal include proven effectiveness in the following areas:

- Instructional Leadership (using data to improve teaching and learning, coaching teachers, implementing curriculum and assessments, and planning outstanding professional development for staff with LPS support),
- General administration (overseeing the daily running of the school, addressing discipline/behavior issues with the Dean of Student Life, overseeing student support programs, scheduling, managing budgets, coordinating with the home office and strategic planning),
- Human Resources (recruiting, building and managing an outstanding faculty team), and
- Community Relations (building relationships with families and local institutions, partnering with the District, coordinating public relations and fundraising).

Additional qualifications currently include:

- At least a B.A. Degree with a Masters or Doctoral Degree preferred,

- A relentless drive to attain results and an unwavering belief that our students can achieve high levels of performance,
- At least 2 years of educational administrative experience, preferably as a principal or vice principal of an urban high school,
- At least 3 or more years of experience teaching in an urban district,
- Team player,
- Ability to speak Spanish for LPS schools with predominantly Latino/a populations preferred,
- Comfortable with a start-up environment, and
- A commitment to both excellence and equity.

Teacher Qualifications (Including California Credentialing and NCLB Compliance)

LPS hires the finest teachers available who are committed to our mission.

The most important qualifications for LPS teachers are: (1) expertise in his or her discipline, (2) demonstrable effectiveness in teaching urban youth, (3) being collegial and a team player, (4) willingness to take responsibility for the school as a whole, and (5) possessing an appropriate teacher credential as required by law. Core courses at LPS are defined as English, History/Social Studies, Math, and Science.

LPS shall comply with California Education Code Section 47605(l), which states in pertinent part:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

As allowed by federal law (including NCLB) and state law, the Charter may define core courses. At LPS College Park, core courses for purposes of credentialing requirements are only English, Math, Science, and History.

Professional Development

LPS believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, LPS invests heavily in professional development for our staff. All teachers participate in approximately 15 days of staff development per year including approximately:

- 8 days of summer training to become fluent with our culture and program.

- 5 days of staff development interspersed throughout the academic year.
- 2 days of training at the end of the school year, to evaluate school progress and set goals for the upcoming year.

There are also weekly meetings focusing on teaching and learning, and time set aside for teacher collaboration. LPS may change the number of days from time to time.

ELEMENT F: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

California Education Code 47605(b)(5)(F).

The School shall comply with all provisions and procedures of Education Code 44237 regarding Fingerprints and Criminal Records Summary. Each new employee having contact with minor students and not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the required proof of immunization. The School will maintain records of legally required tests and immunizations of students and/or staff.

Leadership is committed to providing a safe school environment and has provided OUSD with an Emergency Response Plan that addresses earthquakes, fire, floods, shootings, and electricity loss.

The School will develop and use further health, safety and risk management guidelines in consultation with its insurance carriers and risk management experts as well as OUSD. In addition, the School will comply with all building codes, including the Americans with Disabilities Act (ADA).

ELEMENT G: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE OF DISTRICT

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code 47605(b)(5)(G).

Consistent with the intent of the charter law, LPS will strive to ensure that the student population at the school roughly represents the population of the Oakland Unified School District with outreach and monitoring efforts that may include, among other things:

- A multi-part enrollment process and lottery as described below,
- Access to School District middle schools to make presentations and provide orientation material to the same extent as other district high schools,
- Outreach through presentations at community organizations, independent schools, faith-based organizations, and local youth organizations,
- Collaboration with community-based organizations to support outreach efforts,
- Use of brochures, newsletters, TV/Radio public service announcements, print and non-print media for outreach communications, and
- Distribution of materials in languages in English and Spanish, and other frequently spoken languages as advised by the District.

ELEMENT H: ENROLLMENT REQUIREMENTS

Governing Law: Admission requirements, if applicable.

California Education Code 47605(b)(5)(H).

The following admission requirements are intended to create informed applicants who want to attend the School and are committed to the School program: (1) attendance at an enrollment information session or participation in a home visit by LPS staff; (2) completing a written application; and (3) as allowable for charter schools, having a parent and/or guardian sign the application which includes a commitment to support the School with a minimum amount of volunteer hours (in the interest of equity, many opportunities shall be made to families to fulfill volunteer requirements and alternative arrangements will be made if an adult is unavailable or if a family cannot meet the hours requirements). These requirements will be adapted as necessary to accommodate those with exceptional needs or for whom English is not a primary language.

LPS is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, English Language Learners and Special Education students, we use a multi-part enrollment process and lottery designed to reach out to inner-city families and enable the School to have a balanced and diverse student body.

First, as indicated in Element G above and the outreach plan included in the supplemental materials, we will exert considerable effort recruiting students from urban middle schools and community student programs.

Admission shall be open to any California resident who wishes to attend the School, including Special Education students and English language learners. If the number of students interested in attending the School exceeds the School's capacity, enrollment for those grade levels shall be determined by a public random drawing ("lottery") as required by law.

Preferences in the lottery shall be given in the following order:

1. Siblings of enrolled students.
2. Children of LPS staff.
3. Students who reside within Oakland Unified School District.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas).

As indicated previously, the School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

Subject to further refinement and adjustment, the timeline for student enrollment applications shall be:

October through February

- Extensive student outreach as provided in outreach plan included in supplementary information.

March

- Deadline for student applications.
- Student enrollment determined (per public random drawing if more students apply than school capacity at any grade level).
- Wait list created in the order drawn in lottery.
- Students notified of enrollment/wait list status.

April through August

- Students accept/reject enrollment.
- Additional lotteries conducted as needed if waiting list is exhausted.
- Incoming Class is finalized.
- Orientation Letters sent regarding Leadership Retreat dates and School policies.
- Welcoming letter sent to families introducing Advisor and details regarding LPS retreats.
- Pre-opening Parent Association get-together.
- School Opening.

ELEMENT I: AUDIT, FISCAL ISSUES & MOU

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code 47605(b)(5)(I).

Annual Audit

An annual independent financial audit will be conducted by a certified public accountant with education finance experience, and will use generally accepted accounting principles. The Treasurer and/or Chief Operating Officer of LPS will be responsible for contracting and overseeing the independent audit, and LPS will provide the audit report to the charter authorizer, State Controller, the County Office of Education, the State Superintendent of Public Instruction, the California Department of Education, and the California State Board of Education by December 15 of the following school year. LPS' Treasurer, Chief Operating Officer or other designee will resolve audit exceptions and deficiencies to the satisfaction of the Charter Authorizer in a timely fashion, with the goal of resolving any audit issues within three months of the auditor's final report or as otherwise agreed upon by the charter authorizer and Charter School. Disputes regarding the resolution of audit exceptions and deficiencies shall be resolved in accordance with the dispute resolution provisions discussed below.

Fiscal Issues

LPS will develop and the LPS Board of Directors will approve balanced budgets prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the charter authorizer, County Office of Education, and any other entities as required by law.

LPS may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grant, in lieu

of economic impact aid; the California State Lottery; state supplemental hourly instruction funding; categorical block and non-block grants; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. Any funds received by the charter authorizer and due to the School shall be forwarded to LPS in a timely fashion. The charter authorizer will not deduct funds from these amounts that are not mutually agreed upon or are in dispute.

Financial Reporting

The School shall provide reports to the charter authorizer as follows, and may provide additional fiscal reports as requested by the charter authorizer:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to charter authorizer, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the charter authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Memorandum of Understanding

LPS and the charter authorizer agree to negotiate in good faith to continue or revise the current Memorandum of Understanding that establishes the specific financial and service relationship between the parties. This Memorandum of Understanding will accomplish the following, among other things:

- Address funds transfer and fiscal oversight procedures,
- Transfer of course credits for the School's classes,
- Address enrollment outreach efforts (e.g., access to middle schools),
- Enable the School and SELPA to jointly and cooperatively address the needs of special needs students as needed and share in the costs and revenues associated with serving such students. LPS College Park currently is a member of a separate SELPA outside OUSD and provides its own Special

Education Services. LPS reserves the right to apply as an independent Local Educational Agency ("LEA") for Special Education purposes in a SELPA and/or to participate in possible future charter school Joint Power Authorities ("JPA's"), charter SELPA's, or charter sub-SELPA's created to serve Special Education students in charter schools,

- Indicate the charter authorizer services, if any, and opportunities that will require a fee, and
- Enable the efficient and fair resolution of disagreements or disputes between LPS and the charter authorizer.

As required by law, the charter authorizer shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for a fee representing documented actual costs that will not exceed one percent of the general purpose block grant and categorical block grant funds of the School, unless the charter authorizer provides a substantially rent-free facility. In that case, under the Charter School Act, the charter authorizer can charge up to three percent of the general purpose block grant and categorical block grant funds representing documented actual costs of supervisory oversight.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled.

California Education Code 47605(b)(5)(J).

The procedures for suspension and expulsion will include appropriate due process, will be specific and clear and will be compliant with state and federal laws governing discipline of special needs students. The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Informed by district processes and best practice, specific suspension and expulsion procedures will be revised from time to time.

The current suspension and expulsion procedure, subject to LPS Board approval and revision in the future to ensure policies are up-to-date with current law and as necessary based upon the School's practical needs, is included in the supplemental materials. In the case of the recommendation for involuntary transfer of a student identified under the Individuals with Disabilities Education Improvement Act or for whom there is a basis of knowledge by the LPS of qualification under the same, LPS shall work cooperatively with the OUSD and/or SELPA to provide any information necessary to conduct a manifestation determination or other necessary assessment and shall not move forward with an involuntary transfer without OUSD review and approval. LPS shall cooperate with the OUSD and SELPA in ensuring that a free appropriate public education is offered to expelled pupils who qualify for

special education and related services under the Individuals with Disabilities Education Improvement Act in the same manner as any other school of the OUSD.

Students who are involuntarily transferred or expelled from LPS shall be responsible for seeking alternative enrollment. A student seeking enrollment in an OUSD school shall be considered for enrollment under OUSD policies and procedures related to the re-enrollment of involuntary transfers or expelled pupils. LPS will account for suspended or expelled students in its average daily attendance accounting as provided by law.

ELEMENT K: RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

California Education Code 47605(b)(5)(K)

Retirement benefits are the responsibility of LPS. Employees of LPS will have access to retirement plans according to the policies established by the LPS Board of Directors and applicable law.

Employees of LPS who qualify for membership may participate in the California State Teachers Retirement system ("STRS"). LPS will implement all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Employees who participate in STRS are exempted from participating in federal social security.

LPS offers the LPS 401(a) Retirement Plan ("401a Plan") to all employees who do not participate in STRS; generally all administrative and classified staff will participate in the 401a Plan. The IRS has issued a determination letter confirming that LPS' 401a Plan serves as a qualified alternative to federal social security. Therefore, participants in the 401a Plan are exempted from participating in federal social security.

All employees who are not members of STRS, the 401a Plan, or another alternative qualified retirement plan must and will contribute to the federal social security system to the extent required by federal law.

LPS will make all employer contributions as required by STRS, the 401a Plan, and the federal social security laws. LPS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

LPS retains the option to elect to allow eligible school faculty and staff to participate in the Public Employees Retirement System ("PERS") or an alternative qualified retirement system in the future.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code 47605(b)(5)(L).

Students who opt not to attend the School may attend other public schools either within the district of residence in accordance with school district of residence policy or another district school as pursued through an inter-district transfer request in accordance with the existing enrollment and transfer policies of the district of residence and receiving district and/or county of residence.

ELEMENT M: RIGHT TO RETURN AS DISTRICT EMPLOYEE

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

California Education Code 47605(b)(5)(M).

Certificated employees who were employed by the OUSD prior to employment at the School shall NOT be guaranteed return rights unless they are negotiated by the staff with OUSD and/or the collective bargaining unit.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

California Education Code 47605(b)(5)(N).

Leadership is committed to partnering with the Oakland Unified School District in the spirit of cooperation and mutual benefit. It is agreed that the School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocation actions are taken. The OUSD Board of Education and/or Superintendent agree to inform the CEO of LPS and the Principal of the School if they are contacted regarding a conflict at the School and to refer the involved parties to the School's Community Complaint Procedures. Matters unable to be resolved by the District Superintendent or designee and Leadership will be resolved as agreed to in a Memorandum of Understanding.

ELEMENT O: EXCLUSIVE EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

California Education Code 47605(b)(5)(O).

For the purposes of the Educational Employment Relations Act, and to the extent not superceded by federal labor law, Leadership Public Schools, Inc. in its operation of the School shall be deemed the exclusive employer of the employees of the School.

ELEMENT P: SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes.

Education Code Section 47605(b)(5)(P).

LPS does not intend to close this School. However, in the interest of planning for contingencies, the following outlines a school close-out process that has been reviewed and approved by the Advisory Commission on Charter Schools and the State Board of Education in other LPS charters.

Documentation of Closure Action

The decision to close the School, for any reason, will be documented by an official action of the LPS Board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if at all possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

LPS will provide notice to the charter authorizer, parents, teachers and community of any consideration for Board action of school closure of at least nine months unless unfeasible due to exigent circumstances.

Notification to the California Department of Education, County Office of Education and State Board of Education

LPS will send a notice of the school closure to the local District, County Office of Education, Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- a. Charter school name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure (specify revoked, not renewed or other reason).

Notification to Parents and Students

Parents and students of the School will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. This will facilitate transfer to another school.

Notification to Receiving Districts

LPS will notify any school district that may be responsible for providing education services to the former students of the School so that the receiving district(s) are prepared to assist in facilitating student transfers.

In addition, LPS will notify the charter school associations and the California Department of Education for assistance in placing the School's students.

Student and School Records Retention and Transfer

LPS will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. LPS will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. In a Memorandum of Understanding, the authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.

Financial Close-Out

LPS will commence an independent audit of the School as soon as practicable, or at least within 60 days after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the School. The assessment should include an accounting of all the School's assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of the School.

In addition to a final audit, LPS will submit any required year-end financial reports to the CDE and the charter authorizing entity and the District Superintendent of Schools in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, LPS will develop a plan for the repayment of any liabilities.

If needed, and to the extent feasible, any assets of the School will be liquidated to pay off any outstanding liabilities, and appropriate unearned state funds, if any, will be returned.

Any remaining School assets after satisfaction of liability and return of appropriate state funds shall remain the property of LPS. Upon closure of LPS, assets will be distributed as required by law and the LPS Articles of Incorporation.

CHARTER RELATED ISSUES**Term of Charter**

The term of this charter shall commence on July 1, 2008 and terminate June 30, 2013.

Material Revision

Any material revisions to the School's charter shall only be made by mutual agreement of the LPS Board of Directors and the charter authorizer. In accordance with Education Code Section 47607, LPS may present a petition for a material revision of the charter at any time, and the charter authorizer agrees to respond to

such petitions pursuant to the applicable process, criteria and timelines specified in Education Code Section 47605 or its successors. The charter requirement for teacher and/or parent signatures is not required for renewal of a charter.

Severability and Interpretation of the Charter

If any clause of the Charter is found to be invalid for any reason, all other clauses remain in effect.

All terms of the Charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the language or intent of the California Education Code or other applicable law should be removed from the charter. Such a situation would not result in the revocation of the Charter. The remaining provisions of the Charter shall remain in place.

Notice

Unless changed by written notice to the charter authorizer, all notices to LPS shall be sent to:

Mark Kushner, CEO
Leadership Public Schools
2601 Mission Street, 9th Floor
San Francisco, CA 94110

H. LPS Charter Appendix: Teacher Signatures

Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter for LPS College Park merits consideration and hereby sign this petition for the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation and operation of LPS College Park by Leadership Public Schools ("LPS"). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information. We also understand that LPS is not required to hire us to teach at the school.

Further, the undersigned hereby recognize Mark Kushner, LPS CEO and Founder, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize him and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

	Name	Address	Phone	Signature	Date
1	Leslie J. Watkins	4749 Stacy St. Oakland CA 94605	(510) 816-3417	<i>Leslie Watkins</i>	8/17/07
2	Dan Hsu	3810 Ambella Ave #5 Oakland, CA 94604	(601) 330-3370	<i>Dan Hsu</i>	8/17/07
3	KARIE FRASER	807 GROVE ST. SAN FRANCISCO CA 94117	(415) 794-3544	<i>Karie Fraser</i>	8/17/07
4	Christopher Belschel	378 Grand Ave Oakland CA 94610	(415) 794-8724	<i>Chris Belschel</i>	6/19/07
5	Xavier Zapata	450 10th St. Oakland CA 94609	(510) 601-0941	<i>Xavier Zapata</i>	8/17/07
6	NAPOLÉON AMARION	44243 LINDSEY PL. PACIFIC HEIGHTS, CA 94132	(510) 657-1135 cell (510) 374-8221	<i>Napoleon Amarion</i>	8/17/07
7	Yaël Irom	1917 Taylor Street SF, CA 94133	917 349 4873	<i>Yaël Irom</i>	8/17/07
8	Sean Crosby	2861 Carmel St. Oakland, CA 94602	510 479 7496	<i>S. Crosby</i>	8/17/07

Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter for LPS College Park merits consideration and hereby sign this petition for the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation and operation of LPS College Park by Leadership Public Schools ("LPS"). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information. We also understand that LPS is not required to hire us to teach at the school.

Further, the undersigned hereby recognize Mark Kushner, LPS CEO and Founder, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize him and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

	Name	Address	Phone	Signature	Date
1	Kuoski Reed	275 Perkins St Oakland	510-489-2936		8-17-07
2	PABLO FRANCO	2708 MacArthur Blvd Oakland, CA 94602	510 358 6555		8/17/07
3	Juan Vera	312 Warren Ave San Leandro, CA 94577	510-482-3650		8/17/07
4	Warren Albee	San Leandro 215 Broadway	510 568 1829	Warren Albee	8/17/07
5	David Schott	538 41st St Richmond CA	510-734-3037		8/17/07
6	Wafa Fais	298 Newton Oakland 94606	510-809-6002		8/17/07
7	Tonyan Ferro	415 Walnut Ave Fremont 94536	(510) 673-3348		8/17/07
8	Elizabeth Solis	3032 E. 14th St. Oakland, CA 94601	510-280-4200		8/17/07

II. LPS Charter Appendix: Teacher Signatures

Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter renewal for LPS College Park merits consideration and hereby sign this petition for the governing board of the Oakland Unified School District to grant approval of the charter renewal pursuant to Education Code Section 47608 to enable the continuation of the Leadership Public Schools: College Park Charter School by Leadership Public Schools ("LPS). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information. We also understand that LPS is not required to hire us to teach at the school.

Further, the undersigned hereby recognize Mack Kushner, LPS CED and Founder, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize him and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

	Name	Address	Phone	Signature	Date
1	Marcy Nelson	7539 Alameda Oakland CA 94605	(510) 562-7887	Marcy Nelson	5/31/07
2	Melisha Matlock	11013 Ashland Ave San Lorenzo CA 94580	(415) 207-8797		10/30/07
3					
4					
5					
6					
7					
8					
9					

Signature Certification to Meet Statutory Requirement

Leadership Public Schools estimates that it will employ twenty (20) teachers during the School's first year of the renewed charter's operation. I hereby certify that this petition meets the requirements of Education Code Section 47605 which requires a number of teacher signatures who are meaningfully interested in teaching at the school equivalent to at least one-half (10) of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. The law does not require that the teachers represent all of the subjects being taught nor that LPS will necessarily hire them to teach in the charter school.



October 28, 2007

Mark Kushner, CEO and Lead Petitioner
Leadership Public Schools



SUPPLEMENTAL MATERIALS

IMPORTANT NOTE: The following supplemental documents are provided as background material only on Leadership Public Schools. They are not part of the charter for purpose of "material changes" by the charter authorizer or other purpose due to the changing nature of many of these documents (e.g., our Board of Directors, Management Team, budgets, etc.). They are provided as a supplement in order to describe in further detail our outstanding education program, development team and accomplishments thus far.

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Introduction to Leadership Public Schools

The Leadership Way: Vision, Mission, Values

LPS Six Pillars of Effective Small School Design

Board of Directors

Management Team

Outstanding School-Site

Partners & Consultants

Student Testimonial

Newspaper and Magazine Articles Supporting LPS Program

The Leadership Way: Vision, Mission, Values

OUR VISION

LPS' vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

OUR MISSION

LPS' mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools in which we:

- Prepare our students to succeed in college and beyond
- Develop effective student leaders, and
- Partner with school districts to strengthen both ourselves and other public schools.

OUR FIVE LEADERSHIP VALUES

COMMITMENT

All students, staff and members of the Leadership community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond.

We show this commitment by:

- Working hard,
- Demonstrating resilience,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

RESPECT

All students, staff and members of the Leadership community work collaboratively as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools. We show respect by:

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- When possible, resolving our own conflicts by going to the "source" (the person involved) rather than complaining to others,
- Assuming good intentions, and
- Seeking first to understand before seeking to be understood.

RESPONSIBILITY

All students, staff and members of the Leadership community take responsibility for their own actions and the actions of the community.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to support others when needed, and
- Taking responsibility for both our own learning and the learning of others.

VALUING OUR STUDENTS AND OUR EMPLOYEES

The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by:

- Supporting the learning of our employees with ample professional development;
- Providing nurturing, personalized attention to our students and their families;
- Evaluating students and employees with clear, careful and fact-based evaluation processes;
- Offering competitive wages and benefits to employees;
- Having fun and celebrating success; and
- While seeking to deliver an ambitious mission, striving to create balance and respect the lives people have outside Leadership Public Schools.

HARNESSING THE POWER OF THE LEADERSHIP NETWORK

A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significant startup, operational and educational support. We help build a strong network of schools by:

- Focusing on student and school performance,
- Disseminating innovations and lessons learned across the network,
- Forging strong relationships between the home office and the schools,
- Maintaining a strong constituency service ethic at the home office,
- Making decisions with the maximum appropriate involvement of affected constituencies, and
- Being careful stewards of our resources.

LPS Six Pillars of Effective Small School Design

LPS schools are built on the foundation of a professional learning community based on Collaborative Leadership, High Expectations and the Six Pillars of Effective Small School Design:

COLLEGE PREP PROGRAM

All students take standard-based college preparatory coursework and graduates fulfill requirements for admission to the University of California.

SUPPORT FOR ALL LEARNERS

Our small schools (500 or less), small class sizes (average 25 students per class), four year advisory program, and strong academic, social and college support programs ensure that our students have every opportunity to succeed. Our teachers teach to the top 25% of each class and use differentiated instruction and supplemental support programs to ensure all learners are challenged.

STUDENT LEADERSHIP

Our school-wide, four-year leadership development program enables *all* students to take responsibility for their lives and improve their community.

TALENTED STAFF SUSTAINED BY EXTENSIVE PROFESSIONAL DEVELOPMENT

Our schools improve their performance with weekly collaboration and staff development time, and 15 staff development days, all focused on teaching and learning.

PARENT AND COMMUNITY INVOLVEMENT

Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission.

FOCUS ON RESULTS

Our schools relentlessly focus on high student performance by measuring results on standardized tests other reliable standards-based assessments and exhibitions and portfolios, and using this data to improve curriculum and instruction. Students, parents, and staff create and reinforce a culture of achievement.

Board of Directors

This volunteer board is comprised of our CEO, teacher, student, and parent representatives, and volunteer community members.

Anthony J. Alvarado

Mr. Alvarado is a nationally recognized leader with over 30 years experience in educational reform. He has worked as a classroom teacher, principal, superintendent, and Chancellor in the New York City Public Schools and Chancellor of Instruction in San Diego Unified School District. Mr. Alvarado was named New York State Superintendent of the Year and awarded the prestigious Charles Dana Award for pioneering achievement in education. He has served on the Board of Trustees for the Educational Testing Service, the Education Policy Advisory Committee for Governor Elect Eliot Spitzer, the National Academy of Education, the Board of Trustees for the Albert Shanker Institute, the Advisory Commission for the National Commission on Teaching and America's Future, and the California Post Secondary Education Commission.

Helen Bellamy, Parent Member

Ms. Bellamy is the mother of Auzerais Bellamy, and Abayomi Bellamy both students at LPS Hayward. Ms. Bellamy completed law school this year, earning her JD degree. She currently provides self-help law related services directly to the public as a Legal Document Assistant, her company is Judicial Self Help Center, Hayward, CA. Her family also operates the extremely popular restaurants Everett & Jones Barbeque, with branches throughout the Bay Area.

Richard Cohn

Mr. Cohn provides consulting services in public relations, public affairs, and employee communications. He served in senior corporate communications positions at Charles Schwab, Sun Microsystems, and PG&E. He is an innovative strategist and hands-on leader of communications teams, helping Fortune 500 firms and startups launch new strategic directions, deploy new communications technologies, and navigate crises with intense media scrutiny. His communications work has been recognized with awards from the Public Relations Society of America and the International Association of Business Communicators. Mr. Cohn's broad background also includes co-founding a company developing transactional, Internet-based markets for business-to-business e-commerce, serving as a senior attorney in the U.S. Department of Energy, and working as a legislative assistant in the U.S. House of Representatives. Mr. Cohn received a BA from the University of Pennsylvania and a JD from Emory University. He serves on the Board of Directors of the San Francisco Giants Community Fund and is a member of the Secondary Schools Committee of the University of Pennsylvania and the Alexis de Tocqueville Society of the United Way of the Bay Area. He lives in San Rafael with his wife Anne Wilson and their two children.

Sandy Dean

Mr. Dean is a founding member of Sansome Partners, a direct investment firm in San Francisco. Mr. Dean has been with Sansome for 10 years, and has been involved with a variety of private and public equity investments. Mr. Dean currently serves as the Chairman of Mendocino Redwood Co LLC, the largest FSC certified operator of redwood timberlands in California. Mr. Dean has an undergraduate degree in electrical engineering from Duke University, and an MBA from the Stanford Graduate School of Business. Mr. Dean has previously served on the board of the Bay Area Discovery Museum.

Jeff Faucette

Mr. Faucette is a director in the Litigation Department at law firm of Howard Rice. He is a member of the firm's Intellectual Property Practice Group and serves on the firm's Technology Committee. Since joining Howard Rice in 1997, Mr. Faucette has developed an active commercial litigation practice involving all aspects of trial and appellate litigation in California state courts and federal courts throughout the United States. He represents companies such as the Major League Baseball Properties Inc. and Hewlett Packard. Prior to arriving at Howard Rice, Mr. Faucette was a law clerk for the Honorable Sven Erik Holmes of the United States District Court for the Northern District of Oklahoma, located in Tulsa, Oklahoma. He worked in Washington, D.C., where he was engaged in opinion research at Peter D. Hart Research Associates and as the Press Assistant for the Armed Services Committee of the House of Representatives (Chairman Les Aspin). Mr. Faucette holds a Juris Doctorate from Duke University School of Law and a B.A. in political science from Stanford University. He is a member of the American Bar Association, Bar Association of San Francisco and the State Bar of California.

Laura Fisher, Board Secretary

Ms. Fisher graduated from Stanford University with a BA in Economics in '88. After graduation, she worked in marketing and communications for GolinHarris and then McDonald's Corporation in Chicago. She has served as board chair of The Breakthrough Collaborative, a board member of the Bay Area Discovery Museum and San Francisco Day School. She currently serves on the board of Urban High School, Steppingstone Foundation and the Stanford University School of Education advisory committee.

Heather Hiles

Ms. Hiles is Partner and National Director, Foundation Division of IFF Advisors LLC, a firm that provides strategic and operational support to a wide range of foundations, family enterprises, corporations, public agencies and nonprofit organizations. Prior to joining IFF she was President of The Hiles Group LLC, a philanthropic consulting firm. Ms. Hiles was the first CEO of San Francisco Works, a nationally recognized public-private workforce development intermediary, and a co-founder of EARN, a city-wide asset accumulation and economic development program for low-income families. Prior to SFWorks she created and ran the Affluent Market Practice for Spectrem Group, a financial services consulting firm. Her early career was spent in direct service and program management with educational programs serving low-income teens and families in the Bay Area. Ms. Hiles served as a Commissioner of the San Francisco Board of Education and a member of the San Francisco Workforce Investment Board. In 2003 she was Communications Director for the Gavin

Newsom for Mayor Campaign. She holds a MBA with emphasis in Finance and Strategic Planning from Yale University School of Management, and a BA in Development Studies and Ethnic Studies from the University of California at Berkeley.

Beth Hollenberg (Currently on leave for 2007-08)

Ms. Hollenberg is the Executive Vice President of SCORE! Educational Centers, Inc. SCORE! is a leading provider of after-school learning programs for children ages 4-14, and the retail tutoring division of Kaplan, Inc./The Washington Post Company, a worldwide leader in test prep and education. In this capacity, Ms. Hollenberg oversees all aspects of SCORE!'s headquarters operations, and guides SCORE!'s strategy and long-range planning processes. Prior to her current role, Ms. Hollenberg served in a variety of capacities for SCORE!, including as the EVP of Operations, with responsibility for all aspects of operations in SCORE!'s 170 centers, nationwide, and as the Senior Vice President of the organization, in which capacity she built and managed SCORE!'s legal, human resources, educational affairs, and product development departments. Ms. Hollenberg joined SCORE! in 2000, after serving as an attorney for the 2000 Democratic National Convention Committee and a judicial clerk to the Honorable Judge Claudia Wilken of the U.S. District Court, Northern District, California. Prior to working as an attorney, Ms. Hollenberg was a consultant for the Center for the Study of Social Policy and for CSR Incorporated, both in Washington, D.C., where she advised federal, state, and local government on youth policy and program development. Ms. Hollenberg earned a Bachelor of Arts in Psychology and a Masters of Arts in Sociology from Stanford University, as well as a J.D. from Stanford Law School. She is currently on leave of absence from the LPS board.

Henrik Jones

Mr. Jones is Principal at Offit Hall Capital Management LLC and the Manager of the Real Assets Group, which covers real estate, energy, timber and other tangible assets. Prior to Offit Hall, he was Chief Executive Officer of a florist wire service doing business as www.fineflowers.com. Mr. Jones serves on the Advisory Boards of FIA Timber Partners (Fund I), Broadreach Capital Partners (BRCP Realty I, LP and BRCP Realty II, LP), GMO Forestry Fund VIII, the Editorial Board of The Institutional Real Estate Letter, Investment Committee of Gateway High School, and FFBP, Inc. Mr. Jones graduated from Brown University in 1983 with an A.B. and received an MBA from Harvard Business School in 1991.

Mark Kushner-J.D., Ed. M., Board President

Mr. Kushner is the CEO and Founder of Leadership Public Schools. Mr. Kushner is a pioneer in the charter school movement, having established one of the first charter high schools in California, Leadership High School in San Francisco, where he also served as principal for five years. In addition to leading LPS, Mr. Kushner serves as a member of the California Advisory Commission on Charter Schools, which advises the California State Board of education on all charter matters and which makes recommendations regarding the granting of state charters. A Bay Area native, Mr. Kushner received a BA from Wesleyan University and completed graduate work in literature, law and educational administration at Oxford University, University of San Francisco (J.D.), and Harvard University (Ed.M.). He is a former attorney, high school English teacher, and soccer and tennis coach. Recent honors include the Hart Vision Award for School Site Administrator, the highest award given to

charter school educators in California, and the Harvard Club of San Francisco's Secondary School Educator of the Year.

J.R. Matthews

Mr. Matthews is a Managing Director of Tregaron Capital, a Palo Alto based private investment firm. He currently sits on the board of directors of HR Plus, Glowtouch, an Indian Outsourcing company, and PIU Management. He is a current member of the Alliance of Chief Executives and a former member of Young Presidents Organization (YPO). His previous work experience includes 10 years as Chief Executive Officer of a group of wholesale, retail and real estate companies with more than 300 employees. Matthews received a BSE in Electrical Engineering from Duke University and an MBA from Harvard Business School.

Hakeem Oladunjoye, Student Member

Mr. Oladunjoye is currently a junior at LPS-San Jose. Born in San Jose as the son of a Nigerian immigrant, Hakeem has lived in Hayward, Fremont, Santa Clara, and New York. Involved in athletics since a young age, Hakeem has branched out at LPS, becoming serious about academics and student government. He hopes to study Engineering or Medicine at U.C. Berkeley, Stanford, Howard, Harvey Mudd, or Morehouse after graduating from LPS.

Scott Pearson, Board Chair

Mr. Pearson is active in community and philanthropic activities related to children both in the US and in Central America. In addition to his passionate commitment to LPS, Mr. Pearson chairs the Bay Area Discovery Museum Board and serves on the boards of the Breakthrough Collaborative and the Marin Horizon School. Mr. Pearson was formerly Vice President for Corporate Development at America Online. Prior to this he served as a trade negotiator for the United States Government under the Clinton administration, and as a management consultant with Bain and Company. Mr. Pearson holds a Bachelors degree from Wesleyan University, a Masters degree in Business Administration from Harvard Business School, and a Masters degree in Public Administration from Harvard's John F. Kennedy School of Government. He is married with two children.

Sheryl Sandberg, Board Treasurer

Ms. Sandberg is currently Vice President of Global Online Sales and Operations at Google. In this role, she has overseen the development and growth of AdWords, Google's online advertising program, since its inception in early 2002. She launched the operation of the Google AdSense online publisher program and also manages sales operations Google's consumer products worldwide. In addition, she developed and now directs the Google Grants program, which provides free advertising to select non-profit organizations. Prior to joining Google, Ms. Sandberg was the Chief of Staff of the United States Treasury Department and a management consultant with McKinsey & Company. Ms. Sandberg received a B.A. in Economics from Harvard University and an MBA from the Harvard Business School.

John R. Selby

Mr. Selby co-founded Clarium Capital Management, a macro hedge fund based in San Francisco. Mr. Selby was previously a company Director and Senior Vice President at PayPal, Inc. and Vice President at GFTA Analytics GmbH, a Düsseldorf-based financial consulting company. Mr. Selby earned a BA degree in Economics from Hamilton College.

Deborah J. Stipek

Deborah J. Stipek, Ph.D. is the James Quillen Dean and Professor of Education at Stanford University. Ms. Stipek's doctorate is from Yale University in developmental psychology. Her scholarship concerns instructional effects on children's achievement motivation, early childhood education, elementary education and school reform. In addition to her scholarship, Ms. Stipek served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and chaired the National Academy of Sciences Committee on Increasing High School Students' Engagement & Motivation to Learn. Dr. Stipek served 10 of her 23 years at UCLA as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She joined the Stanford School of Education as Dean and Professor of Education in January 2001. She is a member of the National Academy of Education.

Guadalupe Valdés

Ms. Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. She has a joint appointment as a Professor of Spanish and Portuguese. Valdés works in the area of applied linguistics. Much of her work has focused on the English-Spanish bilingualism of Latinos in the United States and on discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities. Valdés' recent work includes two books entitled: *Learning and not Learning English* (Teachers College Press, 2001) and *Expanding Definitions of Giftedness: Young Interpreters of Immigrant Background* (Lawrence Erlbaum, 2003). Two other books include: *Bilingualism and Testing: A Special Case of Bias* (Ablex Publishing Co., 1994) and *Con Respeto: Bridging the Distance Between Culturally Diverse Families and Schools* (Teachers College Press, 1996).

Judy Wade, Board Vice-Chair

Ms. Wade is a partner of McKinsey & Company. She has focused primarily on helping clients with major operational and organizational transformations, often in complex public sector environments and where there are large front-line workforces. Ms. Wade is a leader of the North American Operational Practice, and the firm's Public Sector/Non-Profit Practice. She has led public sector efforts for the New York City Schools, the Guateng (South Africa) Department of Education, National Business Initiative's (South Africa) educational business planning program for schools in previously disadvantaged communities, and the South African Police Service, among others. Ms. Wade served on the board of Business Against Crime in South Africa, and currently serves on the boards of Technoserve and the University of California, Berkeley's College of Letters and Science. Prior to joining McKinsey, Ms. Wade worked as a research associate for Hambrecht & Quist, Inc., an investment bank in San Francisco, and for Anthem Electronics, an electronics distributor. She has a B.A. in

economics from University of California, Berkeley and a Masters in Public Policy from Harvard's Kennedy School of Government.

Joanne Weiss

Ms. Weiss is Partner and COO at NewSchools Venture Fund, where she focuses on investments and management assistance for a variety of the firm's portfolio ventures, and oversees the organization's operations. As part of this work, she serves on several boards in addition to Leadership's, including Aspire Public Schools, Education for Change, Green Dot Public Schools, New Leaders for New Schools, Revolution Foods, Rocketship Education, and Teachscape. Prior to joining NewSchools, Ms. Weiss was CEO of Claria Corporation, an e-services recruiting firm that helped emerging-growth companies build their teams quickly and well. She previously spent twenty years in the design, development, and marketing of technology-based products and services for education. She was co-founder, interim CEO, and Vice President of Products and Technologies at Academic Systems, a company that helped under-prepared college students succeed in mathematics and writing. Prior to that, she was Executive Vice President of Business Operations at Wasatch Education Systems, where she led the product development, customer service, and operations organizations for this K-12 educational technology company. She began her career as Vice President of Education R&D at Wicat Systems, where she was responsible for the development of nearly 100 multimedia curriculum products for K-12 schools. Ms. Weiss has a passion for education, and has spent much of her career pioneering innovative ways of using technology to increase the effectiveness of teaching and learning processes. She holds a degree in biochemistry from Princeton University.

Management Team

Our charter development team is responsible for startup, business operations, curriculum development and oversight, assessment, facilities, finance, human resources, legal and other charter issues. Their backgrounds are as follows:

Mark Kushner, Founder & Chief Executive Officer

Mr. Kushner is Founder and CEO of Leadership Public Schools and is regarded as one of California's charter school leaders. He previously founded and was the initial Principal at Leadership High School in San Francisco, the first urban startup charter high school in California. Mr. Kushner also serves on the California Advisory Commission on Charter Schools, which advises the California State Board of Education on all charter matters, and has also served on a number of nonprofit organization boards and advisory boards, including the California Network of Educational Charters ("CCSA") Board of Directors, San Francisco University High School, the San Francisco Ballet Auxiliary (Encore), Multicultural High School, and many others. A Bay Area native, Mr. Kushner received a B.A. from Wesleyan University and completed graduate work in literature, law and educational administration at Oxford University, University of San Francisco (Juris Doctor Degree), and Harvard University (Master of Education). He developed the initial student leadership development program while at Harvard's John F. Kennedy School of Government. He is a former Principal, high school English teacher, soccer and tennis coach, and attorney. Recent honors include the Hart Vision Award for School Site Administrator, the highest award given to charter school educators in California, and he was named the Harvard Club of San Francisco's Secondary School Educator of the Year. He also is teaching a class on school choice in the Stanford University Graduate School of Education and School of Business. Mr. Kushner and his wife, Dr. Mimi Winsberg, have two children.

Jonathan Faustine, Chief Operating Officer

Mr. Faustine serves as the Chief Operating Officer for Leadership Public Schools. Prior to joining LPS, Mr. Faustine spent five years as a strategic consultant and executive coach. He was one of the Founding Trustees of the Bay School of San Francisco and is active in many community groups. Mr. Faustine spent 20 years in the technology field as a senior executive in a software company, a CTO of a Fortune 500 company and as an Associate Partner at Accenture where he founded and led the internet practice known as ICE.

Edie Hoffman, Vice President of Human Resources

Ms. Hoffman is the Vice President of Human Resources for Leadership Public Schools. She has worked as Human Resources Director for various organizations including Jewish Community Federation, more.com, and Peet's Coffee & Tea. She has internet and retail business start-up experience along with Peet's successful expansion. At Edgewood Children's Center, she managed hiring, credentialing and compliance. She began her career as a high school teacher on a path to school leadership. Ms. Hoffman has a Master of

Educational Administration from San Francisco State University. She is Treasurer for East Bay Labyrinth Project, a member of Berkeley Partners for Parks, an avid gardener, photographer, and parent of a teenage son.

Martin Procaccio, Vice President of Education

Mr. Procaccio brings more than thirty years of experience including a devoted career designing, leading and evaluating high achieving and high performing public and private high schools to Leadership Public Schools. Mr. Procaccio began his career as a United States History and Religious Studies teacher at a small Catholic high school in Northern California. In addition to his teaching career, Mr. Procaccio is an accomplished Track, Cross Country and Football coach who has been fortunate to mentor several nationally ranked athletes. He has served as an Athletic Director, a Vice Principal, a Principal, a Director and founder of a nationally recognized Special Education Program and a dedicated counselor to many at risk youth. Mr. Procaccio has even displayed a little musical talent as the Band Director at a Bellarmine College Preparatory in San Jose. He has worked in post secondary education at San Jose State University as an Associate Director of the Disabled Students program and has engaged in lecturing at his alma mater, Santa Clara University where he earned his undergraduate degrees and his Master of Arts degree in Special Education. He has additional coursework in counseling and educational administration. He is a devoted father and husband to a family of educators. His wife is a middle school math teacher, his daughter is an elementary school teacher and his son is a one on one aide in a high school for autistic children. He remains dedicated to the philosophy that all students can achieve. It is the responsibility of education to find the methods to instill a passion for learning in the minds and hearts of each student.

Shawn Benjamin, Principal, LPS Richmond

Ms. Benjamin is the Principal of LPS Richmond. Ms. Benjamin has been with LPS for 2 years. In 2006, Ms. Benjamin was Assistant Principal at LPS Hayward and in 2005, the Principal Elect at LPS Richmond. Ms. Benjamin has been a Resident Principal with New Leaders for New Schools, a national Urban Principal Training Program. Prior to joining LPS, Ms. Benjamin obtained a Principal License while completing her Master's work at the Harvard Graduate School of Education. Ms. Benjamin has taught for 13 years in experiential and outdoor settings. She was with the National Outdoor Leadership School (NOLS) for over ten years leading glacier mountaineering courses in Alaska, India, Wyoming, Mexico, and Chile. Ms. Benjamin earned a Masters in Education degree from the University of Pennsylvania and her BA in Psychology and Sociology from the University of California at Berkeley.

Julie Christensen, English Coach

Julie Christensen is the English/Language Arts Coach for Leadership Public Schools. She recently completed a Master's degree in Education with an emphasis in Reading through Santa Clara University, and will soon be a certified Reading Specialist. Julie has taught English, Language Arts, and Social Studies at both the middle and high school levels since she earned her Bachelor of Arts in English from the University of California, Davis. At the

core of her educational philosophy is the belief that literacy creates self-efficacy, opportunity and equity for all students, and she feels proud to be part of a team that is committed to developing the literacy of all LPS students.

Jennifer Cole, Curriculum and Instruction Coordinator/BTSA Coach

Jennifer Cole serves as the Curriculum and Instruction Coordinator and BTSA Coach for LPS. She has a Bachelor's degree in Sociology with an emphasis in Social Change, a Master's Degree in Education with a focus on urban leadership, and an administrative credential, all from San Jose State University. Originally a social worker for Santa Clara County, her passion for equity and education lead her to become a high school English teacher and ELL Coordinator. She has previously served as a Literacy Liaison, Understanding by Design site mentor, WASC Visitation Coordinator, and Professional Development Coordinator. She is excited to be a part of the LPS family.

Andrew Gordon, Principal, LPS College Park (Oakland)

Mr. Gordon is the Principal of LPS College Park. He brings a wealth of experience as an instructor and as a principal to LPS College Park. He is a resident of Oakland, and has served as an educator for the last sixteen years in New York, Hayward and Oakland. His career has been devoted to developing and implementing systems that promote equity, high expectations and academic excellence for all students. Mr. Gordon most recently served as the principal of Bret Harte Middle School in Hayward. Under his leadership, the school's similar school ranking grew from 1 to 6 in two years and the API grew almost 70 points. Mr. Gordon earned his Bachelor degree in African/African-American Studies from Carleton College in Minnesota, his Master of Educational Leadership from California State University, East Bay, and is in the process of beginning his doctoral study at CSUEB. Mr. Gordon is excited to lead the LPS College Park. He states, "Our goal at LPS College Park is to be nothing less than a high performing school in the city of Oakland, featuring high performing classrooms and high performing students. Our commitment is to be fierce advocates for every student, every day and in every way."

Brian Greenberg, Principal, LPS Hayward

Mr. Greenberg is the founding principal of LPS Hayward and previously served as principal of LPS Richmond. He has worked in the education and non-profit sector for the last eleven years. An English teacher at heart, Mr. Greenberg taught all grades of high school English during several years working for the Los Angeles Unified School District. In addition to teaching, Mr. Greenberg worked in politics on several statewide campaigns, in higher education at Carnegie Mellon University, and in the non-profit sector as the Vice President of Development for a community development organization in Trenton, New Jersey. Mr. Greenberg earned his Bachelor of Arts in English from Dartmouth College and his Master of Education degree from Harvard University. While at Harvard, he worked as the principal intern at two high schools in Boston, Massachusetts. Mr. Greenberg is extremely proud of his students at LPS Hayward and the school's focus on academic excellence.

Christina Malley, Project Manager, Academic Affairs/Special Education

Ms. Malley serves as a project manager with an emphasis in special education for all LPS school sites. She is a graduate of the University of California, Santa Cruz with a degree in biology and a candidate in the BCLAD Multiple Subjects teaching credential program at San Jose State University. She volunteered most recently with Citizen Schools teaching a molecular biology class to middle school students. Ms. Malley makes her home in San Jose with her husband and her adorable dog.

Todd McPeak, Instructional Coach - Mathematics

Mr. McPeak came to LPS from the SEED Public Charter School in Washington DC, with a B.A. in Economics from the University of Washington, and CA teaching credentials in Mathematics and Economics from Chapman University. As a math teacher and intervention specialist for the past nine years, Mr. McPeak has had the opportunity to work with students, coach teachers, and develop curriculum targeting traditionally underserved populations. Specializing in CAHSEE preparation and the strengthening of foundation skills, the focus of Mr. McPeak's work is on quickly closing the achievement gap that separates students entering LPS from the goal of rigorous college-level mathematics.

Casey Mirch, Technology Manager

Mr. Mirch is the Technology Manager for Leadership Public Schools. He spent five years as an information technologies and database specialist for Junior Achievement of the Bay Area, where he received the Frances Hesselbein "How to Be" award and participated in the Center for Excellence in Nonprofits' Wired for Good program. Mr. Mirch holds a Bachelor of Arts from New College of Florida.

Joyce Montgomery, Director of Finance

Ms. Montgomery comes to LPS from a successful career in both for-profit and non-profit financial leadership roles. Ms. Montgomery has finance and operations management experience in education, advertising, high tech and banking. As a school executive she has served as the Chief Financial Officer at Crystal Springs Uplands School where she was responsible for managing all operations units: business and finance, physical plant and deferred maintenance plans, food service operations, legal affairs, human resources, and construction. She was also the Chief Financial Officer at the Howard School in Atlanta, Georgia. Ms. Montgomery was a founding member of the CAIS business services committee (California Association of Independent Schools), and served as Vice-President of ISBOA (Independent Schools Business Officer Association). Ms. Montgomery received her M.B.A. in finance at Notre Dame de Namur University and was awarded the Dean's Award in that program. Ms. Montgomery is active in many community organizations and serves as the Vice Chair of the Finance Commission for the City of Belmont.

Tasha Nesbitt, HR/Operations Associate

Ms. Nesbitt serves as the part-time HR associate recruiting exceptional and dedicated teachers for Leadership's public schools, and spends the rest of her time working in a supporting role to the LPS Operations department. She is a Bay Area native and carries a Bachelors degree in Communications and Visual Arts from California State University, Chico. Prior to joining the staff at LPS, she co-wrote and produced a feature film which had long been her dream. Ms. Nesbitt attributes commitment, responsibility and respect as part of the foundation of her success. Ms. Nesbitt believes that because these same core values are being taught in LPS classrooms, students will have the confidence and focus to reach their personal goals and fulfill their own dreams.

Kim Noble, Assistant Director of Special Education

Kimberly Noble serves as the Assistant Director of Special Education. She is a Bay Area native who currently lives in Oakland. She earned her Bachelors Degree in Urban Studies from the University of Pennsylvania. Kimberly holds a Multiple Subject credential, a Mild/Moderate Special Education credential, a certificate in Educational Therapy, and has completed her coursework for an Administrative Services credential. She is working on her Masters Degree in Educational Leadership at CSU East Bay. Kimberly has worked in public schools in Philadelphia, Oakland, Emeryville, and now the Leadership Public Schools network.

Elizabeth Oberreiter, Director of Assessment

Elizabeth Oberreiter is the Director of Assessment for the Leadership Public Schools. She has over 20 years of educational experience ranging from the university level to the high school level. Ms. Oberreiter has taught Spanish, been a teacher on special assignment and most recently the Assistant Principal of Special Programs at La Quinta High School, La Quinta, CA. She is driven by the success and accomplishment of her students. She has successfully raised API scores, initiated and expanded several AVID programs, and assisted with raising the importance of Advanced Placement courses for all students. Ms. Oberreiter received her Bachelor of Arts degree from Regis University in Denver, her Master of Arts from the Monterey Institute of International Studies in Monterey and she has also attained her Professional Clear Administrative Credential. Ms. Oberreiter believes that communication and building professional relationship are part of creating a successful learning community and she also believes that every student has the ability to succeed when given the appropriate tools and opportunities.

Joe H. Pacheco, Principal, LPS Campbell

Prior to coming to LPS, Mr. Pacheco worked for Partners In School Innovation serving as a principal coach and school reform consultant for two downtown San Jose schools. Mr. Pacheco served as Principal of Campbell Middle School in the Campbell Union School District for 10 years until 2003. Joe has worked for the Santa Clara County Office of

Education as a Program Specialist for Special Education and more recently as a Program Evaluator for IIUSP schools. Joe's career in public education began in the Oak Grove School District where he worked for 12 years in Special Education. Mr. Pacheco received his undergraduate degree from San Jose State University and his Master's in School Administration from the University of San Francisco.

Soo Zee Park, Director of Operations

Ms. Park is the Facilities Manager for Leadership Public Schools. Prior to working for LPS, Soo Zee spent three years working with the non-profit Unity Council and Fruitvale Development Corporation. While there she served as the project manager for the \$68MM mixed use Fruitvale Transit Village adjacent to the Fruitvale BART Station. She also worked on a \$2MM Fruitvale Streetscape Project with the City of Oakland. Soo Zee also has over seven years of experience in architecture and construction administration working on a variety of residential, mixed-use, university and museum projects including the award winning Tenderloin Elementary School and the Exploratorium Museum. She holds a Master of Business Administration from John E. Anderson Graduate School of Management at UCLA, as well as a Bachelor degree in architecture from North Carolina State University. She is currently a board member of Lighthouse Community Charter Schools in Oakland.

Vimal Patel, Staff Accountant

Mr. Patel joined LPS as a temporary Staff Accountant in June 2006. He was hired permanently in October 2006. He holds a BA in Finance and Accounting from San Francisco State University. He enjoys spending time with his family.

Ann Reidy, Development Director

Prior to joining LPS, Dr. Reidy worked as a fundraising officer in the External Resources Department of the secretariat of Transparency International, a global NGO located in Berlin, Germany. She brings extensive education experience to LPS, having served as the History Department Chair at the Branson School in Ross, CA, and as an Assistant Professor at Wellesley College. Her commitment to quality public education led her to LPS as a volunteer in 2003. Dr. Reidy received her PhD from Harvard University, where she received numerous teaching distinctions and awards, and a BA from the University of California at Santa Cruz. In addition, she has studied extensively in Europe and Latin America. She is passionate about the LPS mission of promoting academic excellence and high expectations among so many deserving and committed students.

Jill Schepmann, Executive Assistant

Jill Schepmann is the Executive Assistant in the Home Office of Leadership Public Schools. Jill brings three years of teaching experience into her role at LPS. Most recently, Jill taught 8th grade English Language Arts at KIPP Summit Academy in San Lorenzo. Prior to that, she taught 9th, 10th, & 11th grade English literature and composition classes and was the

Assistant Debate & Forensics coach at Shawnee Heights High School in Topeka, Kansas. Jill worked her way through her teaching credentialing program at Washburn University as a legal assistant in an attorney's office in Lawrence, Kansas. Before returning to school, Jill worked as a Marketing Manager promoting scientific and scholarly journals at a small, family-owned publishing company. Jill graduated with a B.A. in English and a B.A. in Psychology, receiving Honors from the English department at the University of Kansas for her senior thesis on the history plays of Shakespeare and Marlowe.

Diana Schneider, Communications Manager (Part Time)

Ms. Schneider is the Communications Manager for Leadership Public Schools. She has over 10 years of experience in communications and strategy roles in the private, public and nonprofit sectors. Prior to coming to LPS, she managed the D.C. Government City Administrator's strategic planning and performance measurement program. She has also held communications and outreach positions at The George Lucas Educational Foundation and Stanford University. In addition, she is a member-volunteer with Full Circle Fund and serves on the steering committees of several community groups and parent organizations. She received a BA from the University of California at Santa Cruz and a Masters in Public Administration with a concentration in Nonprofit Management from The George Washington University.

Marvella Smith, Human Resources Specialist

Ms. Smith is the Human Resources Specialist for Leadership Public Schools. Prior to joining LPS, Ms. Smith spent over three years in various corporate and start-up staffing departments, including PG&E Corporation and United Parcel Service. While at PG&E, Ms. Smith worked with senior executives and board members recruiting MBA candidates from across the country (at Wharton, Tuck, University of Chicago, MIT and Berkeley) for the Leadership MBA program. She holds a Master of Industrial / Organizational Psychology from Golden Gate University, as well as a graduate certificate in Conflict Resolution. She also holds a Bachelor in Psychology from the University of Toledo. Ms. Smith is a volunteer massage therapist at hospitals and East Bay high schools for teen mothers, and mother to a precocious three-year-old son.

Larry Vilaubi, Principal, LPS San Jose

Mr. Vilaubi, the Principal of LPS San Jose, brings a unique combination of qualifications and a broad range of experiences to the position. In his thirty-five years as a classroom teacher and administrator in both the Mountain View /Los Altos District and Fremont Union High School District, his instructional leadership has left a lasting and significant positive impact on both districts. At the core of Mr. Vilaubi's personal philosophy is a commitment to creating equity for all students and opportunities for those students so often left behind by most educational institutions. Born and raised in East Los Angeles, the child of immigrants, Mr. Vilaubi spoke no English when he started school and has a deep understanding of the

issues of growing up as an outsider in a mainstream school system. Mr. Vilaubi earned his Bachelors degree in English Literature from California State University, Long Beach, his Masters Degree in Administration and Policy Analysis from Stanford University and is an alumnus of Stanford's Prospective Principals Program. Additionally, he was later appointed as Interim Director and Coordinator of the Prospective Principals Program. Mr. Vilaubi is truly excited to be leading LPS San Jose and he and the staff at LPS San Jose share the common goal of creating the highest performing school in East San Jose.

Outstanding School-Site Staff

LPS-College Park Teaching / Support Staff (Partial List)

Provided as an Example of the Outstanding School-Site Staff LPS Hires

Andrew Gordon, M.S., Principal, LPS College Park

Mr. Gordon is the principal of LPS College Park and brings a wealth of experience as an instructor and principal. He is a resident of Oakland, and has served as an educator for the last eighteen years in New York, Hayward and in Oakland. His career has been devoted to developing and implementing systems that promote equity, high expectations and academic excellence for all students. Before coming to LPS Oakland, College Park, Mr.



Gordon served as a principal in Hayward and in Oakland. Under his leadership, his schools have seen significant API growth.

As Mr. Gordon begins his third year as principal at LPS College Park, he has successfully created partnerships with U.C. Berkeley's College of Engineering, paving the way for students to participate in an accelerated geometry and engineering program this summer. He is currently working on partnerships with other colleges and community organizations. Over the last two years, Mr. Gordon has focused on the development of a comprehensive math plan that has resulted in increased student achievement in Algebra. This year, he now turns his attention to developing a strong program that addresses the academic needs of English Language Learners. In addition, Mr. Gordon's work with inquiry and student achievement was published in the Fall 2005 edition of *Educational Leadership and Administration: Teaching and Program Development*.

Mr. Gordon earned his Bachelor's degree in African/African-American Studies from Carleton College in Minnesota, his Master's in Educational Leadership from California State University, East Bay, and is in the process of beginning his doctoral study at CSUEB. He is excited to lead LPS College Park: "Our goal at LPS College Park is to be nothing less than a high performing school, serving and educating our students with a spirit of excellence. Our commitment is to be fierce advocates for every student, every day and in every way."

Kwasi T. Reed, Dean of Students

Kwasi T. Reed, Dean of Students at LPS-College Park, is transitioning from his previous role as the Assistant Principal and a Founding Teacher of the LPS-Richmond school. He has more than 12 years of responsible experience shaping and educating the lives of urban youth in California.

Kwasi has been an educational counselor for Upward Bound and Talent Search, federally funded programs designed to get disadvantaged students into college. He has been a History and English teacher for 7 years in Compton, Pomona, and Richmond CA. Kwasi has served on leadership teams in Compton and Pomona that raised the achievement levels on high stakes tests and transformed the focus of professional development practices. For the past 3 years Kwasi has been the Dean of Students at LPS Richmond, where he primarily focused on school culture and vitality.

Kwasi Reed has a Bachelor of Science from Cal State San Bernardino and holds a Masters of Education from Claremont Graduate University.

Juan Vera, College Counselor

Juan Vera is a first generation Chicano and is the first in his family to earn a bachelor's degree. He serves as the College Counselor who will help students find the best college/university to fit their needs.

Previously, Mr. Vera was an Assistant Director of Enrollment Development at California State University, East Bay. He received his Associate of Science Degree in Interdisciplinary Studies from Evergreen Valley College in San Jose, California. He transferred and earned his bachelor's degree in Ethnic Studies with a concentration in Chicano Studies at the University of California, Riverside. Juan is completing his Master's Degree in Ethnic Studies at San Francisco State University.

His passion and research focus is on Chicano/Latino literature. Mr. Vera chose to become a College Counselor at the high school level because he feels that students need to develop the characteristics of a college student during their teenage years. His teaching philosophy is to help students identify their goals, and for those goals to serve as a passenger in the vehicle of education to follow their roadmap to success. His primary goal for the 2007-2008 school year is to have students create a short list of potential schools they will be applying to in the following school year.

Warren Albee, Chemistry Teacher

2007-2008 marks Mr. Albee's 25th year of teaching High School science courses in the East Bay. Mr. Albee attended the University of Georgia from 1973 until 1980, earning a B.S. in Zoology and then an M.S. in Immunoparasitology. From 1977 until 1980 Mr. Albee was employed as a teaching assistant in the department of Zoology, and it was then that he discovered that he actually preferred teaching to research. Since then he has taught summer school science to 4th and 5th graders, middle school science and math, and many

different High School science courses at several different high schools, both public and private.

It is Mr. Albee's sincere belief that students graduating from High School with a solid foundation in reading, writing, arithmetic, and science have a number of promising career options open to them. Conversely, those who do not have this foundation have a more limited range of options. Mr. Albee considers it his job as a science teacher to not only deliver the content, but to convey to his students that succeeding in his Chemistry class is a first step towards further coursework in science at the college level, and perhaps even towards a really interesting and rewarding career in health care, biotech, or engineering. It is thus Mr. Albee's job to "meet them where they are", assess, provide intervention, reinforce, introduce new material on a regular basis, review, assess again, and continue to build a coherent, logical, linear, accessible curriculum that meets both State and LPS standards for content coverage. Along the way, Mr. Albee has every intention of demonstrating that learning Chemistry is interesting, cool, and fun.... and that it is not a subject to be feared and avoided.

Mr. Albee's primary goal for the 2007-2008 school year is to develop and deliver a Physical Science (Chemistry) class that provides students with a basic and rock-solid understanding of the content tested on the quarterly LPS Benchmark Assessments and on the STAR Exam at year's end. It is thus his goal that a majority of his students earn passing scores on every one of these exams. Additionally, being well aware of the paucity of quality hands-on Physical Science activities offered by many public middle and high schools in the East Bay, it is his intention to involve his students in quantitative lab activities as often as possible. In short, it is Mr. Albee's goal to deliver a solid college preparatory Chemistry course specifically tailored to the students enrolled at LPS College Park.

Napoleon Ambayon, Algebra 2 and Pre-Calculus Teacher

Mr. Napoleon Ambayon is a mathematics (Algebra 2/Pre-Calculus) 10-11 grade teacher at LPS College Park. Originally from the Philippines, he taught junior high and high school for 40 years in the Fremont Unified School District, Fremont, CA. He subsequently retired, but his love for teaching motivated him to return to the classroom to work with students.

Mr. Ambayon graduated with a degree of Bachelor of Science in Mathematics and a minor in Spanish from Silliman University, Dumaguete City, Philippines. He finished his M.A. in Secondary Administration and Supervision from San Jose State University. He holds a California Standard Secondary Teaching Credential for Life and a Nevada Teaching License. Mr. Ambayon loves to teach, help, and see students positively pursue a successful life. That is the main reason why he came back to teach after his early retirement. He joined LPS -College Park, Oakland in April 2007. There are many factors that have attracted him to LPS -College Park, Oakland, for he believes in the mission of the school, including high expectations for students and teachers, the high level of support for new and continuing teachers, and the sense of community that truly includes families, staff, and students.

Mr. Ambayon is grateful that innovative and new ideas from students and teachers are always welcomed. He is also thankful for continued support from the LPS home office from the community. Mr. Ambayon believes that every student can earn a college degree and be successful future leaders of their community, wherever they will be. His primary goal for

this year is to let each student know that he /she is special and can be whatever he/she wants to be in the future and that it starts now.

Tanya Arroyo, School Manager

Ms. Arroyo has a long tradition of working in public education. Prior to coming to LPS, she worked with students as a Spanish Tutor at the College of Alameda. Before her time at LPS – College Park, she worked 2 years as the Enrollment Coordinator and Registrar at LPS - Richmond. Ms. Arroyo maintains calm in the eye of the office at College Park – shuttling between incoming phone calls (in English or Spanish); keeping staff, students, and parents apprised of the latest updates; addressing student attendance; and assisting in student discipline issues as they arise.

Chris Beischel, English Teacher

As one third of LPS College Park's English team Mr. Beischel looks forward to bringing his talents to the table. This year will be his fourth year serving the students of East Oakland--where he will continue to deliver a rigorous, college preparatory curriculum. Mr. Beischel's goal this year is to arm his students with strategies to improve their literacy skills, as well as to increase their confidence in themselves as independent thinkers and learners.

Mr. Beischel's desire to teach began in high school where the importance of education was very apparent even then. He saw how a quality, and equitable education transformed him, and knew that real change could be made through education. This sentiment carried on through college and remains true for him today.

Mr. Beischel received his BA in English from Humboldt State University and got his credential at San Francisco State University where he is in the process of completing his MA in education.

Clyde Byrd, Integrated Science Teacher

Mr. Byrd is the Biology Teacher at Leadership Public Schools in Oakland, California. Mr. Byrd attended several colleges and holds several degrees and certificates. He graduated with a Psychiatric Technician Certification from Mission College in Santa Clara, California. He also held a License as a Psychiatric Technician through the state of California.

Mr. Byrd received a B.A. Degree in Liberal Studies (Psychology) from John F. Kennedy University in Pleasant Hills, California. He completed courses in education at John F. Kennedy University. He currently holds a Provisional Credential through the state of California.

Growing up in Southern California, Mr. Byrd says he was fortunate to have parents who stressed education. However, if it was not for some dedicated teachers he says he could have easily been trapped into a life of despair. Those dedicated teachers and his parents taught Mr. Byrd that it was his duty to help others. He feels the best way to help others is to help them gain knowledge. That is why he chose to become a teacher, and not just any

teacher, but an influential teacher. Mr. Byrd tells parents of his students that he will do his best to make sure your child understands Biology.

This year, Mr. Byrd is thrilled to be supervising the Athletic Department at Leadership Public Schools. He has coached Football and Track and Field for the past 18 years. During this time he has coached several athletes who have received athletic scholarships. This year at LPS-College Park, they will have an intramural boys and girls soccer team as well as a boys and girls basketball team.

Sean Crosby, Resource Specialist/Special Ed Program Coordinator

Mr. Crosby has taught for 11 years, 10 of those years in the Bay Area. Mr. Crosby's mother taught for a number of years (she is now a school psychologist in Philly). One of the main reasons Mr. Crosby teaches children is because of the positive and profound impact that teachers had on him. Mr. Crosby believes that he is here to make a difference in the world.....to leave the world a better place than he found it. Mr. Crosby has always enjoyed working with and spending quality time with children, so teaching as a career seemed very logical and natural for him.

Mr. Crosby's goal for the school year is to provide consistent and effective services for his students. He plans to establish a program and culture that assists and supports his students with their current academic needs and their post-graduate endeavors. One quotation that influences Mr. Crosby's personal teaching philosophy is "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." Lord Brougham

Wafa Faris, Spanish Teacher

Wafa Faris is the 10th grade Spanish teacher at LPS-College Park. She brings to LPS over 6 years of experience in the educational non-profit world working with youth in New York City, Richmond, CA, and Oakland. This is her second year of teaching.

Ms. Faris graduated from UC Berkeley in 1999 with a B.A. in History and a Minor in Spanish. She is an Oakland resident and loves living and working in the same community. Having been lucky enough to begin her Spanish language instruction in the 4th grade, Ms. Faris has more years learning Spanish than any other subject. She is a true linguaphile and dreams of being fluent in many more languages.

Ms. Faris' teaching philosophy is based on mutual respect, self-confidence, and relating to her students. She chose to teach because she loves and respects youth as individuals and teaching is simply her calling. Ms. Faris is extremely passionate about providing access to equal educational opportunity and believes that every student can and wants to learn. Her main goal for this year is to engage the students in her Spanish classes by incorporating culture, a broad world-view, and above all relating the material to the students so that they can effectively learn and have fun at the same time.

Tonjalyn Ford, Algebra Teacher

As a staff member of LPS – College Park, Ms. Ford feels fortunate to work with a small and united learning community which is supportive, compassionate and sincere. She has a personal commitment to working beyond the school day, and does so on a regular basis. Ms. Ford often holds tutorials after school to help students who are in need of supplemental instruction. She recognizes the individual needs of her students and fulfill them to the best of her ability.

As an African American woman and a product of the Oakland Unified School District, Ms. Ford says she knows all too much about the need to "close the achievement gap" and the challenges of working with culturally diverse students. Ms. Ford knows the role of the teacher and how important it is to motivate and inspire students to learn. The challenge is to ensure that all children have every possible opportunity to achieve; that all children's needs are first recognized and then met. Ms. Ford earned her BS in Engineering from San Francisco State University.

Paul Franco, Geometry Teacher

Mr. Franco chose to teach because he feels our inner-city youth are being under-served. Mr. Franco attended public schools and knows first hand the challenges that youth of color face in schools and school districts that provide little or no support.

Mr. Franco believes every student has life experiences that play a role in how they come to learn. Students need to know that their life experiences serves as an important teacher and that they can share those experiences to teach others. In addition, Mr. Franco feels that teachers need to incorporate students' life experiences into what they learn in a learning community; a place where students feel a sense of belonging, where they feel safe to take chances, and where they find encouragement. Students should take on productive roles and interact in groups by sharing their thoughts and ideas. It is necessary to develop strong connections with students both inside and outside of class. Mr. Franco also believes that high standards need to be maintained while encouraging everyone's voice be heard and allowing students to take on instructional roles.

Mr. Franco's primary goal this year is to establish long-lasting relationships with students and parents in order to better serve our inner-city youth and support their learning. Mr. Franco earned his BA and did his MA work at San Francisco State University.

Kandle Fraser, US History Teaching & History Department Chair

Ms. Fraser has been teaching history for four years – three years in Brooklyn, New York, and one year with Leadership Public Schools – Oakland. As a New York City Teaching Fellow, she also had the opportunity to work on the Teaching Fellows Admissions Committee which interviewed new applicants for the program. Kandle was born and raised in San Francisco. She attended UCLA, and received a B.A. in Anthropology and minor in Women's Studies. Following her desire and love of film and art, she then received a Masters in Fine Arts from the Art Institute of Chicago. Later as an NYC Teaching Fellow

she went to Brooklyn College where she received an M.A. in Secondary Social Studies Education.

Dan Hess, World History Teacher

Mr. Hess is a recent transplant to the Bay Area. He moved here from the Antelope Valley, a suburb north of Los Angeles where he grew up and attended high school. He received his B.A. in Religious Studies with a minor in Japanese from UC Santa Barbara and his M.A. in Secondary Education from University of Phoenix.

This will be Mr. Hess' third year teaching. He began his teaching career as an English teacher due to a staffing need, and parlayed that experience into a position teaching World History as well as Advanced Placement World History. Mr. Hess was fortunate enough to have the unique experience of teaching in the same district he attended high school and was able to work alongside many former teachers. This year he will be joining the LPS family at Oakland College Park teaching tenth grade World History.

The teaching philosophy of Dan Hess and his reasons for teaching are quoted below:

There exists a definite disparity in the quality of education within this great country that is based largely upon class structure. It is time for serious education reform in this country, and I believe that reform starts in the classroom. What is needed more than anything else in order to close the achievement gap is quality instruction from highly qualified teachers, especially in high-needs schools. Our nation can do better than to overlook underprivileged children in lower-income areas. It is not enough to offer quality education to those who can afford it. To effect change, the next generation of citizens must step forward and take up responsibility for this momentous task. I want to take responsibility for fixing education, starting where it is needed most. I do not see teaching as a nine to five job, it is not something where you can just punch the clock, do your time, and go home. Teaching is not just a profession; it is a means of social justice. I see myself as a warrior for social change and my struggle is in the classroom. I want to see serious social progress in this country and I do not see opportunities for accomplishing that anywhere other than in education. In the words of the great Greek philosopher, Epictetus, "Only the educated are free." If we as a society wish to promote social justice through values like liberty and equality for all, then we need to realize the hypocrisy of such statements given the amount of social injustice in this nation. My goal as an educator is social action, and it is my hope as an educator that I can inspire that drive in my students and give them the tools to create the social justice they lack.

Mr. Hess' primary goal for the year is improve the achievement of his ELL students specifically, while still meeting the needs of all his students.

Yael Irom, English Teacher & English Department Chair

Ms. Irom is teaching because she believes in lifelong learning, reflecting and growing. She feels teaching is an opportunity to really make a meaningful impact on young people's lives, while they in turn inspire and impact her. In Ms. Irom's words, "Teaching is one of the most noble, rewarding professions I know of and I am proud to be a part of it."

Ms. Irom's teaching philosophy is ever growing as she learns more about herself both as a teacher and a student of life, and as she continues to learn about the lives and needs of young people. She believes at the core of true education is curiosity and a willingness to question the world around us. Ms. Irom wants to teach her students more than anything to become confident, independent thinkers so they will LEAD others rather than follow the path others have carved out. Her philosophy is that if people are given the chance and tools to succeed, they will reach and exceed their potential.

Ms. Irom's goal for this year is ambitious and achievable: to provide her students with accessible, engaging, challenging material that will enable each and every one of them to succeed in college and beyond. Ms. Irom received her MA degree from Columbia University.

Melisha Matlock, Academic Numeracy Teacher

Ms. Matlock teaches ninth grade Academic Numeracy. She received her B.A. in Cognitive Science from the University of California at Berkeley. She has also completed coursework in professional counseling at the master's level. Currently Ms. Matlock is in her second year of studies to obtain a masters degree in education from Holy Names University in Oakland, California.

Ms. Matlock is an experienced teacher in the Oakland community. She has taught various math courses including Pre-Algebra, Algebra, and Geometry over a four year span. She is a strong proponent of incorporating the core arithmetic skills into college preparatory mathematics.

Native to Oakland, Ms. Matlock commits personal investment into the community through teaching. Her desire to prepare our urban youth for higher education is her living testimony. She proposes that dedication, consistency, and personal responsibility are core values necessary for success. She firmly believes that high academic goals, coupled with the teaching of core values create the foundation for achieving success.

Melisha Matlock believes that the small community school is the vehicle that effectively combines the core traditional values with innovative teaching and learning practices. The small school model bridges the gap between where the students currently are and where the students deserve to be. As a collaborative effort between family, educators, and most importantly students, the possibilities are endless.

Kimiko Ramirez, Technology Coordinator

Ms. Ramirez is the Technology Coordinator at LPS-College Park. She brings with her over 8 years of experience in the high tech sector providing support to some of the biggest names in the dot com era.

Ms. Ramirez is a proud mother of one 7 year old son who has decided that her true calling is to assist our youth by providing them with the tools that they need to excel in their future. Her duties at LPS-College Park are to maintain the technology infrastructure and to assist faculty and staff to use all the tools available for daily instruction. Ms. Ramirez also teaches a Computer Literacy course to LPS students.

Ms. Ramirez is an active member of the community who has participated in programs to help our youth including volunteering at the Special Olympics, and utilizing her free time at her son's school as a classroom volunteer. Ms. Ramirez was a founding member of the Ballet Folklorico Mexicano Jalisco which taught Typical Mexican Dance that included Aztec as well as traditional Mexican folklore.

David Schott, Biology Teacher

Mr. Schott is the 9th grade Biology Teacher for the 2007-2008 school year at LPS-College Park, Oakland, California. He earned a B.S. and an M.S. degree in Biology from the University of Toledo, Ohio and a Ph.D. (also in Biology, with an emphasis in genetics) from Emory University in Atlanta, Georgia. After receiving his doctorate, David Schott continued in scientific research for another fifteen years. Among his accomplishments were the cloning of the progesterone receptor gene in the mouse and characterization of a putative tumor suppressor gene in human breast cancers.

He was a teaching assistant for the Freshman Biology labs at Emory University and later taught a Genetics course for one quarter at St. Mary's College in Moraga while a post-doctoral fellow at the University of California, Berkeley. He thoroughly enjoyed his teaching experience and later decided to use his acquired practical knowledge in science for education. For the past ten years he has taught high school chemistry (as well as biology and environmental science). Many of his insights and innovations for teaching a variety of challenging topics were a direct result of his research experience and one-on-one tutoring. He simply wanted to find the easiest way for students to learn difficult scientific concepts and to supplement that knowledge with a combination of demonstrations and laboratory exercises.

Mr. Schott's teaching philosophy is that each year one can always improve as a teacher by learning from both the students and one's colleagues. He has constructed his own list of procedures for accomplishing this improvement: 1) Modify teaching methods to coincide with the needs and abilities of the students; 2) Educate, lead and model by example; 3) Be a youth minister to the students and show them (not just tell them) that you care; 4) Communicate, communicate, communicate (clearly and consistently) with both students and parents; 5) Develop working relationships with students; 6) Develop working relationships with colleagues; 7) Be creative with your teaching; and 8) Challenge yourself and your students to do better.

Mr. Schott's primary goal for the coming year is to lead (and push) in whatever ways he can so that his students will strive until their previously perceived limits are realized, and then surpassed. He plans and hopes to greatly improve on his students' performance and their own perception of their abilities in the coming year .

Leslie Watkins, English Teacher

Ms. Watkins began teaching English twenty two years ago in an East Los Angeles middle school shortly after she graduated from UCLA. Seven years later, she came home to the Bay Area to raise a family and continue her career as an urban public school educator. No other profession would suffice; teaching had been her childhood goal. The diversity of Los

Angeles and the needs of urban public school students had set Ms. Watkins' her on teaching students of the inner city.

When she was younger, imagining herself in front of a class, it was always a high school class. As luck would have it, after settling in Oakland with her husband and their new baby boy, word of Mrs. Watkins' experience made its way to the Superintendent of a local school district. One phone call from him and she was back to work, this time teaching at a small high school in the East Bay where she would spend the next fourteen and a half years.

Mrs. Watkins' prefers the small school setting because it gives her the chance to provide students with a safe, yet challenging environment. She shows them how to explore the English language and develop the life-long learner she believes exists in every student. A relationship of respect and trust is central to her success with students from the sixth through the twelfth grade. Mrs. Watkins' primary goal for the upcoming school year involves developing those relationships with the incoming ninth grade class at LPS-College Park so that she can individualize instruction to fit each unique student.

Xavier Zapata Webb, Spanish & Academic Literacy Teacher/ELL Support

Mr. Zapata Webb has been teaching for over 10 years in the Bay Area, including Richmond, Berkeley and most recently in Oakland. He graduated with a degree enabling him to teach in Cuba in 1984 and he also studied law in Nicaragua.

Since early on as a teenager, Mr. Zapata Webb taught literacy to people in the country side of Nicaragua together, working with tens of thousands young Nicaraguans. He has liked teaching since then.

Mr. Zapata Webb sees teaching as an essential task in society, still neglected and in great need of support from all members of the local and extended communities. He believes in invoking core values from students and helping create them or reinforce them if they are absent or weak.

He does not like to assume and believes in taking students by the hand and guiding them step by step through the difficulties and complexities of life.

Mr. Zapata Webb's primary goal for this year is to create and demonstrate relevance of a Spanish program at LPS College Park in Oakland, where Spanish is seen as more than vocabulary and grammar but rather as a living culture.

LPS Partners & Consultants

In order to assist LPS' development and operations for the proposed charter school, we have the following partners and consultants as part of our team, described in more detail in the sections below.

- Aspire Public Schools
- Bay Area Math Project
- California Charter School Association (CCSA)
- Charter Schools Development Center (CSDC)
- Full Circle Fund
- Google, Inc.
- Howard Rice Nemerovski Canady Falk & Rabkin
- The Miller Institute for Learning with Technology
- NewSchools Venture Fund
- Pisces Foundation
- Resources for Indispensable Schools and Educators (RISE)
- Spector, Middleton, Young and Minney (SMYM)
- Stanford University
- University of California at Berkeley
- Vicenti, Lloyd, Stutzman LLP
- Walton Family Foundation
- WestEd

LEGAL COUNSEL

Spector, Middleton, Young and Minney
www.smymcharterlaw.com

Paul Minney, a partner at SMYM, is one of the leading charter law attorneys in California. He represents Leadership Public Schools on all charter matters, particularly on appeals and Proposition 39 facilities issues.

Howard Rice Nemerovski Canady Falk & Rabkin
www.howardrice.com

Jeffrey Faucette, a partner at Howard Rice, is an LPS Board member. He and his firm—regarded as one of the best firms in California—represent LPS in general legal matters and with regard to Proposition 39 disputes.

FINANCIAL AUDIT

Vicenti, Lloyd, Stutzman LLP
www.vlsllp.com

LPS' auditor is Vicenti, Lloyd & Stutzman LLP (VLS). This firm has considerable experience with public school district and charter school audits and is widely respected in California educational finance circles.

EDUCATIONAL PARTNERS

West Ed
www.wested.org

West Ed is a federally funded regional educational think tank and research organization dedicated to enhancing education and human development within schools, families and communities, particularly those in underserved populations. LPS CEO Mark Kushner has worked with West Ed for over ten years. West Ed conducted a case study of Leadership High School (the school founded and led by Mark Kushner from 1995-2002), which is posted on the U.S. Department of Education website at www.uscharterschools.org under "Starting a Charter School." We are currently working with West Ed to improve and refine our reading interventions for high school students (particularly English Language Learners), including incorporating Academic Language into lesson plans, and to design a formative and normative evaluation system of our school network and individual schools.

California Charter Schools Association
www.charterassociation.org

LPS partners with the California Charter Schools Association on various technical issues including legal matters, Proposition 39 facilities, state policy, charter school financing and cash flow.

Charter School Development Center
www.cacharterschools.org

The Charter School Development Center and specifically Director Eric Premack have partnered with LPS to conduct summer principal leadership institutes, which serve as a "boot-camp" for charter school leaders in all areas of education and operations.

Aspire Public Schools
www.aspirepublicschools.org

Don Shalvey, CEO of Aspire Public Schools (APS), and LPS CEO Mark Kushner and the LPS staff work closely to share innovations and best practices. They also coordinate their work on the California Special Educational Commission and the California Advisory Commission on Charter Schools.

The Miller Institute for Learning with Technology
www.learningtech.org

The Miller Institute for Learning with Technology, led by Mark L. Miller, Ph.D., provides Research, Development, Consulting and Staff Development services to foster innovative uses of technology for learning. Among other projects, The Miller Institute assists LPS in obtaining E-Rate funding for data and telecommunication network services.

PROFESSIONAL DEVELOPMENT & CURRICULUM COACHES

We regularly hire experienced teachers and curriculum writers to help ensure that our curriculum is standards-based and high quality. An example is Henri Picciotto, a mathematics textbook author and curriculum expert who assists our math teachers in improving instructional practice and curriculum design.

Resources for Indispensable Schools and Educators (RISE)
www.risenetwork.org

Resources for Indispensable Schools and Educators (RISE) assists LPS by sourcing teachers as well as supporting teachers directly. RISE is a nationally recognized network of teachers and public schools that have the greatest impact on students in low-income communities. Committed to retaining teachers that consistently improve student achievement in K-12 public schools, RISE reduces attrition rates among those that would otherwise leave the profession.

Bay Area Math Project (BAMP)
<http://csmp.ucop.edu/cmp/bamp/>

BAMP hosts workshops in the Bay Area for math teachers on best practices in curriculum and instruction. LPS teachers have participated in summer sessions and Saturday seminars. The Director of BAMP has also served as a math coach for our schools.

The Bay Area Mathematics Project provides a forum for professional growth for K-12 mathematics teachers in the San Francisco Bay Area. BAMP is a project of the Lawrence Hall of Science at University of California at Berkeley.

UNIVERSITY PARTNERS

University of California at Berkeley
<http://students.berkeley.edu/apa/>

LPS partners with UC Berkeley's Center for Educational Outreach to establish a College-Going Culture at LPS. The Center provides professional development, literature and resources for students and teachers on College-Going Culture.

The Center for Educational Outreach (CEO) is charged with improving academic preparation and expanding educational opportunities for middle school, high school and community college students. Services include academic instruction, extracurricular enrichment activities, six summer academies, informational outreach and after-school tutoring.

Stanford University

<http://ed.stanford.edu/suse/index.html>

Two of LPS' Board members are from Stanford University's Graduate School of Education: Dean Deborah Stipek and Professor Guadalupe Valdez. Stanford is committed to providing educational expertise and resources to improve the education of LPS students and students in other public schools. In fall 2005, we held three of our Leadership Retreats for incoming freshmen at Stanford.

ORGANIZATIONAL DEVELOPMENT**Google, Inc.**

www.google.com

Sheryl Sandberg is a member of the LPS Board of Trustees and a volunteer regarding technology and career advice. She has provided extensive advice and guidance on operations, technology and human resources—and now plans to work with students on college and career advice with presentations and visits.

Sheryl and other staff members from Google, Inc. have offered to visit LPS schools to speak to students about careers in technology and form a relationship between the students and the professionals at Google. Google also provides tours to students wishing to visit the campus in Mountain View and see what it is like to work at a place like Google, Inc. Many urban students are not aware of exciting careers in technology companies, including roles for those who are not tech experts.

NewSchools Venture Fund

www.newschools.org

The NewSchools Venture Fund (NSVF) is one of our main funders. In addition, NSVF provides technical assistance, organizational development advice and holds annual Community of Practice conferences to share best practices with other charter school management organizations. Joanne Weiss, the Chief Operating Officer of NSVF, also serves on our Board.

Walton Family Foundation

<http://www.wffhome.com/index.htm>

The Walton Family Foundation provides LPS with startup funds for each new school, and is working with us to design a model assessment and evaluation system to judge both performance and improve practice.

Pisces Foundation

(no website)

The Pisces Foundation has been a supporter of LPS since our inception, and the former Director of Pisces, Anuja Master-Bose, served on our Board for two years. Pisces provides substantial operating support for the LPS Home Office.

Full Circle Fund

www.fullcirclefund.org

The Full Circle Fund is an alliance of emerging business leaders who address public problems through engaged philanthropy and public policy advocacy. The Full Circle Fund has provided startup funding for LPS, and FCF members have performed several volunteer consulting projects for LPS, including refining our marketing message, developing our organizational documents, financial planning and finding outside resources.

Student Testimonial

Gulaid Omar wrote the following statement in support of our charter petition:

Dear Oakland Unified School District,

Hello. My name is Gulaid Omar, and I am in the founding class of 2009 at LPS College Park. I have been here in this school for two years now, and I am confident that when I first step into our school's doors every day that I am going to learn something new.

LPS College Park has a very caring, loving, fantastic and wonderful staff. The staff (or as I like to say, my parents at school), are more than happy and eager to teach students whatever they need to learn. Our school has an environment that makes parents feel like their children are safe and are learning. It also makes students feel smart and that we can accomplish whatever we set our minds on.

I have attended public schools for most of my life, and I have seen okay schools and the worst schools. But I have never seen a school where the students were able to schedule a meeting with each other to resolve their own problems. I have also never been to a school where you had so many opportunities to participate in extra programs that help you further your learning, such as the Pre-Engineering Partnership program at UC Berkeley's College of Engineering. I know that because I attend LPS College Park that I will be able to get into a top college.

LPS College Park is a school that treats everyone with respect, whether they have good grades or bad grades. LPS College Park welcomes all kinds of students with open arms and tries to help everyone be successful and eventually get into college. This is exactly the type of school that students in the city of Oakland need.

Thank you,
Gulaid Omar
LPS College Park, Class of 2009

Nicole Preston wrote the following statement in support of our charter petition:

Dear Oakland Unified School District,

My name is Nicole Preston and I am a sophomore and a member of the Student Council at LPS College Park High School in Oakland, California. I am very fortunate to be in this school because I feel that my teachers are building a strong foundation for me to get into college, not just inside school but outside school too. During the summer, instead of hanging out in the streets, I attend classes at UC Berkeley in the Pre-Engineering Partnership to get the skills I need to get into any UC of my choice. Unlike any other school, LPS College Park doesn't just set the goal to pass the California High School Exit Exam or graduate high school, they help prepare you to get into any college of your choice, graduate from college and become whatever you possibly want to be.

There is a small population at LPS College Park and that results into smaller classes. The average class size is about 20 students and teachers can work more closely with students. Also, students have the opportunity to be tutored or be a peer tutor. Our teachers dedicate their time during lunch and after school to help you with anything, whether it be work, school issues or even home issues. We think of ourselves as a big family, sometimes having problems, but overcoming those problems. LPS College Park is a very safe place to be, both during school or after school. We don't have to worry about violence, drugs or alcohol issues. At LPS College Park it is not just about hard work. We also get to socialize, hang out and enjoy each other.

It is great that Oakland has a school like this and I wish everyone knew about it. LPS College Park makes education fun and if there were more schools like this, more African-American and Latino students would get into college and graduate from college.

Thank you,
Nicole Preston
LPS College Park Class of 2009

Newspaper and Magazine Articles

SFGate.com

Inner-city charter school kids get look at Stanford

Learning what it takes to go to college

Patrick Hoge, Chronicle Staff Writer

Thursday, August 25, 2005



Chronicle / Penni Gladstone

David Batista falls into a trust mat held by students attending a team-building session at Stanford. Chronicle photo by Penni Gladstone

Janette Torres looked down from atop some bleachers at her classmates below and quietly said she would not fall backward onto the canvas they held stretched over the green grass of the Stanford University campus.

None of the high school freshmen jeered Torres or tried to persuade her to change her mind. Rather, they cheered her simply for making a choice.

Such a reaction might not occur at many high schools, but it's just the sort that is encouraged at Leadership Public Schools, a fast-growing Bay Area network of charter schools that endeavors to send inner-city children to college.

"Instead of most students putting you down, they actually give you confidence," said Torres, 14, one of 100 freshmen from four Leadership schools spending three days this week at Stanford working on team building and learning what it takes to get to college -- a feat few in their families have accomplished.

"Our goal is that 100 percent of our kids will go to college," said Mark Kushner, who founded the nonprofit charter school network in San Francisco in 2002. Kushner, a former public school principal and teacher, wanted to create high schools with no more than 500 pupils to give students more attention and guidance.

The first campus opened in Richmond with a freshman class in 2003; a second followed in East San Jose in 2004. Campuses in Oakland and Hayward opened this week, and another is slated to open in Campbell next year.

Deborah Stipek, dean of Stanford's School of Education and a member of Leadership Public Schools' board of directors, called the program extraordinary.

"One thing to realize is how hard the work is. They are going into communities where kids are very significantly behind in skill levels and have not been held to high expectations," she said.

While none of the Leadership campuses has yet graduated a senior class, Richmond junior Trinidad Pizano believes that when his turn comes next year, he will be more prepared for college than he might have been had he attended school elsewhere.

"They give you that attention, and they tell you what you need to do to go college," said the 15-year-old, who felt comparatively lost at Adams Middle School, which had more than 1,000 students.

Leadership's graduation requirements are designed to satisfy the entrance requirements for the University of California, Kushner said. They include two years of a foreign language, courses in visual and performing arts, and a laboratory science class as well math, English, history and the like.

In addition, he said, the Leadership schools emphasize nonacademic skills that promote success, particularly public speaking and conflict resolution.

"We set the tone for all of that right in the very beginning," Kushner said.

The biggest event of the day involved students scaling a 20-foot wood wall -- something they could do only with the help of their fellow students, who hoisted them up and caught them when they fell. As with the backward-falling exercise, students were encouraged simply to decide what to do. The only requirement was that they state their name, a specific obstacle they saw to their going to college, and their decision of whether or not to climb.

Today, the students, who have been living in Stanford dormitory rooms, will tour the university. This is the first time the students' orientation has been on a college campus -- an idea that in retrospect seemed obvious.

"Many of these kids are the first generation in their families to think about going to college," Kushner said.

Jeo Bautista, 14, who lives with his grandmother in East San Jose, was impressed by Stanford.

"I think it's a really nice place. It's a clean place," he said. "I would like to go here if I could."

E-mail Patrick Hoge at phoge@sfgchronicle.com.

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A Bridge For the Underclass

By Sebastian Mallaby

Post

Monday, June 13, 2005; A19

A few weeks ago I met Mark Kushner, a charismatic product of Harvard and Oxford who dumped lawyering in favor of crusading. Kushner opened a high school in a tough section of San Francisco and took in kids who never counted on making it to college. By demanding high standards, Kushner succeeded in producing them: More than 95 percent of Leadership High School's graduates attend college, and most go to four-year programs.

This is more than merely heartwarming. It takes the ugliest monster in American society and smacks it on the head. Inequality in the United States is sharpening, and income increasingly reflects parental status. And while this may be linked to bad Republican tax policy, it has a lot more to do with bad education policy, defended for the most part by interest groups connected to the Democrats.

The press has been full of stories about the rich, the super-rich and the just absurdly rich, and it's certainly a scandal that families earning \$80,000 a year may face higher average tax rates than those with \$400,000. Yet much of the press anguish is about secondary problems. It's bad that the income of the median American family has risen by only a fifth over the past three decades, but at least it has been rising. Sharper ups and downs in middle-class income are troubling, but the middle class could protect itself by saving a bit more.

Now, you want to hear something really bad? The poorest fifth of Americans has experienced a rise in incomes of just 3 percent over the past three decades. The real problem in America is not about the middle class. It's about the underclass; about Americans who lack the skills and habits to advance at all.

That's where Kushner comes in. With the help of a former AOL executive, Scott Pearson, he has launched an organization to repeat the success of San Francisco in 25 other locations. In 2003 he opened a school across the Bay in Richmond, the most crime-ridden city in California, and another one in East San Jose, where 87 percent of the pupils are poor enough to qualify for free or subsidized school lunch. A lot of the incoming ninth-graders have reading skills somewhere between the second- and sixth-grade levels. Kushner is opening two more schools this year. All his new ventures will be in poor neighborhoods.

Taking ghetto kids and turning them into college kids sounds like a romantic fairy tale; it's mostly plain hard work. Visiting a class at Kushner's Richmond start-up recently, I suppose I was looking for the column writer's vignette: the one that conveys cheery inspiration in a sentence or two. Instead I found a bunch of ordinary teenagers struggling, rather ploddingly, with a history project. Releasing their potential is not like smashing an iron lock and opening the jail gates. It's a work of immense patience, the more heroic for that.

But there was one striking thing about the Richmond school: its physical appearance. This school, like all of Kushner's schools, is set up under California's charter law: It's a public, taxpayer-funded entity, but it's independently managed. Public-school authorities across the country tend to reflect the education establishment, which in turn resents the newcomers. And so they make life difficult for charter schools by denying them good premises.

To set up his Richmond school, Kushner was given an empty lot in the toughest area of this tough city, right across from an academy for teenagers who've been thrown out of regular high school. Kushner put up portacabins and a defensive wire perimeter, but there wasn't enough room to fit all the pupils. The city authorities then offered some space inside the remedial school, where maintaining discipline will be challenging. As Kushner has said sometimes, giving school boards power over charter schools' facilities is like entrusting decisions on Wal-Mart to Costco.

Some enlightened cities take a less hostile view. They want to manage a good portfolio of education options, and they're happy to let innovative start-ups provide some of them; they are not slavishly loyal to the teachers union. But in much of the country, charters face an uphill battle, even though the balance of the evidence suggests that they do better for pupils. Because high schools require large premises and are complex, opening a charter high school is particularly tough.

People who care about inequality should care about this, too. We could roll back the Bush tax cuts -- an excellent objective, certainly -- but the American class system won't soften until inner-city classrooms improve. Education is the last, lumbering public monopoly, and it is not performing: Only 23 percent of blacks and a fifth of Hispanics graduate from high school prepared for a four-year college; a quarter of all college freshmen require some sort of remedial course. So long as this is so, the alarming wealth gap in this country will remain unbridgeable, no matter whether tax policy is designed by Republicans or Democrats.

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Charter high school given green light

CONDITIONS FOR CAMPBELL DISTRICT CAMPUS

By Maya Suryaraman

Mercury News

The board of the Santa Clara County Office of Education on Wednesday cleared the way for a new charter high school for at-risk students in the San Jose area.

On a unanimous vote, the board granted permission to the non-profit Leadership Public Schools to start a charter school within the Campbell Union High School District. And the board gave LPS until February to meet nine conditions, including submitting an adequate plan for measuring student progress.

While supporters of school choice and LPS lauded the board's decision, others who fear the new charter will drain resources from the Campbell district expressed disappointment. "We keep trying to re-invent the system instead of fixing what we have," said Jenna Skinner, a parent with a student in the Campbell district's Del Mar High School.

Leadership Public Schools already operates a high school campus in Richmond that is in its second year and another in East San Jose, which opened in September.

Two more LPS high schools are scheduled to open in Oakland and Hayward this fall. The Campbell charter campus is slated for a fall 2006 opening.

The non-profit is one of many charter-school operators in California seeking to serve low-income and minority students, who are not achieving at the same levels as other pupils. Both the state and federal governments are pushing public schools to find a solution, and several charter schools have sprung up hoping they can crack the problem.

LPS is banking its success on the small-schools model. The organization's plan is to keep class sizes at each of its high school campuses below 25, and total enrollment below 500. In contrast, large comprehensive high schools typically enroll about 1,700 students.

LPS launched its efforts to open a charter in the Campbell district after being approached by People Acting in Community Together, a local church-based community advocacy group looking for ways to better educate the San Jose area's at-risk students.

"We need a small-school option for those kids who will do better in a smaller school," said PACT member Susan Price-Jang.

LPS originally took its petition for a charter in the Campbell district to district officials. But in January, the district rejected the non-profit's request, saying LPS lacked a track record.

"Our main concern is, we had no achievement data to look at," Superintendent Rhonda Farber said.

Staff members and several Campbell-district parents also worry about the financial impact of an LPS charter. Campbell would lose more than a half-million dollars in state per-pupil funding for every 100 students who choose a charter over one of Campbell's comprehensive high school campuses.

"The financial crisis that this would impose on the district is something I don't think this district can bear," said Skinner.

Over the past few years, the Campbell district, like others across the state, has made substantial budget cuts, including reducing its teaching staff. By law, districts with charters in their boundaries also have to provide the charters with classroom space if any is available. This can also create friction.

"School districts are feeling the money pinch right now," said Deborah Connelly, a consultant in the state Department of Education's charter schools division. "Having to provide facilities to charters is not helping that."

Connelly said that problems arise because districts have their own needs for facilities which conflict with the charter's.

However, state law does not allow chartering agencies to take into account the financial impacts on school districts if a charter opens within its boundaries.

Contact Maya Suryaraman at msuryaraman@mercurynews.com or (408) 920-5505.
4/7/2005

<http://www.mercurynews.com/mld/mercurynews/living/education/11332784.htm?template=contentModules/printstory.jsp>

LPS Charter Should Be Renewed Pursuant to Statutory Criteria

The Charter Schools Act provides five legal areas for review of a charter school petition (Ed. Code § 47605(b), cited below). The following five sections of the supplemental materials— Tabs III.B.1. through III.B.5.—document how LPS has met the criteria for each of these areas. As evidenced by our charter, we respectfully submit that there is no legal basis on which to deny this petition.

Tab

- III.B.1. LPS provides a sound educational program.
 - III.B.2. LPS development team will successfully implement the program.
 - III.B.3. LPS charter contains documentation of the required signatures.
 - III.B.4. LPS is non-sectarian, does not charge tuition, and does not discriminate.
 - III.B.5. The LPS charter contains reasonably comprehensive descriptions of all the elements required by Section 47605(b)(5).
-

The pertinent sections of California Education Code Section 47605(b) read as follows:

(b) ... In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of [elements A-P, the text of which appears below each Element of the charter for your convenience].*

Charter School Provides a Sound Educational Program Pursuant to Education Code §47605(b)(1)

1. **CHARTER SCHOOL PROVIDES A SOUND EDUCATIONAL PROGRAM (§47605(b)(1))**
 - a. **LPS Education Program Is Based on Research, Common Sense & Experience**
 - b. **Essential Elements of LPS Education Program**
 - c. **Approach to Instruction**
 - d. **Approach to Assessment**
 - e. **Approach To Professional Development**
 - f. **LPS Curriculum Design**
 - g. **Curriculum Sharing System**
 - h. **Sample UC Approved Course Offerings**
 - i. **Sample Curriculum Units**
 - j. **Services for Special Education Students**
 - k. **Services for English Language Learners**
 - l. **Sample Schedule, Calendar & Instructional Minutes Calculation**
 - m. **LPS Track Record of Success**

LPS Education Program Is Based on Research, Common Sense and Experience

The educational program of Leadership Public Schools is a sound educational program based on research, common sense and lessons learned.

We passionately believe all students can excel academically despite the daunting challenges many of them often face. Our program identifies and builds on the strengths of our students, their parents and their local communities, rather than any perceived deficits. LPS is dedicated to preparing high need students in urban communities to thrive in college and beyond. As explained in our charter, our educational model is based on six pillars of effective small school design:

High Expectations: All students take college preparatory coursework and graduates fulfill requirements for admission to the University of California. Students are expected to adhere to high standards of student behavior.

Significant Support: Small schools, small class sizes, four year advisory program and strong academic, social and college support programs.

Student Leadership: School-wide four-year leadership development program enabling all students to take responsibility for their lives and improve their community.

Talented Staff Sustained by Extensive Professional Development: Our schools improve their performance with weekly collaboration and staff development time, and 15 staff development days, all focused on teaching and learning.

Parent and Community Involvement: Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission.

Focus on Results: Our schools relentlessly focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents and staff create and reinforce a culture of achievement.

LPS takes these six design principles, and is creating a school that will meet the needs of the local community and students who enroll. As explained below, we indicate how research and experience show that this model will greatly benefit the students of College Park. A bibliography is included at the end.

Our educational model is based on both common sense and extensive research (Cotton, 2001; Meier, D., 1998; Muir, 2000). Leadership Public Schools is continually refining our innovative and challenging academic program, based on California standards, effective teaching practices and the best curriculum available (Wiggins and McTighe, 1998b; Zemelman, Daniels and Hyde, 1998; *World Class Schools*, 2002). Our University of

California approved courses are designed to prepare students for college, life and the world of work, encouraging them to think critically and creatively. We trust that students will have some fun, too.

Our programs are designed to allow our teachers and staff to work with students and parents to tailor the academic offering to the needs of students and the community. Our facilities are safe and we provide a balanced educational program. Our academic approach is supportive. Our teachers are constantly collaborating to find new ways to build student self esteem and self-reliance. Our leadership program is designed to help build the resilience and psychological strength of low income students who have not traditionally succeeded in school (Deegan, 1997; Klonsky and Klonsky, 1998).

Leadership development is the centerpiece of our curriculum, unifying and connecting all of our courses, programs and activities, including adult professional development. Our approach is designed to equip students with the knowledge, skills and attitudes needed to effect positive change in their communities. Students develop leadership skills by *exercising leadership* (van Linden and Fertman, 1998), and our courses and activities seek to maximize student opportunities to practice leadership directly. Here are five examples of how this is done in our curriculum:

Students learn about essential leadership concepts (e.g., transactional and transformative leaders, leadership authority, etc.), and apply those concepts through research and reporting on local leaders in their communities.

Students use research strategies to identify the needs and assets in their communities, and develop community action plans based on their findings.

Students use qualitative and quantitative techniques to evaluate the impact of their community action projects.

Students research and identify multiple causes for a variety of local, national and international social ills, and identify the most effective pathways for change.

Students learn facilitative techniques and use those and other skills to facilitate meetings and participate in high level decision-making in their school and community.

Our graduation course requirements are based on University of California A-G admissions requirements. This includes four years of English, three years of Social Studies, three years of Math (four recommended), two years of Science (three recommended), two years of Spanish (three recommended), and one year of art.

We expect that all our graduates, regardless of their economic or family background, are prepared and able to attend college. At LPS Richmond, our first LPS school, 97% of the graduates were accepted into a college, 90% of the students in that school are first generation college students. At Leadership High School, a separate organization founded and operated from 1995-2002 by Mark Kushner, the LPS CEO, approximately 98% (100% in 2002-2003) of the first three graduating classes enrolled in college. These graduates included approximately 82% students of color, with most coming from the very low income

areas of Hunter's Point and the Mission District of San Francisco. We expect similar performance in College Park despite the daunting challenges.

For physical development, we plan to offer Physical Education courses such as dance, yoga, basketball and other activities depending on the available facilities. We also plan to have a number of varsity CIF sports depending on the interest and initiative of our students. Currently LPS College Park has a multisite agreement and our students participate on the Castlemont Community of Small Schools' teams. At the school that we based our model upon, high school students started six Varsity interscholastic sports: boys and girls soccer, boys and girls basketball, boys baseball and girls volleyball.

In addition, our college expectations and extensive graduation requirements are tempered by a broad view of curriculum that includes learning experiences both inside and outside of the classroom. We believe that effective (Catlin Grobel School materials, 1998) curriculum:

Encompasses character development and the [student's] intellectual, creative, social, emotional and physical life;

Considers the developmental needs of [students], with the understanding that each student learns differently;

Recognizes, supports and extends the learning repertoire of each [student];

Emphasizes deep transferable understanding of the connections between disciplines;

Includes both what and how we teach, reflecting the values of the schools and the wisdom of leading educators;

Reflects the diversity of our society and the global community;

Includes continuous assessment and feedback using authentic and varied approaches;

Is thoughtfully coordinated, articulated, integrated and regularly reviewed.

We use curriculum mapping and "backward design" (starting with state standards and other desired outcomes) for our curriculum development. Our network will provide considerable support to teachers in terms of extensive staff development, pedagogical support and access to data and well-designed curricula to support and supplement their own curriculum (Wiggins, 1998a; Wiggins and McTighe, 1998b; Marzano, Pickering and Pollock, 2001).

Our sound educational model is also designed to meet the needs of students with different learning styles, English language learners, special education students and students with very low academic or reading skills. This personalized support program includes:

Academic Literacy Class: Research shows that students whose parents did not go to college or did not excel in school need explicit instruction in the skills needed to succeed in school. Academic Literacy is a 9th grade course that supports the work of the core teachers by reinforcing discipline-specific material, developing study skills, and providing differentiated opportunities for intervention. Specific strategies include

active reading techniques, time management, note-taking, test taking, vocabulary building, grammar, writing in different styles and genres, group skills, and problem-solving techniques.

Counseling Programs: The School will have a high ratio of counselors to students and a strong college counseling program, addressing any barriers to learning early and emphasizing the expectation of college attendance and community leadership.

Advisories: Each student will be assigned an advisor—who will ideally work with the student throughout his or her four years at the school. Advisors meet with their students three to four times per week, supporting their academic aspirations, shepherding them through their high school experience, and assisting them in their application to and transition into college. Advisors also communicate frequently with students' families, supporting their commitment to school and assisting with home-school relations. Advisories will have a low student-teacher ratio of approximately 15:1.

Multiculturally Adapted Curriculum and Instruction: A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others' heritages and to develop an understanding of multiple perspectives (Dilg, 1999; Rothstein-Fisch, Greenfield and Trumbull, 1999).

English Language Learner Support: Leadership Public Schools expects students to rapidly acquire proficiency in the English language; however, we recognize the importance of students' heritage and will reinforce an appreciation for the cultures, customs and languages of all our students. To ensure success for English language learners, we have incorporated a number of bilingual teaching strategies to our core curriculum, including building on students' culture, language and experience; practicing English in cooperative problem solving groups; using computer and peer tutors; and allowing community language norms in some informal learning situations (Chávez, 1997; Menken, 2000). We will occasionally reduce the number of academic courses a student takes at one time—to enable success—but not lower our ultimate graduation requirements (e.g., it may take the student longer to graduate). Families with limited English language proficiency will receive all information from the school in their native language.

Supplemental Reading Course: In addition to the academic classes during the day, we have created a Supplemental Reading Class for students, both native speakers and English Language learners, who require accelerated reading support. This course uses research-based and effective scripted reading programs such as *Read 180*, *Corrective Reading* and *Highpoint* (Grossen, 2003).

Tutoring and Office Hours: Each day after school and during lunch, teachers are available in each subject for tutoring and office hours.

Special Education Support: Aside from participation in the other programs listed, Leadership will support all Special Education students enrolled in our charter school in compliance with their Individual Education Plans ("IEPs") and with state and federal laws by participating in a SELPA as an LEA or as an arm of the local District as allowed by law.

Finally, our program benefits all our students because of our outstanding teachers and dedication to quality staff development.

To give you an indication of the quality of the teachers expected at Leadership Public Schools, we have included our teacher bios for our school in Oakland, California. A partial list of the bios can be found at Section III.A.5. These teachers are talented, experienced and good teammates. The Leadership hiring process is thorough and focuses on four main qualifications: academic expertise, experience with diverse youth, collegiality and appropriate teaching credentials. We routinely receive hundreds of applications for each position and use a number of search consultants to ensure quality candidates.

Leadership Public Schools teachers are active members of a professional learning community (DuFour and Eaker, 1998; Roberts and Pruitt, 2003). Teachers collaborate weekly and participate in an award-winning peer coaching system. Leadership invests heavily in teacher development, with 15 full days of professional development per year and weekly staff meetings dedicated to teaching and learning. We believe the structured regular nature of "critical friends" interactions is particularly effective (Cushman, 1996; Neufield and Roper, 2003).

In summary, our educational model is sound, and is supported by research, common sense and the documented experience.

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LPS Education Program: Essential Elements (Subject to Review)

- Standards-Based College Preparatory Courses
 - Meet A–G requirements; students must attain a C- or better in each A–G course to graduate
 - Student assessments and individual support based upon demonstrated proficiency on standards
 - Required courses have similar level of challenge for all students (heterogeneous grouping)

- Leadership and Advisory Program
 - Leadership standards addressed across four years
 - Retreat
 - Each grade level
 - Beginning of year
 - 3 days
 - 9th grade:
 - Off campus
 - Overnight
 - Includes some of leadership curriculum
 - Includes community-building exercises (e.g., ropes course)
 - Leadership Advisory Course
 - Required for 4 years
 - Guided by Leadership Advisory Curriculum
 - Silent sustained reading at least 15 minutes per session
 - Everyone in the school reads
 - Advising
 - Guidance provided on academic progress, school readiness, extra-curricular issues
 - 1:1 academic conferences at least 3 times per year
 - At least 3 contacts between advisors and parents/guardians per year; 1 within the first month

- Exhibitions
 - Occur at the end of each year
 - Represent accomplishments from across the year
 - Include ideas and issues drawn from a range of disciplines
 - Senior year presented to an external panel

- Teacher Professional Learning Community
 - Collaboration
 - At least 1 hour per week built into schedule
 - Focus on relationship between design and data
 - Professional Development
 - Components
 - Individual growth plans
 - Whole-school learning
 - At least 2 hours per week built into schedule
 - One overarching theme per year
 - Balance of thematic and unanticipated issues
 - Action research
 - Study groups
 - Curriculum Development
 - Backwards-planned; designed in Atlas
 - At each school site: common units and assessments for each course
 - Principal or designee reviews units—including major assessments—prior to when they are taught
 - Principal or designee monitors and supports relationship between instruction and the published curriculum

- High Expectations
 - Challenge provided for all students in all courses
 - Lessons target top quarter of students
 - Objective of and agenda for each day is apparent to each student
 - Students are expected to demonstrate proficiency on the standards, and will receive sufficient support when they experience difficulty
 - Student support is timely, directive and based on intervention, not remediation
 - Student support is systemic—the entire community responds

- Personalization of Learning Experience
 - Instruction
 - Lessons differentiated within classes
 - Diagnostic assessments inform teacher practice and supplemental support
 - Students provided appropriate supplemental support if English learner, Special Education and/or two or more years below grade level in reading or math
 - Teachers available for assistance outside of class time
 - At least 2 hours per week
 - At least 1 contact between teacher and parents/guardians of each of teacher's students within the first 2 months

- Standards-Based Assessment Informs Instruction
 - Standards-based grading
 - Standards are apparent to each student
 - Students are provided multiple opportunities to demonstrate proficiency on standards
 - Report cards reflect proficiency on standards
 - Assessment results are used to evaluate lesson design and guide individual student learning
 - Collaboration
 - Departmental conversations around data at least 2 times per month
 - Individual administrator <-> teacher conversations around data at least 3 times per year
 - Common grading of culminating unit assessments at least 2 times per year.

Approach to Instruction

We are all possessed of a desire to unravel our world. When we engage in this endeavor, we describe, ask questions, construct explanations, test those explanations. In order to create knowledge, we must have an understanding of the methods, processes, and limitations of a domain, as well as a recognition of the diverse ways that individuals study within these domains. This requires identification of fundamental principles, use of critical and logical thinking, and consideration of alternative explanations. This is an active process, but "hands-on" is neither a necessary nor sufficient characteristic; it must be "minds-on". Pursuit of, not just information, but "the phosphorescence of thought" (E. Dickenson).

We honor our students as inquirers, recognize the challenges presented by complex problems, and assist them in applying patience and perseverance to problems. As they develop an understanding of their world, we encourage them to take risks, question assumptions and assume ownership for their own learning. In the words of Jacob Bronowski:

It is important that students bring a certain ragamuffin barefoot irreverence to their studies; they are not here to worship what is known, but to question it.

Our approach to instruction is founded upon the following beliefs:

The primary goal of learning is to gain enduring understanding.

Learning is enhanced by self-assessment, reflection and metacognition.

Learning is facilitated when students construct meaning around the major concepts and principles of a discipline, make connections among the disciplines, and apply trans-disciplinary skills.

Learners benefit from continuous assessment that provides clear, thorough and individual feedback.

Learners learn most effectively when they take an active role through inquiry, analysis, problem solving and discovery.

Learners learn best when they are appropriately challenged, interested in the material, find it relevant, and are confident that success is within their grasp.

Learners possess diverse abilities, multiple forms of intelligence and different learning styles; these attributes are most effectively utilized when teachers differentiate instructional opportunities.

Students and teachers at Leadership Public Schools engage in a range of endeavors in the pursuit of understanding. The specific instructional techniques employed will vary depending upon the nature of the material. While we recognize that there are several possible routes toward the same learning outcome, we preferentially choose approaches that are more authentic, more efficient and/or more effective. Whenever feasible, students will be at the center of their learning experience.

LPS's basic Instructional Delivery Model is attached.

The strategies we draw upon include didactic instruction, cooperative learning, study teams, group investigations, Socratic seminars, extended projects, service learning. While this is somewhat of a laundry list of strategies, they share two salient characteristics: they emphasize collaboration and students maintain some control over their learning.

LPS Instructional Delivery Model

Updated: September 26, 2006

Launch (3-7 minutes)
<i>Purpose: Quickly engage students through a warm-up</i>
<ul style="list-style-type: none"> • Self-explanatory and self-directed (written on the board, overhead, or on paper) • Differentiated so all students can engage in task (e.g., use Bloom's Taxonomy in creating questions at different levels) • Relevant (e.g., preview or review of content) • Something students do upon entering the classroom (silently) • Set up before students enter the classroom • Becomes a part of the routine that students expect every day
Presentation of Information (15-20 minutes)
<i>Purpose: Present and/or model a standards-based fact, concept or skill</i>
<ul style="list-style-type: none"> • Explain the objectives and outcomes for the lesson (a verbal explanation of the board set up) • Teach new knowledge, process, or skill in most effective manner. Possible methods include discovery, discussion, reading, lecture/note-taking, film, tape, video, pictures, Powerpoint, etc. • Model skill or process (when applicable). Critical aspects are explained through labeling, categorizing, comparing, etc. • Check for understanding to determine whether students are making sense of the material. Ask questions orally or visually (e.g., thumbs-up/down/sideways) • Explain the procedures for the small group or individual practice
Individual/Small Group Practice (35-45 minutes)
<i>Purpose: Students practice and apply the learning objective(s) for the day</i>
<ul style="list-style-type: none"> • Clear objective, directions, and roles for group members • Students held accountable for their work through a completion of a product • Students guided through their pacing by prompts from the facilitator • Actively monitoring through individually conferring with students, taking notes, prompting thinking, and clarifying concepts. • Task is thoughtfully designed for the individual or group considering the objective and the grouping needs (group tasks are "group-worthy")
Summary (5-10 minutes)
<i>Purpose: Bring closure to the class by summarizing the learning objective</i>
<ul style="list-style-type: none"> • Reinforce major points to be learned • Students summarize their learning (e.g., exit tickets)

<i>Rating</i>	<i>Level</i>
4	Exemplary
3	Proficient
2	Progressing
1	Needs Improvement

Approach to Assessment

LPS approaches student assessments with three lenses:

Approach	Purpose	Reference Points	Key Assessor
Assessment <i>of</i> Learning	Reporting, placement, promotion	Other students	Teacher
Assessment <i>for</i> Learning	Teachers' instructional decisions	External standards	Teacher
Assessment <i>as</i> Learning	Self-monitoring and self-correction	Personal goals & external standards	Student

LPS focuses greater energies on using assessment *for* and *as* learning for the purposes of using assessment data to inform instruction and engage students in self-assessment.

LPS assessments originate from three main sources:

State Mandated	LPS Network	Course-Specific
STAR - <i>Grades 9-11</i>	Scholastic Reading Inventory (SRI)	Essays
CA High School Exit Exam (CAHSEE) - <i>Grades 10-12</i>	Mathematics Diagnostic Testing Project (MDTP)	Quizzes/tests
CA English Language Development Test (CELDT) - <i>ELL only</i>	LPS Writing Assessment	Portfolios
Physical Fitness Testing (PFT) - <i>Grade 9</i>	Benchmark Assessments	Research Projects
		Performance Tasks
		Laboratory Reports

LPS assessment data will be used for the following purposes:

Assessment	Purpose	Process
Scholastic Reading Inventory (SRI)	Initial placement & diagnostic data	School administrators collect and use data to inform placing/graduating students for reading support classes; all teachers use for differentiating instruction
Mathematics Diagnostic Testing Project (MDTP)	Initial placement & diagnostic data	School administrators collect and use data (along with other data) to determine math class at entry; math teachers use data to identify skill gaps and differentiate instruction
LPS Writing Assessment	Initial placement & diagnostic data	English teachers use data to identify skill gaps; all teachers use for differentiating instruction
California English Language Development Test (CELDT)	Initial placement & diagnostic data	School administrators collect data and use for EL support and placement; all teachers use for differentiating instruction
Teacher-created formative assessments	Continuous feedback for teachers	Teacher creates and tracks assessments
Benchmark assessments	Assess student mastery of standards at regular intervals.	Assessments created collaboratively; teacher-teacher and teacher-principal dialogue re: mastery of standards and next steps (e.g., re-teach, differentiate)
STAR/CAHSEE	Meet charter/state goals & diagnostic	Results used by teachers and administrators to identify and support BB & FBB students (for STAR) and NP (for CAHSEE)

One of LPS' key assessment tools is benchmark assessments; they are aligned with the state standards and curriculum plans, and support:

- Teachers to assess student mastery, inform instruction, and check pacing. The assessments facilitate conversation and learning among teachers by sharing practices that work
- Principals to identify classroom interventions and collaboration groupings
- Home office staff to identify curricular gaps and inform professional development plans

Benchmark assessments provide the opportunity for teachers, principals, and home office staff to audit student performance on a regular basis.

Approach to Professional Development

Leadership Public Schools is committed to providing robust professional development to all its employees. This professional development is focused on school-identified goals, and differentiated to meet the needs of individual teachers.

Our professional development program currently has the following components:

- Individual growth plans developed by teachers and supported by the administration
- 15 full professional development days over the course of the year
- 3 hours per week of professional development meetings and teacher collaboration

Teachers and administrators meet in a variety of configurations:

- "Critical Friends" groups
- Study teams
- Departments
- Course teams
- Grade level advisors
- Whole faculty

Professional development is provided by:

- School-site teachers and administrators
- Home Office specialists in the following areas:
 - Curriculum Design
 - Instruction
 - Education Research
 - Assessment
 - Leadership
 - Literacy
 - Academic Support
 - Special Education
- Outside experts from a range of organizations, including:
 - WestEd
 - EdTrust
 - Association for Supervision and Curriculum Development (ASCD)
 - National Education Services
 - BAYCES
 - Bay Area Math Project
 - Bay Area Writing Project
 - Bay Area Science Project
 - Coalition of Essential Schools
 - County Offices of Education

LPS Curriculum Design

We believe that there are certain fundamental principles that inform the design and—to a lesser extent—the content of all good curricula. At the same time, a curriculum must respect the unique characteristics of the local community and take advantage of the expertise resident within the teaching faculty. We have developed guidelines to assist us in developing curriculum, and we have compiled a wide array of curricular materials to support us in this process.

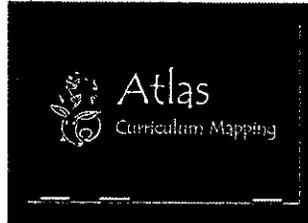
- The overall 4-year program derives from the California State Standards.
 - Enduring understandings are developed for each year, representing both a subset of and expansion upon these standards.
 - Each unit builds toward these standards and enduring understandings.
 - ◆ Each lesson supports the aims of its encompassing unit.
- Curriculum and Instruction will be designed such that students have the opportunity to demonstrate proficiency on all the standards. This does not mean that each standard must be “covered” in depth, but that opportunities to learn what is represented by the standards, and express that learning, are present.
- The curriculum accommodates the needs of individual students, taking into account such factors as ELL, a range of numeracy/literacy levels and special learning needs.
- Units are designed through a backward design process.
 - Units articulate the specific results sought: enduring understandings and standards/benchmarks.
 - Units include performance tasks designed to assess student progress toward the benchmarks. Inasmuch as possible, major assessments are developed prior to commencing a unit.
 - Units incorporate meaningful and engaging learning experiences.
 - Units identify the best teaching and learning resources.
- All units are planned collaboratively; teachers use the curriculum documents as planning tools and as a focus of professional exchange with colleagues.
- Units are developed and revised within *Atlas*. *Atlas* is our online curriculum mapping and knowledge-sharing program. Each school contributes curriculum to, and derives curriculum from, network-wide collaborative maps.
- Teachers of the same subject in the same building teach substantially the same units and give the same culminating benchmark assessments.
- The curriculum is dynamic: subject to on-going revision, taking into account advancements identified through professional development and research, as well as changes in external requirements (e.g., state tests, UC requirements).

Our goal is that the unit as a physical thing—represented by Atlas maps, planning documents, resources, etc.—will be both robust and organic, supporting and inspiring our evolving program.



Curriculum Sharing System

The following is a sample excerpt of the LPS sharing software produced by the Atlas Corporation. This software enables teachers to collaborate easily and effectively and enables administrators to monitor both quality of curriculum and coverage of California State standards. LPS may choose to use another system in the future.



Functions

Functional Overview

Atlas is a Web application designed to electronically encompass the process of curriculum mapping to facilitate collaboration among teachers across subjects, grades and schools. Its extensions go beyond just recording and reporting, to the sharing of curriculum strategies with administrators, superintendents, boards of trustees and parents. Armed with the most current and enhanced curriculum data, educators and administrators alike are empowered to advance and improve the learning experience of all their students on a continuum.

Tool Designed for Teachers

- Allows links to online tools and library resources in curriculum development.
- Immediate, continual access to curriculum data.
- Ideal for orientation of new teachers in classroom practices.
- Aids in aligning curriculum with school guidelines.
- Incorporates easy access to school and state standards.
- Allows for rapid development of new courses.
- Highlights best practices.
- Facilitates benchmark assessment planning and testing.
- Supports drag, drop and edit development environment.
- Uses powerful search engine for rapid lookup and retrieval.

Tool Useful for Administrators

- Identifies seams and repetition in the curriculum.
- Allows tracking and implementing educational goals and benchmarks.
- Collaborative tool for developing school-wide curriculum.
- Resource to view state and national standards.
- Use in evaluating testing results as they relate to curriculum plans.
- Accountability reporting to school boards and funding institutions.
- Promotional tool for school admissions efforts.

Tool for Communicating with Students and Parents

Students can anticipate lesson and project requirements.
Parents can view skills development expectations.
Gateway to student assignments, special projects and resources.

Key Features

Adaptability

Customizable to each school's unique needs.
What is actually mapped.
How it is mapped.
How curriculum is shared.
Presentation can reflect:
School organization.
Class and course structure.
School terminology.
School colors.
School logo.

Accessibility

Web-based for anytime, anywhere computer access.
Anytime of the day or night.
Anywhere – access from school, home, internationally.
Supports Netscape, Internet Explorer and AOL browsers.
Hardware independence.
Operates on both PCs or MACs.

Ease of Use

Does not require advanced technology skills.
Easy as typing, pointing and clicking.
Quick access to information.
Consistent, easy to understand navigation.

Communication

Access to the most current "real time" information.
"Notes" can be attached to each curriculum map as a way to capture input from teachers and administrators.
E-mail access to school's faculty with a touch of a button.

Collaboration

Tool for developing, analyzing, assessing and supporting curriculum strategies.
Opens the door to best practices and creative ideas among educators.
Supports strong partnerships between parents, teachers and administrators.

Atlas Curriculum Mapping Sample Maps

**Mapping Categories Can Vary by School.

Categories Might Include:

- | | | |
|-----------------------|--------------|----------------------|
| - Content | - Goals | - Field Trips |
| - Skills | - Objectives | - Current Events |
| - Assessment | - Criteria | - Special Programs |
| - Essential Questions | - Benchmarks | - Library References |
| - Books & Materials | | - Required Supplies |

Maps Can Also Include Links to:

- Lesson Plans
- Syllabus
- Study Guides
- Reference Materials
- Videos
- Assessment Tests

Maps Can Be:

- Flagged
- Annotated
- Commented
- Copied
- Edited

Maps Can Be Printed on Demand and Searched in Numerous Ways:

- By Subject
- By Grade
- By Teacher
- By Course
- By Category
- By Month
- By Benchmark
- By Assessment Opportunity
- By Key Words
- By Any Combination of the Above

Representative Mapping Examples Are Shown on the Next Page.

Representative Maps

 Yearly Curriculum <i>Cake, Sharon / English / Grade 10 (Upper School)</i>					
Month	Content	Skills	Assessment	Essential Questions	Books & Materials
September	William Faulkner As I Lay Dying Poetry Grammar	Critical Analysis of Experimental Narrative Vocabulary	5 page critical-essay Vocab Quizzes In Class writing Reading quizzes	How does narrative strategy contribute to our understanding of character and theme? How does the human response to death inform our notions of family, madness, and duty? In what ways is sanity a social construct?	Faulkner As I Lay Dying DeRoche ed. The Heath Introduction to Poetry
October	Short Fiction Shakespeare Hamlet Poetry Grammar	Close analysis of short fiction. Interpretation of dramatic productions	"Short story" story assignment in-class Writing Reading quizzes	What defines a story? (Limits of experimentation, plot) How does the human response to death inform our notions of family, madness, and duty? In what ways is sanity a social construct?	DeRoche ed. The Heath Introduction to Poetry Charters ed., The Story and the Writer Shakespeare Hamlet Postland Center Stage Production Hamlet
November	Shakespeare Hamlet Salinger Catcher in the Rye Tom Stoppard, Rosencrantz and Guildenstern are Dead (stage production) Poetry Grammar	Studying the unreliable narrator Understanding parody, reference Studying motifs, symbols, and recurring themes	Hamlet Project (exaltion, script for film or stage production of a scene, critical essay) Reading quizzes	How does performance relate to theme in dramatic production? What is maturation? What defines adolescence and adulthood? Effect of death on a family	DeRoche ed. The Heath Introduction to Poetry Shakespeare Hamlet Film versions of Hamlet, A/V resources Salinger Catcher in the Rye Tom Stoppard, Rosencrantz and Guildenstern are Dead (stage production)
December	Chaucer The Canterbury Tales Poetry Grammar	Imitative writing Storytelling Critical Analysis Timed Writing	Retelling of a tale Final Exam	What are the essential elements of love and marriage? What are the uses of humor in a complex narrative? How do we recognize the forms of stories?	DeRoche ed. The Heath Introduction to Poetry Chaucer The Canterbury Tales

 Yearly Curriculum <i>DeWitte, Ben / Science / Grade 1 (Firwood Elementary)</i>					
Month	Concepts	Goals	Objectives	Materials & References	Field Trips
September	All activities done with 2-4 students at a time. Apples & Flying Seeds Observe the development of an apple from a flower using a flip book Discover the number an arrangement of seeds within an apple out both vertically and horizontally Observe how seeds may be dispersed by wind Play with maple tree's flying seeds	Develop cooperative learning within a small group	Reasonable predictions showing memory and recall of flower-fruit-seed development, as well as for interior of apple	The idea for this assignment was taken from the website http://www.lovescience.com	Take a trip to the apple orchard. Students can pick out their own apples...

 Yearly Curriculum <i>Mendenhall, Jason / Advanced Geometry / Grade 8 (Cedar Ridge Middle School)</i>				
Month	Objectives	Tests & Quizzes	Key Assignments	Lesson Plans
September	Recognize and describe qualities of points and lines in network and Euclidean Geometry Students will graph lines either by finding several coordinates or putting equation into $y=mx+b$ Students will start to define words based on the undefined terms and recognize what makes a good definition including such words as space, figure, polygon. Students will come to understand what "between" means in geometry and this will help them determine various distances Students will write and analyze conditional statements and their converses for both their truth value and the various parts Students will determine the results of union and intersection of sets	2 quizzes 1 test	Daily assignments Group activities: write conditionals that fit a given criteria; determine how to categorize various shapes and numbers. Poem/collage of pre-concept of Geometry.	Link to lesson plan on district server at: http://my2000oldsite1/mylessonplan.html

Sample UC Approved Course Offerings

LPS is in the process of having these and other UC Approved courses for LPS approved for LPS College Park.

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

OFFICE OF THE INTERIM VICE PRESIDENT – STUDENT AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

Summary of Course List Updates 2006-07 Academic Year

Thank you for submitting updates to your school's University of California certified "a-g" course list.

You may return to the web site at any time to monitor the progress of UC's evaluation of these updates (from the past submissions section on the home page). Your school's specified contact person will be notified via e-mail or hardcopy when the evaluation of these updates is final.

Date Submitted: February 28, 2006 2:06 PM

School Information	
School Name Leadership Public Schools - Richmond	
Mailing Address 2601 Mission Street, 9th Floor San Francisco, CA 94110	Street Address 715 Chanslor Avenue Richmond, CA 94801
School / District Web Site www.leadps.org	
Phone (510) 235-4522	Fax (510) 588-4593
Principal/Headmaster Name: Ranj Goyal Title / Position: Principal Phone: (510) 235-4522 Fax: (510) 588-4593 E-mail: rgoyal@leadps.org	School Course List Contact Name: John Hall Title / Position: VP, Curriculum and Instruction Phone: (415) 695-0689 Ext. 215 Fax: (510) 588-4593 E-mail: jhall@leadps.org

Comments / Notes
Provide any additional explanation or clarification to include with your submission.

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description English 1 will focus on development of skills in competent writing, in analyzing content, through reading, and cultivate their ability to state their points, in writing, and orally, through the theme of development of one's identity. Students will gain skills necessary for competent writing through practice of a variety of essays, grammar and word usage, and organizing, and editing of work. They will gain skills in reading comprehension through learning to analyze text and demonstrate understanding of concepts and ideas.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes Reading Standards Students will be able to understand an author's arguments by using elements of the text to defend and clarify interpretations. Students will be able to understand and analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. Students will be able to understand the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (on-going vocabulary development) Students will encounter new words and be able to apply knowledge of their definitions and grammatical function in order to incorporate them into their own writing.
Writing Standards Students will write an autobiographical narrative in which they narrate a sequence of events and communicate their significance to the audience. Students will also write using descriptive language of sensory details and use interior monologue to depict their own feelings. Students will understand and explore the significance of personal experiences, events, conditions, or concerns using the rhetorical strategy of exposition, while also drawing comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
Written and Oral Language Conventions Standards

Summary of Course List Updates - Page 4

Revisions to Existing Courses

Underlined courses denote extra honors credit.

Calendar Type (2006-07 Academic Year)	Other
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Summary of Course List Updates - Page 2

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title English 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input checked="" type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s) / Abbreviation(s) English 1	Category English
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No if no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No if no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 3

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title English 4	9. Subject Area <input type="checkbox"/> a-History / Social Science <input checked="" type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s) / Abbreviation(s) English 4	
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	Category English
5. District West Contra Costa Unified School District	
6. City San Francisco	10. Grade Level 11th, 12th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 12

<p>(on-going grammar development) Students will be able to write and speak with a command of standard English conventions</p>
<p>21. Course Objectives</p> <p>1. Students are reading on a daily and nightly basis and are actively engaged in analysis of literature.</p> <p>2. Units in Literature come from a range of cultures, giving students myriad opportunities to make multi-cultural connections, whether it is in the rich context of their community or nation, but also global connections. The Literature used is also representative classics exposing students to rich works of Literature.</p> <p>3. Students are engaged daily in the writing process. This can range from a brief warm-up to a more formal exercise. In the case of a written composition or project, the will be able to produce work that is complete, informative and thoughtful, well organized, and coherent. The writer uses a wide range of strategies in varying sentence structure and vocabulary and lacks errors in writing conventions (mechanics, grammar usage and spelling).</p> <p>4. Students regularly engage in vocabulary development.</p> <p>5. Grammar usage is learned in the context of reading and writing assignments.</p> <p>6. Students build their speaking and listening skills through meaningful, guided discussions.</p>
<p>22. Course Outline</p> <p>Unit Text/ Key Assignments Standards</p> <p>Unit One: Who Am I? Short Story excerpts R: 1.3, 3.2, 3.5 W: 1.1, 1.5, 1.9, 1.4 WA: 2.1 WC: 1.1, 1.2, 1.3, 1.4</p> <p>Unit Two: Where do we come from? Mythology (Odyssey, Origin Myths) Bless Me Ultima R: 1.3, 3.1, 3.2, 3.4, 3.5, 3.7 W: 1.1, 1.5, 1.3, 1.9, 1.4 WA: 2.1, 2.2 WC: 1.1, 1.2, 1.3, 1.4</p> <p>Unit Three: Influence of Society and Family Parrot in the Oven Pay it Forward R: 2.8, 3.3 W: 1.1, 1.6, 1.9, 1.4 WC: 1.1, 1.2, 1.3, 1.4</p> <p>Unit Four: What Changes Us? Romeo and Juliet R: 3.1, 3.3, 3.4, 3.7, 3.1 W: 1.1, 1.6, 1.9, 1.4 WA: 2.2, 2.3, 2.4 WC: 1.1, 1.2, 1.3, 1.4</p> <p>Unit Five: Expression and Perception of Self? Poetry/Short Story R: 3.2, 3.5, 3.7 W: 1.1, 1.5, 1.6, 1.9, 1.4 WA: 2.1, 2.2, 2.3 WC: 1.1, 1.2, 1.3, 1.4</p>

<p>Unit Six: How do we overcome Adversity? Blackboy The Color Purple R: 2.8, 3.3, 3.4 W: 1.1, 1.6, 1.9, 1.4 WA: 2.2, 2.3, 2.4 WC: 1.1, 1.2, 1.3, 1.4</p>
<p>23. Texts & Supplemental Instructional Materials Parrot in the Oven Romeo and Juliet A Lesson Before Dying Bless Me Ultima Blackboy The Color Purple Various short stories Poetry Unit (selections of poetry) Film Analysis Unit Greek Mythology Internet Research DVDs</p>
<p>24. Key Assignments 1. Long-term writing assignments and in class writing tasks which include, Narrative- Creation Myths, Persuasive, Argumentative, Reflective essays. Example: Narrative Writing Assignment (Student will write a reflective essay. The occasion will be a "Turning Point/Personal Challenge." Write about a "turning point" in your life that occurred in your neighborhood.) Example: Expository Essay (Students will write an analytical essay about beauty or race.) 2. Story Maps, Organizational methods for writing 3. BINGO pre-reading exercises 4. Independent projects 5. Poetry Project 6. Students will have vocabulary tests, study guide questions, and "show and tell" activities. Students will also examine the text and have class discussions about issues of race, beauty, and self-hatred.</p>
<p>25. Instructional Methods and/or Strategies Lectures Class discussions Reading primary and secondary sources Research projects (in written and oral form) Group projects (in written and oral form) Audio and visual presentations CD and tape players Internet access in the classroom Differentiated learning strategies</p>
<p>26. Assessment Methods and/or Tools 1. Teacher feedback will be given on all written and oral work with regular student revision and rewrite.</p>

Summary of Course List Updates - Page 6

2. Nightly homework assignments where students will be graded on the quality of their work, according to clearly stated expectations for each assignment.
3. Students will be expected to produce a portfolio at the end of the year containing their major writing assignments, which include reflective, creative and analytical writing and other assessments.
4. Vocabulary Quizzes are given on a bi-weekly cycle based on works of literature and Kaplan SAT prep.
5. Rubrics are used for long-term writing projects which involve multiple drafts as well as in-class essays.
6. Tests based on writing process, reading comprehension, and grammar usage are given as necessary. Students who receive less than C- have the opportunity for a retake for a mark up to B-

C. HONORS COURSES ONLY

27. Indicate how this honors course is different from the standard course.
Not applicable for this course.

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)
29. History of Course Development (optional)

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title English 2	9. Subject Area <input type="checkbox"/> a-History / Social Science <input checked="" type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s) / Abbreviation(s) English 2	
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	Category English
6. City San Francisco	10. Grade Level 10th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 8

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description English 2 is designed to meet the requirements for the State of California Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title English 3	9. Subject Area <input type="checkbox"/> a-History / Social Science <input checked="" type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s) / Abbreviation(s) English 3	Category English
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	10. Grade Level 11th, 12th
5. District West Contra Costa Unified School District	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6. City San Francisco	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
7. School / District / Program Web Site www.leadps.org	
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 895-0669 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 10

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites English 9 English 10
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description English 3 is designed to meet the requirements for the State of California Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Math 5	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input checked="" type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Advanced Mathematics
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 20

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school/program? UCCP Course title at other school: English IV
16. Pre-Requisites English 9 English 10
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description English 4 is designed to meet the requirements for the State of California Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Math 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input checked="" type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	Category Algebra 1
6. City San Francisco	10. Grade Level 9th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 895-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 14

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Math I is designed to meet the requirements for the State of California Standards and Guidelines for Algebra 1 and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

* Transcript Title / Abbreviations:

1. Math 1
2. Algebra 1

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Math 2	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input checked="" type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Geometry
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	10. Grade Level 9th, 10th
5. District West Contra Costa Unified School District	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6. City San Francisco	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
7. School / District / Program Web Site www.leadps.org	13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course

Summary of Course List Updates - Page 16

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Math 2 is designed to meet the requirements for the State of California Standards and Guidelines for Geometry and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Students will find the concepts in this course practical in everyday life, in addition to preparing for the California High School Exit Examination (CAHSEE). We will be investigating circles, triangles, and other shapes to learn about angles, perimeter, area, and volume. Logic games and puzzles will introduce the basis of proofs, and we will study three-dimensional shapes such as prisms, pyramids, and cones. This course reviews and relies upon knowledge of Algebra 1.

* Transcript Title / Abbreviations:

1. Math 2
2. Geometry

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Math 3	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input checked="" type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Algebra 2
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	10. Grade Level 9th, 10th, 11th
5. District West Contra Costa Unified School District	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6. City San Francisco	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
7. School / District / Program Web Site www.leadps.org	
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 18

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Math 1
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Math 3 is designed to meet the requirements for the State of California Standards and Guidelines for Algebra II and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

*** Transcript Title / Abbreviations:**

1. Math 3
2. Algebra 2

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title History 3	9. Subject Area <input checked="" type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category U.S. History
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 895-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 26

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school/program? Palm Springs Unified School District Course title at other school: Calculus
16. Pre-Requisites Math 4
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Math 5 is designed to meet the requirements for the State of California Standards and Guidelines for Calculus and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.

*** Transcript Title / Abbreviations:**

1. Math 5
2. Calculus

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title History 1	9. Subject Area <input checked="" type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	Category World History / Geography / Cultures
6. City San Francisco	10. Grade Level 9th, 10th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 22

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description History 1 is designed to adhere to the History-Social Science Framework as put forth by the State of California and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. History 1 focuses on the Origins of Western Thought, Geography, Democracy, and Nationalism, and Independence.

*** Transcript Title / Abbreviations:**

1. History 1
2. Early Modern World History

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Math 4	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input checked="" type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Advanced Mathematics
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	10. Grade Level 9th, 10th, 11th, 12th
5. District West Contra Costa Unified School District	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6. City San Francisco	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
7. School / District / Program Web Site www.leadps.org	
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 24

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Math 4 is designed to meet the requirements for the State of California Standards and Guidelines for Math Analysis and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits.

*** Transcript Title / Abbreviations:**

1. Math 4
2. Math Analysis

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title History 2	9. Subject Area <input checked="" type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>{see list of abbreviations below}</i>	Category World History / Geography / Cultures
3. Transcript Course Code(s)/Number(s) * <i>{see list of codes below}</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 26

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description History 2 is designed to meet the requirements for the State of California Standards and Guidelines for Grade Ten: World History, Culture, and Geography: The Modern World, and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

*** Transcript Title / Abbreviations:**

1. History 2
2. Late Modern World History

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Biology 1
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Biology 2 is designed to meet the requirements for the State of California Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Biology 2 is based on concepts learned in Biology 1 and Chemistry.

* Transcript Title / Abbreviations:

1. Biology 2
2. Advanced Biology

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description History 3 is designed to meet the requirements for the State of California Standards and Guidelines for Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century, and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes
21. Course Objectives
22. Course Outline
23. Texts & Supplemental Instructional Materials
24. Key Assignments
25. Instructional Methods and/or Strategies
26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY
27. Indicate how this honors course is different from the standard course.

--

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)

29. History of Course Development (optional)

*** Transcript Title / Abbreviations:**

1. U.S. History
2. History 3

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title History 4	9. Subject Area <input checked="" type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	Category American Government / Civics
6. City San Francisco	10. Grade Level 11th, 12th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0689 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 31

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school/program? Pacific Coast Charter School Course title at other school: Federal Government
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description History 4 is designed to meet the requirements for the State of California Standards and Guidelines for Grade Twelve: Principles of American Democracy and Economics, and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

* Transcript Title / Abbreviations:

1. Government and Economics
2. History 4

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Biology 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input checked="" type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro. <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s) / Abbreviation(s) Biology 1	Category Biological Science
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0689 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 33

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Biology 1 is designed to meet the requirements for the State of California Standards and Guidelines for Biology/Life Sciences and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Biology 2	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input checked="" type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	10. Grade Level 10th, 11th, 12th
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5. District West Contra Costa Unified School District	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
6. City San Francisco	13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
7. School / District / Program Web Site www.leadps.org	
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course

Summary of Course List Updates - Page 35

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 1 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 1 if for beginning language learners.

B. COURSE CONTENT
<p>20. Course Goals and/or Major Student Outcomes</p> <p>Communication: Communicate in Languages Other than English</p> <p>Standard 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 4 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 5 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p> <p>Standard 6 Students reinforce and further their knowledge of other disciplines through the foreign language.</p>

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Chemistry 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input checked="" type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g- Elective
2. Transcript Title(s) / Abbreviation(s) Chemistry 1	Category Chemistry
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 37

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school/program? Scotts Valley High Course title at other school: Chemistry
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Chemistry 1 is designed to meet the requirements for the State of California Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college.

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Physics 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input checked="" type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective Category Physics
2. Transcript Title(s) / Abbreviation(s) Physics 1	
3. Transcript Course Code(s) / Number(s)	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	
6. City San Francisco	10. Grade Level 9th, 10th, 11th, 12th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

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<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Physics 1 is designed to meet the requirements for the State of California Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. This course stresses the Scientific Method, problem solving, and laboratory work. We begin with mechanics, then on to Newton's Laws of motion, momentum, energy, circular and rotational motion, gravitation, and special relativity. Students also investigate wave motion, including reflection, refraction, diffraction, and interference, as well as electricity and magnetism, and finally atomic and nuclear physics.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes Major goals and outlines for this course were designed to specifically meet the standard requirements. <ol style="list-style-type: none"> 1. Motion and Forces: Newton's laws predict the motion of most objects. As a basis for understanding this concept: <ol style="list-style-type: none"> a. Students know how to solve problems that involve constant speed and average speed. b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law). c. Students know how to apply the law $F=ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law). d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law). e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth. f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed). g. Students know circular motion requires the application of a constant force directed toward the center of the circle. h. Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important. i. Students know how to solve two-dimensional trajectory problems.

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- j. Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.
- k. Students know how to solve two-dimensional problems involving balanced forces (statics).
- l. Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: $a=v^2/r$.
- m. Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).
2. Conservation of Energy and Momentum: The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:
- a. Students know how to calculate kinetic energy by using the formula $E=(1/2)mv^2$.
- b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) $=mgh$ (h is the change in the elevation).
- c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.
- d. Students know how to calculate momentum as the product mv .
- e. Students know momentum is a separately conserved quantity different from energy.
- f. Students know an unbalanced force on an object produces a change in its momentum.
- g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.
- h. Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.
3. Heat and Thermodynamics: Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:
- a. Students know heat flow and work are two forms of energy transfer between systems.
- b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.
- c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.
- d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
- e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.
- f. Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).
- g. Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.
- h. Waves: Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:
- i. Students know waves carry energy from one place to another.
- j. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).
- k. Students know how to solve problems involving wavelength, frequency, and wave speed.

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- l. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
- m. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).
- n. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.
4. Electric and Magnetic Phenomena: Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:
- a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
- b. Students know how to solve problems involving Ohm's law.
- c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula $\text{Power} = IR$ (potential difference) $\times I$ (current) = I^2R .
- d. Students know the properties of transistors and the role of transistors in electric circuits.
- e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
- f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
- g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
- h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
- i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
- j. Students know electric and magnetic fields contain energy and act as vector force fields.
- k. Students know the force on a charged particle in an electric field is qE , where E is the electric field at the position of the particle and q is the charge of the particle.
- l. Students know how to calculate the electric field resulting from a point charge.
- m. Students know static electric fields have as their source some arrangement of electric charges.
- n. Students know the magnitude of the force on a moving particle (with charge q) in a magnetic field is $qvB \sin(\alpha)$, where α is the angle between v and B (v and B are the magnitudes of vectors v and B , respectively), and students use the right-hand rule to find the direction of this force.
- o. Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.

21. Course Objectives

Students will be able to:

- explain why physics is the most fundamental science
- apply physics to real world situations
- understand and apply the Scientific Method
- explain the concepts of: Motion and Forces, Conservation of Energy and Momentum, Heat and Thermodynamics, Waves, Electronic and Magnetic Phenomena, Light, lenses, and mirrors, Atomic and nuclear physics, nuclear fission and fusion
- Students work in science reflects the intellectual and cultural traditions that characterize the practice of contemporary science
- Students construct their knowledge inasmuch as possible from laboratory and field experiences.

Students study concepts both within the context of specific disciplines and as they relate to multiple disciplines.
 Students consistently apply critical and logical thinking skills while solving scientific problems
 Students write as a means of understanding ideas, reflecting upon those ideas, and communicating the ideas to a broader audience.
 Students engage intelligently in discourse and debate about matters of scientific concern.

22. Course Outline

I. Course Introduction

- A. Laboratory Rules
- B. Introductory Activity
- C. Your first assignment

II. About Science

- A. Mechanics
- B. Linear Motion
- C. Projectile Motion

III. Newton's Laws, Energy and Momentum

- A. Newton's First Law (Ch. 4 Terms & Objectives)
- B. Newton's Second Law (Ch. 5 Terms & Objectives)
- C. Newton's Third Law (Ch. 6 Terms & Objectives)
- D. Momentum (Ch. 7 Terms & Objectives)
- E. Energy (Ch. 8 Terms & Objectives)
- F. Circular Motion
- G. Universal Gravitation & Gravitational Interactions
- H. Special Relativity

IV. Thermodynamics & Properties of Matter

V. Wave Motion, Sound & Light

- A. Waves and Light
- B. Waves and Energy Transfer
- C. Sound
- D. Light
- E. Reflection and Refraction
- F. Mirrors and Lenses

VI. Electricity & Magnetism

- A. Electrostatics
- B. Electric Fields & Potential
- C. Electric Current
- D. Electric Circuits
- E. Magnetism
- F. Electromagnetic Induction

VII. Atomic & Nuclear Physics

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<p>Quantum Theory The Atom Solid State Electronics The Nucleus Nuclear Applications</p>
<p>23. Texts & Supplemental Instructional Materials Hewitt, Paul G., <i>Conceptual Physics</i>, Third Edition, Addison Wesley Hewitt, Paul G., <i>Conceptual Physics Teaching Guide</i>, Third Edition, Addison- Wesley. Robinson, Paul, <i>Conceptual Physics Laboratory Manual</i>, Teacher's Edition, Addison-Wesley Hewitt, Paul G. and Helen Yan, <i>Conceptual Physics Next-Time Questions</i>, Third Edition, Addison-Wesley. Web-based resources Laboratory Manual Developed by LPS Laboratory equipment and supplies</p>
<p>24. Key Assignments APPLICATIONS OF MAGNETISM</p> <p>Upon the completion of this project area the following objectives will be achieved: The student is expected</p> <ol style="list-style-type: none"> A. to demonstrate a thorough understanding of magnetic fields and their effect on moving charged particles. B. to demonstrate an understanding of the effect of magnetic fields on permanent magnets placed in a field. C. to determine the direction of a magnetic field in the vicinity of both current carrying wires and permanent magnets. <p>While studying this topic the students will spend considerable time developing the concepts of magnetism as related to natural magnets, current carrying wires and in matter. The lab activities will include:</p> <ol style="list-style-type: none"> A. measuring the magnetic force on a moving charged particle B. measuring the magnetic force between two current carrying wires C. measuring the magnetic force between a current carrying wire and a permanent magnet D. measuring the magnetic field strength in the vicinity of various sources of magnetic energy E. measuring the torque produced on a current carrying loop F. designing and building a unique (although possibly useless) device operating on the principle of magnetism. <p>Final Product:</p> <ol style="list-style-type: none"> 1. Oral report The oral report is expected to be given by the individual project group to students in the Science/Engineering program as well as to professionals in the scientific or engineering disciplines if possible. The oral report must include participation by ALL members of the individual project group, must be sufficient in length to clearly present the project and will be evaluated on the following criteria: 2. Written report Each member of the project group is expected to submit a written report on the entire project including. <p>BUILDING A ROLLER COASTER</p>

This lesson is used to teach and reinforce the concepts of speed, velocity, momentum, acceleration, and Newton's Laws of Motion. Students will research and build a roller coaster that will allow a marble to roll along the track. Once the roller coaster is built the students will calculate the speed, momentum, and acceleration of the marble as it rolls along the track.

Upon completion of this project the student will be able to:

- A. Describe the law of conservation of energy.
- B. Identify the conversion between potential and kinetic energy.
- C. Calculate speed, momentum, and acceleration.
- D. Investigate and describe the application of Newton's Laws of Motion.
- E. Analyze the effect caused by changing force on the human body.
- F. Construct a model of a roller coaster.

Methods of Implementation

After discussions and class activities on speed, momentum, and forces, the students are put into groups of four or five. The students then participate in team building activities. The students then begin this project by watching videos that discuss amusement park physics. This helps the students to understand the type of planning that is required to build a roller coaster.

Students go to the library to do Internet research on the following:

- Roller coaster g-forces.
- Law of conservation of energy.
- Kinetic and potential energy as they apply to roller coasters.
- How the forces of a roller coaster effect the human body.
- How actual roller coasters are designed and built.

Building a Roller Coaster

- A. Once the students have completed their research they begin to design the roller coaster. They may use any design they like as long as it fits on the plywood base. As they design their roller coaster they must also consider the standards for grading (listed below) and how the design they are using would impact a person riding on it.
- B. The roller coaster is then constructed by the students using craft sticks and hot glue. These are the only materials the students may use. Students must also prepare a story board that documents their research and the construction of the roller coaster.
- C. When the roller coasters are completed, the students must then measure the roller coasters and begin calculating the speed, acceleration, and momentum of the marble as it rolls on the track. To do this, the students will use a timer and photogates that are attached to the roller coaster with clamps.

Evaluation

- A. The roller coaster must have six drops, six turns, and a loop. The roller coaster must also have a realistic design that would not injure a rider.
- B. The students must be able to discuss their roller coasters and their story boards.

25. Instructional Methods and/or Strategies

- Lectures
- Class discussions
- Research projects (in written and oral form)

<p>Group projects (in written and oral form) Audio and visual presentations Internet access in the classroom Computer research and presentation Lab work Library research</p>
<p>26. Assessment Methods and/or Tools Daily written assignments Lab write-ups for lab activities and experiments Written Quizzes Written Tests Scientific Notebook including: class notes, journal entries, examples, handouts, assignments, labs, and tests, and test analyses Teacher observation</p>

C. HONORS COURSES ONLY
<p>27. Indicate how this honors course is different from the standard course. Not applicable for this course.</p>

D. OPTIONAL BACKGROUND INFORMATION
<p>28. Context for Course (optional)</p>
<p>29. History of Course Development (optional)</p>

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g- Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category LOTE Year 1
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) initiative course <input type="checkbox"/> Approved ODE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

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<p>Prentice Hall Student site Qula Down Under Map songsforteaching.com</p>
<p>24. Key Assignments Artist Research Project: - Galeria de arte: In group of four, each person has their own artist. No more than 2 Spanish artists, and there must be a woman. Then they researched them and picked a piece of art. On posterboard, each person shows the piece of art, their reproduction and one paragraph describing the artist's life using the preterite. The group has to edit each other's work. Materials: - List of artists to suggestion. - Research material</p> <p>Quando era niño: Bring in childhood pictures and then write a paragraph about what did in past. Write name on back and have to guess who did what. Oral exam component.</p> <p>Childhood Timeline: Students create a timeline in the preterito - have to put dates next to event. When they are completed on the other side of the page, they write out the events in the imperfect form, generalizing the activities.</p> <p>Visual Arts Project (Design your Ideal classroom and label in Spanish. Present to the class)</p> <p>Dramatization (In group, give a tour of the school / classroom. Script to be written out before performance. Actual Tour to be filmed.)</p> <p>Student Portfolio (El Libro de Preferencias: Fill out identity circles and use your choices of favorites to make a small book of what you like.)</p> <p>Visual Arts Project (Students will interview another student with questions they have prepared. They will then make a portrait of the person and decorate the portrait with words and phrases that describe the person. They will then present the person to the class in Spanish using the portrait.)</p> <p>Other Written Assessments (Bio-Poem: Students will use the structure provided on p. 24 of the textbook to write a bio-poem about their personality and emotion. In preparation for this task they will translate the bio-poem example given, both separately and in groups.)</p> <p>Other Written Assessments (Translation of Poem: Students will translate individually and together poem on p. 24 of PP2)</p> <p>Narrative Writing Assignment (Bio-Poem: Students use prompts to write a poem about their personality and emotions)</p>
<p>25. Instructional Methods and/or Strategies Lectures</p>

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Standard 7 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons: Develop Insight into the Nature of Language and Culture

Standard 8 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 9 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 10 Students use the language both within and beyond the school setting.

Standard 11 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

21. Course Objectives

Students will be able to answer the following essential questions:

How has the Spanish-speaking world influenced the United States? California?

What is the difference between Spanish, Mexican, Hispanic, Latino, and Chicano?

Why do Chileans get frustrated when people from the United States call themselves americanos? What is the cause of this frustration?

What influence has the United States had on Latin America?

What does it mean to be an imperial power? Does the United States have imperialistic policies towards L.A.?

What are the culturally appropriate ways to express likes and dislikes?

How is the verb ser used to describe people?

How is the use of adjectives different in Spanish? (agreement / placement) What do these differences tell you about the language? How does it change the emphasis of a description?

How do you extend, accept, or reject an invitation?

How do you discuss and evaluate a leisure-time activity?

How do leisure-time activities in Spanish-speaking countries compare with those in the United States?

How can I talk about an activity that is going to happen in the future?

What are some similarities between meal-taking in the USA and in Spanish-speaking countries?

What are some differences in meal-taking in the USA and Spanish-speaking countries?

What are popular foods in Spanish-speaking countries?

How are eating habits different in Spanish cultures?

How might you feel if you were unable to communicate your choices at a Spanish restaurant?

How would I have to eat if I were living in that country?

How do you describe clothing in detail?

How do you express a clothing preference and make comparisons?

How do you say that you paid for a specific purchase?

What are the similarities and differences between Latin American fashion and styles in the U.S.?

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<p>Who are the members of my family & how many ways can I describe them? What is a rite of passage & how does the quinceañera reflect the concept? How are Spanish names formed & what do they tell us about the person & the culture? What historical knowledge can help give you cultural understanding? What language knowledge is necessary to communicate across cultures? How do we form a command to tell someone to do something in Spanish? How do we tell someone NOT to do something in Spanish? In what way can we include ourself in a command? In what situations would you use commands? What is the pattern for creating commands in Spanish?</p>
<p>22. Course Outline</p> <p>1. Introduction Students will understand:</p> <ul style="list-style-type: none"> - the widespread influence of the Spanish language and Hispanic cultures, in particular its influence in the United States - the cultural bias of traditional maps of the world - what are the expectations and procedures of the class <p>Knowledge and Skills: Students will be able to:</p> <ul style="list-style-type: none"> - use the Spanish alphabet to spell - identify all the locations of the countries in the Spanish-speaking world - introduce themselves and say how they are and where they are from - greet people, ask how they are and where they are from, and say good-bye - conjugate a verb in Spanish - conjugate the verb estar in the present tense <p>2. En la clase y el presente: Students will understand:</p> <ul style="list-style-type: none"> - how their school experiences compares with that of a student in a Spanish-speaking country <p>Students will be able to:</p> <ul style="list-style-type: none"> - tell their age, phone number and the date - understand key classroom expressions - describe their class schedule and find out someone else's schedule - list school supplies that they use and identify objects in the classroom in Spanish <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Numbers 0-30 - Telling Time - Nouns and Articles (Classroom objects) - Present Tense of -AR verbs - Hay (There is/are) <p>What influence has the United States had on Latin America? What does it mean to be an Imperial power? Does the United States have imperialistic policies towards L.A.?</p>

3. Los Gustos y el present irregular:

Students will understand that due to grammatical and cultural differences, translating between English and Spanish cannot be done word-for-word.

Students will understand that adjectives are words that describe people, places or things and that in Spanish they must agree in gender (masculine/feminine) and number (singular/plural) with the nouns they describe.

Knowledge and Skills:

Students will be able to:

- express likes and dislikes using the verb gustar, as well as indirect object pronouns.
- describe themselves and others
- conjugate the verb ser
- how to make descriptive adjectives agree with the nouns they describe
- ni...ni
- tampoco / s

4. Los pasatiempos, ser vs. estar & stem-changers

What people do in their free time varies from culture to culture.

Knowledge and Skills:

Students will be able to:

- express what they do in their free time
- make plans with friends
- extend, accept or decline invitations
- conjugate the verb ir
- use Ir + a + infinitive to express an action that will happen in the future
- use the preposition con (with)

5. La comida, gerund, y tener/venir

The culture of each country influence what and how people eat.

Knowledge and Skills:

Students will be able to:

- order in a restaurant using Spanish.
- demonstrate proper etiquette in a real-world setting.

Students will know: food vocabulary, request phrases "I want", types of spanish foods

Students will be able to: read and interpret menu, use language to request food

Focus student accommodations: pictures of food, request cards, models of vocabulary, limited vocabulary

6. La ropa & Spelling Changers

What is considered in style varies between cultures.

Fashion is a reflection of society's values and is influenced by what is going on politically.

Knowledge and Skills:

- vocabulary on clothing, patterns, fabrics, and prices
- stem changing and reflexive verbs in the present

7. La familia y el preterito (regular y "ir")

Students will understand the preeminence of family in the Hispanic culture and contrast its composition and customs with American families.

Students will understand how the formation of names reflects personal identity & strong family bonds in the Hispanic culture.

Students will understand the concept of a rite of passage and how the quinceanera reflects the concept.

1. Students will learn to identify and relate pertinent information regarding major celebrations observed in Hispanic countries.
2. Students will learn to report on these celebrations as having happened (preterite tense) in the past.
3. Students will name and discuss the values underlying these events and what they reveal about the culture.
4. Students will learn to name members of the Hispanic extended family and describe the nature of the relationship, especially how it might vary from the American model.

Knowledge and Skills:

Ability to:

- read and understand a letter written in Spanish
- research Guatemala's 20th-century political history
- plan a trip with a Spanish-speaking travel agent
- write a letter to a relative in Spanish
- enact different steps of a journey, including arrival in Guatemala

You will be graded on: comprehension of Maria's letter, historical summary, individual group work, letter to Maria, final performance/oral, creativity (rubric and scoring sheets attached)

8. Las vacaciones y todos los verbos

The choice of leisure time activities is a product of culture, history and geography and gives insight to national, local and personal identity.

Knowledge and Skills:

1. Students will learn the vocabulary associated with weather, clothing, things to do and what to buy while on vacation.
2. Students will learn the irregular preterite tense of "ir" to express where they have been.
3. Students will learn about the currency of some Spanish-speaking countries and what its equivalent is in dollars.
4. Students will find out what products are typically sold in which Spanish-speaking countries.

9. Research Project

Choices for Projects:

- a. Write and Present a Mayan News Report
- b. Determine the reasons for Francisco Pizarro's success in vanquishing the Incas; and write a paper explaining your conclusions.
- c. Research and report on the Inca uprising from the point of view of either the conquistadors or the Incas; and write a short essay on whether or not this uprising and bloody clash of cultures could have been avoided.

<p>d. Research the accomplishments of Hernán Cortés and the characteristics of effective leaders; and conduct a debate about Cortés leadership skills.</p> <p>10. Commands Every language has special forms for commands There is a process for changing verbs to commands Commands are used in a variety of real life situations in Spanish.</p> <p>Knowledge and Skills: Students will be able to identify regular and irregular verbs. Students will be able to identify subject pronouns. Students will be able to create authentic language by creating commands to be used in real life situations.</p> <p>11. Final Exam</p>
<p>23. Texts & Supplemental Instructional Materials Paso a Paso 1 prentice hall Web-Based Resources Prentice Hall Student site Qula</p>
<p>24. Key Assignments Students stage a conversation about their likes and dislikes. This will gauge the students' comprehension of the differences between the various verbs in Spanish that translate into English as "to like." Student Directions: You and your partner need to choose one of the roles below for a skit that will be performed in front of the class: a) One person is part of a Spanish family that is hosting an American study abroad student b) The other person is the American student that has been living with the Spanish student and her family. The two of you are having a discussion about your likes and dislikes, and it's clear from the conversation that the American student is having problems distinguishing between gustar, caer bien, and encantar. The Spanish student needs to explain to the American student why what she is saying is wrong, and afterwards the American student needs to be able to show that she now understands the differences.</p>
<p>25. Instructional Methods and/or Strategies Lectures Class discussions Reading primary and secondary sources Research projects (in written and oral form) Group projects (in written and oral form) Audio and visual presentations CD and tape players Internet access in the classroom Computer research and presentation Museum Visits Instructional materials: supplementary books and articles, collected works, articles, videos, Internet research Community based research projects Self-directed, cooperative, and collaborative learning projects</p>

26. Assessment Methods and/or Tools Homework Quizzes Oral tests and quizzes Written tests and quizzes Final Examination Teacher observations Self-reflections Checks of classroom work Class discussions Research projects Participation in class

C. HONORS COURSES ONLY
27. Indicate how this honors course is different from the standard course. Not applicable for this course.

D. OPTIONAL BACKGROUND INFORMATION
28. Context for Course (optional)
29. History of Course Development (optional)

*** Transcript Title / Abbreviations:**

- 1. Spanish 1
- 2. Non-Heritage Spanish 1

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 2	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective Category LOTE Year 2
2. Transcript Title(s)/Abbreviation(s) * (see list of abbreviations below)	
3. Transcript Course Code(s)/Number(s) * (see list of codes below)	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	
6. City San Francisco	10. Grade Level 9th, 10th, 11th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 55

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 2 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 2 is for beginning language learners moving towards intermediate language learners.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes Communication: Communicate in Languages Other than English Standard 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 2 Students understand and interpret written and spoken language on a variety of topics. Standard 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Gain Knowledge and Understanding of Other Cultures Standard 4 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 5 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Connections: Connect with Other Disciplines and Acquire Information Standard 6 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 7 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons: Develop insight into the Nature of Language and Culture

Standard 8 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 9 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 10 Students use the language both within and beyond the school setting.

Standard 11 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

21. Course Objectives

Students will be able to answer the following essential questions:

- What is the difference between Spanish, Mexican, Hispanic, Latino, and Chicano?
- Why do Chileans get frustrated when people from the United States call themselves americanos? What is the cause of this frustration?
- What is the importance knowing the geography of the Spanish speaking world?
- Why are traditional maps oriented in the way they are? What does the down under map and the Peters Map demonstrate about the connection between maps and cultural awareness?
- How do I communicate information about my school in Spanish?
- How are schools in Spanish-speaking countries different?
- *** Dress Code / Uniforms, facilities and materials, grading scale, number of classes, athletics
- How can I effectively communicate what I like and dislike with my peers?
- How do I fit in to my school community?
- 1) How are the art works reflective of history and cultures ?
- 2) What role do/did the art works and the artists play in society? How ?
- 3) What are the essential qualities of the pieces of art? How are these qualities used and for what purposes?

22. Course Outline

1. Geography and Procedures

(Week 2, 2 Weeks)

Skills:

Students will be able to:

- talk about their location and place of origin
- understand when to use ser and when to use estar

Knowledge:

- ser vs. estar
 - present tense - regular verbs (review)
 - subject pronouns
 - Alfabeto (review of the basics)
- 2. La escuela**
 (Week 4, 2 Weeks) Students will be able to :
- talk about classes and homework
 - describe their school and school day
 - compare the subjects they like the most and the least
 - talk about similarities and differences between their schooling and Mexico City
- Skills:**
 Students will be able to:
- Talk about their classes and homework
 - Describe your school and school day
 - Compare the subjects they like and dislike
- Knowledge:**
- los verbos regulares en el presente
 - los verbos irregular en el presente
 - gustar (aburrir, encantar, faltar, fascinar, importar, interesar, molestar, quedar)
- Vistas p. 219**
- Subject pronouns
 - Alfabeto and pronunciacion
- 3. La rutina diaria y la casa**
 (Week 6, 3 Weeks)
- Knowledge:**
- los verbos reflexivos
 - los verbos de cambios de raiz
 - los verbos de cambios ortograficos
- 4. La ropa, de compras, y las direcciones**
 (Week 9, 2 Weeks) Skills:
- Knowledge:**
- el preterito de los verbos regulares
 - colores, adjetivos (concordancia)
 - tu commands (affirmative)
 - pronombres demostrativos
- 5. Los pasatiempos**
 (Week 11, 2 Weeks) Knowledge:

<p>- el preterito de los verbos irregulares y cambios de raiz - gerund</p> <p>8. Review for Midterm (Week 13, 1 Week)</p> <p>7. El Baile (Week 15, 1 Week)</p> <p>8. La ninez (imperfecto) (Week 16, 6 Weeks) Knowledge: - imperfecto regular y Irregular - imperfecto vs. preterito</p> <p>9. El norte (Week 17, 1 Week)</p> <p>10. Arte (Week 22, 2 Weeks) 1) Visual art as a reflection of culture and history. 2) The influences of the artist in society and social change. 3) Visual literacy skills.</p> <p>Knowledge: - adjetivos - preterito - imperfecto - comparative and superlative adjectives</p> <p>11. Las enfermedades (preterito vs. imperfecto) (Week 24, 2 Weeks)</p> <p>12. El futuro (Week 26, 1 Week) Knowledge: - review ir + a + infinitive - el futuro</p> <p>13. La comida (Week 28, 1 Week) Knowledge: - commands - conditional</p> <p>14. Final Exam</p>
<p>23. Texts & Supplemental Instructional Materials Paso a Paso 2 prentice hall Web-Based Resources</p>

Summary of Course List Updates - Page 59

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 5	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>[see list of abbreviations below]</i>	
3. Transcript Course Code(s)/Number(s) * <i>[see list of codes below]</i>	Category LOTE Year 1
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	
6. City San Francisco	10. Grade Level 9th, 10th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 71

<p>Prentice Hall Student site Qula Down Under Map songsforteaching.com</p>
<p>24. Key Assignments Artist Research Project: - Galeria de arte: In group of four, each person has their own artist. No more than 2 Spanish artists, and there must be a woman. Then they researched them and picked a piece of art. On posterboard, each person shows the piece of art, their reproduction and one paragraph describing the artist's life using the preterite. The group has to edit each other's work. Materials: - List of artists to suggestion. - Research material</p> <p>Quando era niño: Bring in childhood pictures and then write a paragraph about what did in past. Write name on back and have to guess who did what. Oral exam component.</p> <p>Childhood Timeline: Students create a timeline in the preterito - have to put dates next to event. When they are completed on the other side of the page, they write out the events in the imperfect form, generalizing the activities.</p> <p>Visual Arts Project (Design your ideal classroom and label in Spanish. Present to the class)</p> <p>Dramatization (In group, give a tour of the school / classroom. Script to be written out before performance. Actual Tour to be filmed.)</p> <p>Student Portfolio (El Libro de Preferencias: Fill out identify circles and use your choices of favorites to make a small book of what you like.)</p> <p>Visual Arts Project (Students will interview another student with questions they have prepared. They will then make a portrait of the person and decorate the portrait with words and phrases that describe the person. They will then present the person to the class in Spanish using the portrait.)</p> <p>Other Written Assessments (Bio-Poem: Students will use the structure provided on p. 24 of the textbook to write a bio-poem about their personality and emotion. In preparation for this task they will translate the bio-poem example given, both separately and in groups.)</p> <p>Other Written Assessments (Translation of Poem: Students will translate individually and together poem on p. 24 of PP2)</p> <p>Narrative Writing Assignment (Bio-Poem: Students use prompts to write a poem about their personality and emotions)</p>
<p>25. Instructional Methods and/or Strategies Lectures</p>

Summary of Course List Updates - Page 60

<p>Class discussions Reading primary and secondary sources Research projects (in written and oral form) Group projects (in written and oral form) Audio and visual presentations CD and tape players Internet access in the classroom Self-directed, cooperative, and collaborative learning projects Interviewing</p>
<p>26. Assessment Methods and/or Tools Homework Quizzes Oral tests and quizzes Written tests and quizzes Final Examination Portfolio Teacher observations Self-reflections Checks of classroom work Class discussions Research projects (in written and oral form) Group projects (in written and oral form) Audio and visual presentations Computer research and presentation Participation in class</p>

C. HONORS COURSES ONLY
<p>27. Indicate how this honors course is different from the standard course. Not applicable for this course.</p>

D. OPTIONAL BACKGROUND INFORMATION
<p>28. Context for Course (optional)</p>
<p>29. History of Course Development (optional)</p>

*** Transcript Title / Abbreviations:**

1. Spanish 2
2. Non-Heritage Spanish 2

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 3	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g- Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category LOTE Year 3
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 62

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Spanish 2 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 3 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 3 is for intermediate language learners.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes
21. Course Objectives
22. Course Outline I. Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal) a. Interact in a variety of social situations beyond the classroom. * Give basic directions to a Latin American visitor, such as how to get to a particular room in the school or find a specific place in the community. b. Provide and exchange detailed information on familiar topics. * Describe food and leisure time preferences to a native speaker of the language such as a host family member. * Inquire about price, size, and availability of items while shopping in the Latin American culture. c. Describe and explain state of being and feelings. d. Express agreement and disagreement, supporting opinion with simple reasoning. II. Students understand and interpret written and spoken language on a variety of topics. (Interpretive) a. Identify main ideas and topics in a variety of authentic written materials. * Identify and personalize the main ideas in an authentic reading on leisure activities by

- listing them and then ranking the activities according to preference.
- * Select potential pen pals from a personals section of an appropriate Latin American language newspaper or magazine.
 - * Demonstrate comprehension of a written description of Latin American culture mealtime customs by identifying some table etiquette or table setting similarities and differences.
 - * Demonstrate understanding of Latin American language apartment rental or real estate ads by matching appropriate residences with written descriptions of families.
- b. Understand short literary selections.
- c. Comprehend and respond to main ideas in language spoken by native speakers on familiar/simple topics.
- * Demonstrate understanding of authentic directions, e.g., use of telephone, use of automated parking, self-service in a cafeteria, use of ATM by following the directions in a role-play.
- III. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)
- a. Read aloud with appropriate intonation and pronunciation.
 - b. Recite proverbs, short anecdotes, or poetry.
 - c. Relate a simple story about a personal experience or event.
 - * Describe a party for a family member.
 - d. Write paraphrases, summaries, and brief compositions.
 - * Write a description of a home in the Latin American country.
 - e. Give commands, directions, and instructions in a variety of situations.
 - f. Give oral presentations on familiar subjects dealing with the Latin American culture.
 - * Give an oral report to the class on a special event in the Latin American culture.
- IV. Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- a. Describe cultural practices and behaviors of everyday life in the Latin American culture.
 - * Describe dining practices in Latin America.
 - * Compare interpersonal spatial relationships as observed in videos from the Latin American culture.
 - b. Employ appropriate non-verbal communication in a variety of social contexts.
 - * Demonstrate the appropriate gesture for a variety of situations, e.g., counting with one's fingers, telling how one feels, etc.
- V. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- a. Demonstrate knowledge of the geographical features, historical events, and political structures of identified countries where the language is spoken.
 - b. Identify some major contributions that the Latin American language and culture make and have made to American society and the world.
 - * Conduct research on the use of products from countries or regions where the Latin American language is spoken.
 - * Conduct research on the influence of the Latin American culture on the

Summary of Course List Updates - Page 64

United States in various areas, e.g., architecture, arts, science, celebrations.

VI. Connections: Students reinforce and further their knowledge of other disciplines through the Latin American language.

a. Transfer knowledge and understanding of history to the study of the Latin American language and its culture.

b. Transfer and apply process-writing and reading strategies to the Latin American language classroom.

* Identify themes and main ideas of (otherwise inaccessible) newspaper or magazine articles from the Latin American culture using reading strategies.

* Write multi-paragraph compositions on selected topics, following the steps of process-writing.

c. Transfer knowledge and understanding of the basic elements of art to the study of the Latin American culture.

* Identify the basic elements of style, color, and content in selected paintings representative of the Latin American culture.

d. Transfer electronic research skills to the Latin American language class.

e. Apply the grammatical knowledge acquired in the Latin American language to achieve a better understanding of English grammatical structures.

f. Apply the information gathered through Latin American language resources to other disciplines.

VII. Students acquire information and recognize the distinctive viewpoints that are only available through the Latin American language and its culture.

a. Read and interpret simple prose and poetry of the Latin American culture.

b. Read selected magazines, newspapers, and electronic media for information about the Latin American culture.

* Access Latin American language Internet sites to locate authentic Latin American culture recipes for use in FACS class.

VIII. Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

a. Demonstrate understanding that vocabulary in each language conveys a different range of meaning and cannot be translated directly from one language to another.

* Identify the cognates in short articles from a Latin American newspaper and research the meanings of the cognates in the Latin American language.

b. Integrate use of idiomatic expressions.

* Role-play or perform a skit utilizing appropriate idiomatic expressions.

c. Demonstrate understanding that vocabulary conveys different meanings in various contexts.

d. Contrast identified structural patterns of the Latin American language to students own language.

IV. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

a. Use the Latin American language in a manner suitable to the etiquette of native speakers.

b. Explain similarities and differences in verbal and non-verbal behavior between cultures.

* Discuss differences in non-verbal behavior as observed in videos from the Latin American

<p>culture.</p> <ul style="list-style-type: none"> * Discuss and compare tone of voice, volume, and pitch in verbal expression, as observed in videos from the Latin American culture. * Compare the family structure of the Latin American culture to that of the United States. * Compare and contrast educational systems, e.g., school subjects, class schedules, etc., of the Latin American culture with those in the United States. * Compare marketing techniques used in print media to sell products in the Latin American culture and students' culture. <p>c. Explain the impact of the Latin American culture on students' culture.</p> <p>X. Communities: Students use the language both within and beyond the school setting.</p> <ul style="list-style-type: none"> a. Establish contact with a native speaker through Internet, e-mail, personal travel, etc. b. Exchange information with others who speak the language. c. Interact with members of the local community who are involved in a variety of professions that use the Latin American language. <ul style="list-style-type: none"> * Greet and engage in conversation with native speakers encountered in the community, when appropriate. d. Use community resources to research a topic related to culture and/or language study. <ul style="list-style-type: none"> * Access library, travel agency, or electronic resources to investigate travel opportunities to the Latin American country. <p>VI. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> a. Independently access a variety of Latin American language sources for entertainment or personal growth. <ul style="list-style-type: none"> * Visit the art museum to view a special exhibit of art from or representative of the Latin American culture. * Watch selected television shows and listen to identified radio newscasts from the Latin American culture. * Maintain correspondence with a native speaker of the Latin American language. * Seek opportunities to listen to music representing the Latin American culture. * Travel to the Latin American country either with family or an organized group.
<p>23. Texts & Supplemental Instructional Materials</p> <p>Paso a Paso 3 prentice hall</p> <p>Web-Based Resources</p> <p>Prentice Hall Student site</p> <p>Quia</p> <p>Internet resources</p> <p>Musical Recordings</p> <p>Museum Visits</p>
<p>24. Key Assignments</p> <p>Group Skit: Demonstrate comprehension of a written description of Latin American culture mealtime customs by identifying some table etiquette or table setting similarities and differences.</p>

<p>Multiparagraph Composition: Conduct research on the influence of the Latin American culture on the United States in various areas, e.g., architecture, arts, science, celebrations.</p> <p>Collage Poster with oral presentation: Compare marketing techniques used in print media to sell products in the Latin American culture and students culture.</p> <p>Pen/email Pal: Maintain correspondence with a native speaker of the Latin American language.</p>
<p>25. Instructional Methods and/or Strategies</p> <ul style="list-style-type: none"> Lectures Class discussions Reading primary and secondary sources Research projects (in written and oral form) Group projects (in written and oral form) Audio and visual presentations CD and tape players Internet access in the classroom Self-directed, cooperative, and collaborative learning projects Interviewing
<p>26. Assessment Methods and/or Tools</p> <ul style="list-style-type: none"> Homework Quizzes Oral tests and quizzes Written tests and quizzes Final Examination Portfolio Teacher observations Self-reflections Checks of classroom work Class discussions Research projects (in written and oral form) Group projects (in written and oral form) Audio and visual presentations Computer research and presentation Participation in class

C. HONORS COURSES ONLY
<p>27. Indicate how this honors course is different from the standard course.</p> <p>Not applicable for this course.</p>

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)
29. History of Course Development (optional)

*** Transcript Title / Abbreviations:**

1. Spanish 3
2. Non-Heritage Spanish 3

Summary of Course List Updates - Page 68

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 4	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	Category LOTE Year 4+
6. City San Francisco	10. Grade Level 9th, 10th, 11th, 12th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 69

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school/program? Scotts Valley Course title at other school: Advanced Spanish 3/4
16. Pre-Requisites Spanish 3 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 4 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 4 is for intermediate working towards advanced language learners.

* Transcript Title / Abbreviations:

1. Spanish 4
2. Non-Heritage Spanish 4

D. OPTIONAL BACKGROUND INFORMATION
28. Context for Course (optional)
29. History of Course Development (optional)

* Transcript Title / Abbreviations:

1. Spanish 7
2. Spanish 7 (AP)
3. Heritage Spanish 3
4. Spanish 7 (AP Language and Composition)

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 5 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 5 is for heritage speakers.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes Communication: Communicate in Languages Other than English Standard 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 2 Students understand and interpret written and spoken language on a variety of topics. Standard 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Cultures: Gain Knowledge and Understanding of Other Cultures Standard 4 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 5 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Connections: Connect with Other Disciplines and Acquire Information Standard 6 Students reinforce and further their knowledge of other disciplines through the Latin American language.

Standard 7 Students acquire information and recognize the distinctive viewpoints that are only available through the Latin American language and its culture.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 10 Students use the language both within and beyond the school setting.

Standard 11 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

21. Course Objectives

Units include/Themes reflect a balance among:

- communication (oral and written)
- understanding and knowledge of a range of cultures
- connections to other bodies of knowledge, other disciplines
- the study of linguistics, comparison among language
- participation in multilingual communities

Connections to cultures and regions will reflect our community demographics as well as introduce students to more unfamiliar regions

Students will write something every day; this can range from a brief warm-up to a more formal exercise.

For native speakers: students will continually be reading something; literature will be drawn from a range of cultures and regions

Students will build their speaking and listening skills through meaningful, guided discussion.

Students will be able to answer the following essential questions:

- What do I want to know about the country I'm going to study?
- How and where do I find the best information for the area I'm going to research?
- What are the similarities between the country I'm studying and the US?
- What are the differences between the country I'm studying and the US?
- What are the similarities we find among these Spanish speaking countries?
- What activities are more popular among young people?
- How is the educational system in this Spanish speaking country?
- Quiénes somos?
- De donde venimos?
- Que sabemos de nuestros antepasados?
- Que nos gustaría saber de nuestros antepasados?
- De quien es la tierra? Hay alguien que tenga mas derecho a ella que otro?
- Que significa ser mestizo?
- What are the situations portrayed in the stories that challenge our concept of reality?
- How can we access the "magic" in these stories and convert it to our own reality?
- What do we learn about grammar and its subtleties by reading contemporary fiction?

22. Course Outline

I. Communication: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

- a. Initiate and participate in conversations on current or past events that are of significance in the Latin American culture.
 - b. Describe state of being and feelings, elaborating on the causes.
 - c. Follow and restate directions, instructions, and commands in unfamiliar or novel situations.
 - * Restate directions for purposes of clarity, e.g., to the post office, to a restaurant, etc.
 - d. Justify personal preferences.
 - * Justify and explain personal preferences in response to a choice of activities.
 - * State and defend opinions on controversial issues, e.g., legal age, parental curfew, health/diet plans for fitness, etc.
- II. Students understand and interpret written and spoken language on a variety of topics. (Interpretive)
- a. Comprehend main ideas and some supporting details of unfamiliar written and oral language with little or no visual support.
 - * Identify a short story, a passage from a literary work, or a poem as comic or tragic, supporting choice with textual evidence.
 - b. Interpret and analyze the main idea and supporting details of authentic written materials on particular topics.
 - * Research the various points of view on a contemporary political movement in the Latin American culture (e.g., the anti-nuclear movement, women's issues, elections, etc.) by using Latin American culture media resources and contrasting them to views in the American print media.
 - * Demonstrate understanding of a short text about the educational system in the Latin American culture by comparing/contrasting with students' own experience.
 - c. Demonstrate comprehension of selected authentic prose, poetry, and plays.
- III. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)
- a. Write compositions on given topics, including comparison, interpretation and/or persuasion.
 - * Write an editorial for the school newspaper.
 - b. Present oral reports and speeches on a variety of topics.
 - * Give oral reports describing and comparing weather conditions at home and abroad, using a weather map or other resources.
 - c. Use the language creatively in writing simple poetry and prose.
 - d. Give commands, directions, and instructions involving complex situations.
- IV. Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- a. Adjust speech appropriately to the situation and audience.
 - * Integrate culturally appropriate gestures in unfamiliar situations.
 - b. Dispel unfounded generalizations and stereotypes.
 - c. Analyze social and geographic factors that affect cultural practices.
 - d. Analyze cultural practices among countries and regions where the Latin American language is spoken.

Summary of Course List Updates - Page 74

* Conduct research to discover similarities and differences in celebrations of same-language countries and illustrate findings through role-play.

V: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

a. Demonstrate an awareness of the relationship among various art forms in at least one major historical period.

b. Demonstrate knowledge of the major literary and artistic movements within identified cultures where the Latin American language is spoken.

* Identify musical or visual artists (representative of the Latin American culture) by their work and explain their influence on the world of music or art.

c. Discuss the global influence of historical events, political structures, value systems, and artistic expressions from the Latin American culture.

* Conduct Internet research on current political issues in the Latin American culture and discuss the possible influence on the United States and the world.

VI. Connections : Students reinforce and further their knowledge of other disciplines through the Latin American language.

a. Interpret information, integrate, and apply skills from other disciplines to the Latin American language classroom.

* Prepare and present a debate on selected controversial issues in the Latin American culture s contemporary society, based on research of various viewpoints.

b. Correlate knowledge and understanding of global trends to the study of the contemporary Latin American culture.

* Study the global influence of artists from the Latin American culture in conjunction with an assignment in art class and share the findings with classmates in both disciplines.

* Discuss the influence of major historical events in the Latin American country on current political structures and traditions.

VII. Students acquire information and recognize the distinctive viewpoints that are only available through the Latin American language and its culture.

a. Analyze and synthesize information from authentic sources.

* Create a plan for a model school based on the educational system of the Latin American culture, including such information as course offerings, sample schedules, faculty, and a public relations brochure.

* Use Latin American culture sources to research an historical event in the Latin American culture and present findings in oral or written form, emphasizing the cultural perspective of the Latin American nation.

VIII. Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

a. Apply idiomatic expressions in a variety of social contexts.

- * Role-play a shopping situation in a Latin American market place using appropriate idiomatic expressions.
- b. Use knowledge of the structural patterns of students own language and the Latin American language for effective communication.
- * Translate a passage avoiding a word-for-word exchange.

IX. Students use the language both within and beyond the school setting.

- a. Communicate orally and in writing with members of the Latin American culture on topics of personal interest, community, or world concern.
- b. Research and organize an event or celebration representing the Latin American culture for the school or community.
 - * Learn the steps and prepare costumes for a Spanish folk dance to perform for the public during Cinco de Mayo.
- c. Maintain ongoing personal contact with a native speaker.
 - * Regularly send holiday greeting cards or electronic greetings to acquaintances from the Latin American culture.
- d. Initiate and pursue interests in various aspects of the Latin American culture.
 - * Subscribe to a periodical from the Latin American culture.
 - * Independently participate in activities related to the Latin American language and culture, e.g., ethnic festivals, plays or films, contests, etc.

23. Texts & Supplemental Instructional Materials

Sendas Literarias 1 Prentice Hall
 Web-based resources
 Prentice Hall Student site
 Quia
 Internet Resources
 Newspapers

24. Key Assignments

Research Project (Project: "Las Naciones Unidas")

Students choose a Spanish speaking country and prepare a written and oral presentation with a visual component. They will include different aspects about this particular country such as climate, flora, fauna, monetary system, education, geography, sports, leisure activities, customs, holidays and traditional festivities.)

Visual Arts Project (A.El Calendario Azteca)

"Soy de..." cada alumno escribe un poema sobre si mismo.

"La línea de tiempo," cada alumno escribe su biografía desde la fecha de nacimiento hasta la actualidad incluyendo los acontecimientos mas actuales.

Ensayo creativo: Cada alumno escribe un ensayo sobre su palabra enorme, similar al texto de Benedetti usando y subrayando la palabra elegida diez veces en diferentes frases u oraciones.

Debate.

Written Report (A. El libro en la bolsa (poner objetos que evocan la historia e ir sacandolos y hablar de ella.

<p>A. A Ensayo donde se identifican B. Entrevista a un familiar inmigrante</p> <p>Dramatization (Julcio basado en la lectura) Actividad "día de Cesar Chavez", las familias traen comida.</p> <p>Other Oral Assessments (Entrevista a otra persona mayor de la familia.)</p>
<p>25. Instructional Methods and/or Strategies</p> <p>Lectures Class discussions Reading primary and secondary sources Research projects (In written and oral form) Group projects (In written and oral form) Audio and visual presentations CD and tape players Internet access in the classroom Computer research and presentation Guest speakers Community based research projects Self-directed, cooperative, and collaborative learning projects Interviewing</p>
<p>26. Assessment Methods and/or Tools</p> <p>Homework Quizzes Oral tests and quizzes Written tests and quizzes Final Examination Essays Teacher observations Checks of classroom work Class discussions Research projects (In written and oral form) Group projects (In written and oral form) Audio and visual presentations Computer research and presentation Participation in class</p>

C. HONORS COURSES ONLY
<p>27. Indicate how this honors course is different from the standard course. Not applicable for this course.</p>

D. OPTIONAL BACKGROUND INFORMATION
28. Context for Course (optional)
29. History of Course Development (optional)

* Transcript Title / Abbreviations:

1. Spanish 5
2. Heritage Spanish 1

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 6	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category LOTE Year 2
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 895-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 70

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school outside your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Spanish 5 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 6 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 6 is for heritage speakers.

* Transcript Title / Abbreviations:

1. Spanish 6
2. Heritage Spanish 2

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 7	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	10. Grade Level 9th, 10th, 11th, 12th
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	11. Seeking "Honors" Distinction? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5. District West Contra Costa Unified School District	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
6. City San Francisco	
7. School / District / Program Web Site www.leadps.org	
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0689 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 81

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Spanish 6 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 7 is designed to meet the requirements for the State of Indiana Standards and Guidelines and fulfill the mission of the Leadership Public Schools (LPS) to provide a rigorous academic program to prepare students to enter into college. Spanish 7 is for heritage speakers.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes
21. Course Objectives
22. Course Outline
23. Texts & Supplemental Instructional Materials
24. Key Assignments
25. Instructional Methods and/or Strategies
26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY
27. Indicate how this honors course is different from the standard course.

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school outside your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Drama 1 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
18. Brief Course Description Drama II is a course for students interested in furthering their creative development through the theatre arts. It is a course that emphasizes theatrical production. Students will be responsible for maintaining large roles (technical or performance) in the major school productions and in scenes and performance pieces selected for class. As a class, students will produce at least one substantial theatrical work and with the assistance of the instructor, will be responsible for all of the elements that go into production (acting, directing, costumes, scenery, properties, and lighting).

* Transcript Title / Abbreviations:

1. Drama 2
2. Advanced Drama

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Spanish 8	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input checked="" type="checkbox"/> e-Language Other than English <input type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category LOTE Year 4+
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 84

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Spanish 7 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Spanish 8 is designed for Heritage Spanish speakers based on the Indiana State Academic Standards. This is an advanced Spanish Language course.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes
21. Course Objectives
22. Course Outline
23. Texts & Supplemental Instructional Materials
24. Key Assignments
25. Instructional Methods and/or Strategies
26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY
27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION	
28. Context for Course (optional)	
29. History of Course Development (optional)	

* Transcript Title / Abbreviations:

1. Spanish 8
2. Spanish 8 (AP)
3. Heritage Spanish 4
4. Spanish 8 (AP Language and Literature)

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Visual Art 2	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input checked="" type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input checked="" type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Visual Arts (Advanced)
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 67

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school/program? Castilleja School Course title at other school: Design II
16. Pre-Requisites Visual Art 1 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Design II continues the exploration of the elements and principles of visual design begun in Design I in a series of longer term, larger-scale, more technically demanding projects. Assignments involving surface patterning, modular forms, multiples, symbolic and expressive use of color and site-specific installations provide interactive engagement with both concepts and techniques, as students experiment with abstract, representational, and expressive approaches to composition and content. Media and techniques explored include acrylics, foam core, neoprene, planographic and relief printmaking (collagraphs, serigraphs, linoleum blocks), plating, and other fiber techniques, and the use of various non-traditional and recycled materials as design components. Class projects include designing hats, masks or headpieces for productions and performances, developing architectural modules and functional objects using lightweight materials, designing posters or banners using computer software in combination with various printing and collage processes, and creating large-scale, two-dimensional designs and three-dimensional figures or objects.

*** Transcript Title / Abbreviations:**

1. Visual Art 2
2. Advanced Visual Art

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Visual Art 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input checked="" type="checkbox"/> f-Visual & Performing Arts <input checked="" type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Visual Arts (Intro)
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	
13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 89

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Visual Art I provides students with a foundation of visual arts concepts and for students to explore these concepts intellectually and experientially. Emphasis is on making art processes, the elements and principles of art and design, art history and art criticism.

B. COURSE CONTENT
20. Course Goals and/or Major Student Outcomes 1) Students will be creating art on a weekly basis and will actively engage in learning art concepts and art history. 2) Students will apply decision making processes in their art projects with the assistance of teacher feedback. They will learn how to plan major projects and to bring their work into completion according to clearly stated expectations for each assignment. 3) Students will build an appreciation for art and the process of making art. 4) Students will cultivate the skill of self-reflection on their artwork as well as learn to utilize peer critique. They will also learn to look for elements of art in critiquing a variety of artworks. 5) Students will explore various careers that employ interest and understanding of visual arts. 6) Students will develop their own understandings and definitions of visual culture. 7) Students will understand the role of visual art themes across content areas.
21. Course Objectives Main Objectives of this course are based specifically on Visual Arts Content Standards. 1) Artistic Perception Through written responses, in-class activities, response to design challenges, discussion, and personal art making, students will demonstrate the knowledge and understanding of the Elements and Principles of Art and Design, visual art vocabulary, the impact of media choice. 2) Creative Expression Students will experience a variety of art media, tools and techniques, experiment with fundamentals of design through problem-solving activities, and develop and maintain portfolios. Students will create two-dimensional and

Summary of Course List Updates - Page 90

three-dimensional works of art that communicate personal thoughts and ideas and that show refined craftsmanship and careful fabrication.

3) Historical and cultural context

Students will explore the cultural and historical meanings, benefaction, and capacities of the Visual Arts through the use of various resources including, but not limited to, documentaries, in-class discussions, written responses, visual presentations, and individual student research-based projects.

4) Aesthetic Valuing

Through written responses, in-class discussions, peer critiques, and personal presentations, students will articulate personal position, interpretation of messages or meanings in various works of art, including their own. Students will make informed judgments of various works of art, and will employ the conventions of art criticism to communicate about various works of art, including their own.

5) Connections, Relationships, Applications

Students will create graphic work that communicates a public message; students will also generate an individual piece that communicates ideas and themes taken from literature, music or history. Students will be exposed to various forms of Media that highlight the visual arts. Through discussion, personal research, in-class visitors, and other media resources, students will explore careers and skills that employ the visual arts.

22. Course Outline

1) Bookmaking, Student Journal / Sketchbooks

Students will learn a basic bookmaking technique and will create their own Journal/ Sketchbook. Students will design the cover and will be required to complete one page per week. In addition, students will use the journal to record in-class notes, vocabulary words, document information about artistic processes, and work out designs/ideas for larger pieces. Students will learn appropriate art vocabulary.

2) Essential Question: What is Visual Art?

Students will view multiple pieces of work from the San Francisco Museum of Modern Art collection. Insight on the artist, medium, and concepts will be provided. Students will participate in in-class discussions.

3) Student Mandala

Students will utilize a simple graphite printing process to generate individual mandalas that demonstrate radial symmetry and a high level of craftsmanship. Students will learn appropriate vocabulary.

4) Observational Drawing Workshops

Students will complete basic drawing exercises that lend themselves to success in observational drawing. Students will not only experiment with a variety of drawing mediums, they will also attempt multiple still life drawings to display and assess their personal progress. Students will also view the work of Kathe Kollwitz, Pablo Picasso, Jose Posada, and Leonardo Da Vinci. Students will learn appropriate vocabulary.

5) Observational Self Portraits / Portraits.

Students are exposed to self-portraits of various artists in various mediums. They will come to understand the role of the self-portrait in an artist's body of work. Students will also explore the role of portrait artists and portrait pieces

through history. Students will be exposed to facial and body cannons. Students will work in pairs, with mirrors and multiple media, to explore this popular art theme. Students will learn appropriate vocabulary.

6) Song Lyric Compositions

Students will create individual compositions based on song lyrics that communicate a cross-cultural or universal social theme. Students will show a high level of craftsmanship, will review each other's work, and will engage in dialogue that articulates the intention of their composition.

7) Color Theory, Introduction to Painting

Students will use basic tempera paints to create their own color wheels, to explore value scales and hue identity exercises. Students will also view the cubist works of Pablo Picasso and George Braques. Students will generate their own geometric monochromatic paintings.

8) Expressive Hands and Text Composition

Students will generate an art piece that will display knowledge of balance, positive and negative space, typography, contrast, and repetition and will demonstrate their ability to adhere to design requirements. The Students' painting techniques and levels of craftsmanship will be formally assessed.

9) Arcimboldo-Style Self Portraits.

Students will view works of Giuseppe Arcimboldo and learn about the artist's role specific to Documentation of Dynasties throughout history. Students will then create self portraits in a similar style.

10) Introduction to Three-dimensional Design: Paper Mache Altered Form.

Students will create paper mache forms and alter them to their specific tastes to communicate the theme of contrast. Student will also generate one-page artist statements and participate in a class critique-style discussion of their work and the work of their peers.

11) Assemblage: Box Project.

Students will view the works of Joseph Cornell, Betye Saar, and Louise Nevelson. Students will view a video of Betye and Allison Saar that highlight the creative process behind their pieces. Student will brainstorm concepts, symbolism of materials and generate boxes that represent a theme or concept of their choice. Students will also write in depth artist statements and participate in a class critique.

12) Artist Inquiry and Presentation

Through museum trips, power point presentation, lecture, web-browsing, and individual research students will choose an artist and generate a set of inquiries. Students will present their findings in the form of a five page paper and a three minute oral/PowerPoint presentation.

13) Art Blog

Students will use the Internet to respond to posted images and statements. Thoughtful articulation of ideas and proper use of visual-arts specific language is encouraged.

14) Culminating Exhibition

Summary of Course List Updates - Page 92

<p>Students will reflect back on their visual arts course experience and chose a project or process that they would like to revisit and expand upon. A piece or series of pieces will be generated and then presented in a class-wide exhibition. Student artists will compose Artist Statements and participate in critiques.</p>
<p>23. Texts & Supplemental Instructional Materials</p> <ol style="list-style-type: none"> 1) History of Art, Vol II revised 5th edition H.W. Janson 2) Art in Focus, Gene Mittler Ph.D 3) Understanding Art, Mittler and Ragaes Teacher s edition 4) DVD/Videos of Artists (Documentaries) 5) Assorted Visual Art Resource Books. 6) School computer Lab 7) Power point presentations and images from following sites: http://www.princetonol.com/groups/fad/lessons/high/Nerina-ArcPortraits.htm http://www.princetonol.com/groups/fad/lessons/high/Dave-hands.htm http://www.sfmoma.org/education/edu_overview.html
<p>24. Key Assignments</p> <ol style="list-style-type: none"> 1) Students are expected to complete six to seven projects which cover specific elements in art 2) Students will display and critique work in Gallery Simulation at end of term 3) Students will participate in a weekly blogg (on line web activity) where they are posed a question about a piece of art where they have to apply knowledge of art concept.
<p>25. Instructional Methods and/or Strategies</p> <ol style="list-style-type: none"> 1) Art history is presented through power point and use of images from web sources. 2) Students study the life of artists in the 20th century through videos high lighting life and work and through lecture 3) Art History/Elements and principles of arts are taught through class lecture and discussion 4) Elements of art are applied through In long term projects 5) Students are taught about critique of art
<p>26. Assessment Methods and/or Tools</p> <ol style="list-style-type: none"> 1) Teacher feedback and one-on-one conferencing will be given on all art projects during the process of making art as well as in culmination of project. 2) Students will be expected to work nightly on long term art projects and to plan out their time accordingly to

culminate long project. Students will be graded on the quality of their work according to clearly stated expectations for each project.

3) Students will be expected to produce a portfolio at the end of the year containing their major assignments, which include reflective, creative and analytical work from student journal/ sketchbook.

4) Students will critique their own art work as well as provide written critiques works of art of peers and artists who are studied.

5) Rubrics are used for long-term projects which assess elements of art.

6) Students will be evaluated on participation in class lectures and discussions.

C. HONORS COURSES ONLY

27. Indicate how this honors course is different from the standard course.
Not applicable for this course.

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)

29. History of Course Development (optional)

*** Transcript Title / Abbreviations:**

1. Visual Art 1
2. Introductory Visual Art

New Course Description

A. COVER PAGE	
Date of Submission (Please Include Month, Day and Year): February 28, 2006 2:06 PM	
1. Course Title Drama 1	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input checked="" type="checkbox"/> f-Visual & Performing Arts <input checked="" type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	Category Theater Arts (Intro)
6. City San Francisco	10. Grade Level 9th, 10th, 11th, 12th
7. School / District / Program Web Site www.leadps.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
13. Is this Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 95

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school <i>outside</i> your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites None
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Drama I will help students develop an understanding and appreciation of theatre concepts. Students will study how theatre arts connect to other areas of life and the relevance, implications, and consequences of the theatre in its social, cultural, and historical context. The course will include a basic study of movement, voice, acting, characterization, improvisation, theatrical conventions, theatrical production, dramatic and literary genres, and careers in theatre. Student will have the opportunity to respond to and interpret diverse theatrical experiences including reading plays, viewing recordings of productions, and attending live performances.

*** Transcript Title / Abbreviations:**

1. Drama 1
2. Introductory Drama

New Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year): February 28, 2006 2:08 PM	
1. Course Title Drama 2	9. Subject Area <input type="checkbox"/> a-History / Social Science <input type="checkbox"/> b-English <input type="checkbox"/> c-Mathematics <input type="checkbox"/> d-Laboratory Science <input type="checkbox"/> e-Language Other than English <input checked="" type="checkbox"/> f-Visual & Performing Arts <input type="checkbox"/> Intro <input checked="" type="checkbox"/> Advanced <input type="checkbox"/> g-Elective
2. Transcript Title(s)/Abbreviation(s) * <i>(see list of abbreviations below)</i>	Category Theater Arts (Advanced)
3. Transcript Course Code(s)/Number(s) * <i>(see list of codes below)</i>	
4. School / Program Leadership Public Schools - Richmond	
5. District West Contra Costa Unified School District	10. Grade Level 9th, 10th, 11th, 12th
6. City San Francisco	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. School / District / Program Web Site www.leadps.org	12. Unit Value <input type="checkbox"/> 0.5 (half year of semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:
8. School / Program Course List Contact Person 1) Name: John Hall 2) Title/Position: VP, Curriculum and Instruction 3) Phone: (415) 695-0669 Ext. 215 4) E-mail: jhall@leadps.org	13. Is this internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the provider is: <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other:
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from List? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course	

Summary of Course List Updates - Page 97

<input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain:
15. Is this course modeled after an UC-approved course from another school outside your school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school/program? Course title at other school:
16. Pre-Requisites Drama 1 or proficiency
17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? Title of previous submission:
19. Brief Course Description Drama II is a course for students interested in furthering their creative development through the theatre arts. It is a course that emphasizes theatrical production. Students will be responsible for maintaining large roles (technical or performance) in the major school productions and in scenes and performance pieces selected for class. As a class, students will produce at least one substantial theatrical work and with the assistance of the instructor, will be responsible for all of the elements that go into production (acting, directing, costumes, scenery, properties, and lighting).

* Transcript Title / Abbreviations:

1. Drama 2
2. Advanced Drama

Sample Curriculum Units

- 1) History
- 2) Biology

History

Collaborative Curriculum Map 2005-2006

Leadership Public Schools

(Aguilera, Victor; Fraser, Kandle; Hall, John; Hoopes, David; Kamir, Rahda; Kirkpatrick, Katie; Klempa, Adam; Kondonijakos, Adam; Ku, Charles; Pierce, Rob; Taramoto, Vicky) / History I Consensus Map / High School (LPS - Consensus Maps)*

Enduring Under-standings

Essential Questions

Assessments

Major Learning Experiences

Learning Resources

Retreat

(Week 1, 1 Week)

Retreat

1: Origins of Western Thought (10.1.1, 1.2)

(Week 2, 5 Weeks)

The "Western tradition" derives principally from two different cultures, the scientific and philosophical culture of Ancient Greece (Reason) and the theological culture of the Ancient Hebrews (Faith).

Though in very different ways (for example, in their understanding of the law and its origins), both Ancient Greeks (and later Romans) and Ancient Hebrews placed great emphasis on "the individual" and on the duties of the individual.

Unit 1 Historical Question: To what extent do faith and philosophy influence the rule of law?
10.1.1

- What is the difference between philosophy [discovered truth] and theology [revealed truth]?
- How and why did philosophy emerge in Ancient Greece and how and why a belief in one ethical God among the Ancient Hebrews?
- What is meant by "the individual"?
- How did the responsibilities of "the individual" in Ancient Greece differ from those in Ancient Judea?

1. What were the historical circumstances in the ancient Mediterranean world, especially Greece,

Visual Arts Project (Make it an illustrated Venn Diagram on largish sheet of paper. The illustrations are a way to allow students to use multiple-intelligences, which will also strengthen learning (when two or more intelligences are used in combination, most students learn more) and give kids with weaker English a chance to show what they know. So, imagine a VD that has illustrations in/around it. I also like to have the students draw a map of the region on the paper first (the map in pencil), then put their VD over it in much darker writing (say, with a pen). One side FAITH and the other side REASON) Then, by the end the students will have drawn the eastern

I have a couple of suggestions corresponding to each of the essential questions below:

- What is the difference between philosophy and theology?

The students read small sections from (1) Exodus and (2) Herodotus, both of which are histories. What you will find, among other things, is that the in Exodus "God" is referred to routinely, while Herodotus virtually never does (and when he does it is in an entirely different way). A lesson such as this should give the students a clear sense of how much God figured in the lives of Ancient Hebrews while the Greeks were trying to explain things without reliance on a god or gods. A learning experience such as this might serve as a hook for the next major learning experience focused on how these different historical circumstances arose.

- How and why did philosophy emerge in Ancient Greece and a belief in one ethical God among the Ancient Hebrews?

I suspect that the historical explanations will be in there. Moreover, given that this will be the first unit of the year, I suspect that you will have to have basic instruction on how to read a textbook and take notes. Perhaps if you design these initial skill-building lessons around the section of the textbook looking at the historical circumstances that led to the different belief systems, you could address this question.

Make it an illustrated Venn Diagram of Greece and Rome on largish sheet of paper. The illustrations are a way to allow students to use multiple-intelligences, which will also strengthen learning (when two or more intelligences are used in combination, most students learn more) and give kids with weaker English a chance to show what they know. So, imagine a VD that has illustrations in/around it. I also like to have the students draw a map of the region on the paper first (the map in pencil), then put their VD over it in much darker writing (say, with a pen). Then, by the end the

III.B.1.i. Sample Curriculum Units

<p>For Greeks, the individual was responsible to the polis (civic duty), which was to be governed by reason. For Hebrews, the individual was responsible to God (individual religious duty), in whom each individual was to have unyielding faith.</p>	<p>that contributed to the evolution of democracy?</p> <p>2. What were the main differences between Greek democracy and the democracy of the Roman Republic?</p> <p>3. How do the circumstances leading to the collapse of democracy in ancient Greece and Rome compare?</p> <p>4. What have modern democracies borrowed from the Greeks and Romans?</p>	<p>Mediterranean, including Greece and Judea. When doing the writing portion on Ancient Greece, they would literally be writing over Ancient Greece.</p> <p>With the essay, too, you need clearer expectations.)</p> <p>Visual Arts Project (Venn Diagram Reflection Essay</p> <p>Students can use their Venn Diagram as a prompt for their essay.</p> <p>Question: How have faith and reason influenced the rule of law? Analyze the differences and similarities.)</p> <p>Quiz</p> <p>Expository Essay (Let's say that the school has decided to create its own student government. However, it is having a hard time choosing between the Greek and the Roman model. Which would you choose? Be sure to include as many aspects of Greek or Roman ideas [as needed] in writing your answer.)</p> <p>Oral Report</p>	<p>• What is meant by "the individual"?</p> <p>Really to convey this idea, you need to consider a society that does not place a premium on the individual, which you could do easily by some comparison to Ancient India or Ancient China, where the individual, as we in the West understand it, never emerged because of the primacy of caste (India) and family (China). Perhaps you could do an in-class "practice" Venn diagram comparing the individual in either Ancient Greece or Judea to the individual in either Ancient India or Ancient China.</p> <p>• How did the responsibilities of "the individual" in Ancient Greece differ from those in Ancient Judea?</p>	<p>students will have drawn the eastern Mediterranean, including Greece and Judea. When doing the writing portion on Ancient Greece, they would literally be writing over Ancient Greece.</p> <p>With the essay, too, you need clearer expectations.</p> <p>8x11 blank paper sheets, colored pencils Textbook: Prologue pp. 2-22</p>
<p>In the ancient Mediterranean world, democracy evolved from tyrannical monarchies, first in ancient Greece and later in somewhat different form in Rome. Though these democratic political systems did not endure, ideas about classical Greek and Roman forms of democracy were later used in modern democracies.</p>		<p>I would base this on reading documents, starting perhaps with Hammurabi's Code, in which law and its application are subjective, versus the emergence of conscience (and thus obligation to moral authority, whether that be God or the polis) in the Ten Commandments or Socrates (or Plato or Aristotle).</p> <p>1. From the text, use a graphic organizer to depict the cause and effect pattern of monarchies slowly evolving into democracies. Then, in small groups, students will draw cartoons depicting each frame of this process, either from the Greek or Roman perspective.</p> <p>2. From these cartoons, the instructor will conduct a class discussion, comparing the two governments using a Venn diagram on the board. Students will take notes. The instructor can also present another Venn diagram comparing the fall of Greece and Rome.</p> <p>For learning activity 2, conclude each of these sub-activities with a metaphor assignment: give each student a sheet of blank 8/15 x 11, have them draw a line down the middle (landscape orientation), and have them come up with a metaphor for Greek democracy and a metaphor for Roman democracy. They should draw these metaphors, Greek one on the right half of the paper, Roman one on the left. Then ask them to write out an explanation of why they chose the metaphors that they did. This activity can be used both to compare forms of democracy and to compare reasons for decline. The metaphors should give them (1) something singular (for each phenomenon) and (2) something that they have suggested to hang the facts onto.</p> <p>3. The small groups will then play a game in which they compete to see which group can find the most Greek and Roman ideas that are now a part of U.S. government. When the game is over the instructor will debrief and write the ideas on the board. Students will take notes.</p>		

0: Geography

(Week 2, 2 Weeks)

2: Origins and Principles (10.2.1, 2.2)

(Week 7, 5 Weeks)

Students will understand the major ideas influencing the democratic revolutions in England, the United States, and France, and Latin America in the seventeenth, eighteenth, and early nineteenth centuries and know the recurrent principles articulated in the important revolutionary documents of the era.

- Students will understand the historical period of the Enlightenment, its importance, key individuals and impact on subsequent revolutions.
- Students will understand the purpose of government.
- Students will understand the difference between absolute monarchy and limited monarchy as different forms of government.
- Students will be able to take notes and identify what is useful information to write down when taking notes.
- Students will know

- 1.)Is the natural state of "humans good or bad?"
- 2.) Can humans learn about human society by studying nature?
- 3.) What does equality really mean and do we have it here in the United States?
- 4.)Do people revolt merely because of ideas, or were the revolutions in early modern Europe and America caused by other forces?
- 5.)How can people own slaves and champion democracy at the same time?
- 6.)Who should have a voice in government?
- 7.)What is the purpose of government?
- 8.)What is the best form of government?

Other Written Assessments (Op-Ed Assignment)

You have finished reading an article in the local newspaper about a country Frasoria which has just gained its independence. At the time that the article was written Frasoria had not yet decided on a form of government.

Your Op-Ed (Opinion) piece needs to cover the following:

- What is the purpose of government?
- Choose a philosopher from the Enlightenment Era whose ideas regarding government best match your own.
- What were their ideas? How did this philosopher's ideas affect a particular revolution?
- When should citizens revolt against their government?

Other Written Assessments**Day 1**

EQ: Is the natural state of "humans good or bad?"

- Introduction to the Enlightenment
- oBegin with a discussion based on the essential question. What do we mean by labeling humans as good or bad? What does "natural state" mean? What are examples of humans as naturally good or examples of humans as naturally bad? Record on the board.
- Rousseau (Subject of the first book)
- oDiscussion on the subject of the first book and then a written response to Rousseau. Share out responses.

Day 2

EQ: Who should have a voice in government?

- Note taking lesson
- oWe will begin with a discussion of who should have a voice in government. Followed with a lesson with a method of how to take notes called the Cornell Method. Present example of Cornell method. 7 min lecture on the topics below. Turn in notes at the end of class
- The road to Democracy—Limited Monarchy
- "Divine Right of Kings", Jean-Jacques Bossuet
- Magna Carta

Day 3

EQ: What is the purpose of government?

- Part I
- oSubmit to students three examples of notes taken from other students. Making notes anonymous by retyping them with out names... have students point out which ones are the most helpful and why.

•Part II

oJohn Locke (readings)
Have each group pair up with a short reading. Read the Locke selection answer the question below the passage, share-out answers with each other. Come together as a class share out responses. Move to essential question on the purpose of government, using Locke as a springboard.

Day 4

EQ: What are rights and what should they be?

- Begin with essential question then break students into groups. Each group must compile a list of 5 rights and give reasons for each of those rights. Present the glorious revolution

1. The Social Contract, Jean Jacques Rousseau (1762)
<http://www.constitution.org/fjr/socon.htm>

2. Magna Carta
A translation of Magna Carta as confirmed by Edward I with his seal in 1297
http://www.archives.gov/exhibit_hall/featured_documents/magna_carta/translation.html

3. Second Treatise of Government, John Locke (1689)

4. United States Declaration of Independence

5. "Address to the Second National Congress of Venezuela", Simón Bolívar (1819)
http://www.classzone.com/books/wh_05_shares/pdf/WHS05_024_683_PS.pdf

6. United States Bill of Rights

7. Photo analysis sheet
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

8. Teacher Curriculum Institute

III.B.1.i. Sample Curriculum Units

what an "Op-Ed" article is and how to write one.

- Students will be able to effectively read primary sources and discern the important information the author is trying to convey.

- Glorious Revolution (5 minute mini-lesson)
- English Bill of Rights (present portion of it)
- Compare groups list of rights against the English Bill of Rights versus what they came up with. Is there any overlapping?

Day 5

EQ: What is power and who should have power?

- American Revolution (causes)

oConcentrate on the Boston Tea Party show students images of the event and have them complete Photo Analysis Sheet (see resources) as we look at various images. Based on these images what can we discern about the causes of the American Revolution?

Day 6

- Declaration of Independence

•Jefferson

•Activity:

o "Life, Liberty, and the Pursuit of Happiness"

In this activity, students discuss some of the ideals in the Declaration of Independence.

•Form small groups to discuss the meaning of the three natural rights that Jefferson identified in the Declaration of Independence: "Life, Liberty, and the Pursuit of Happiness."

•For each one of the three rights, group members should answer this question: What does this right specifically refer to in our lives today?

•The groups should then post their answers for the rest of the class to see.

•Hold a general class discussion and vote, if necessary, to drop or keep the meanings that each group has developed for the three rights.

Day 7

EQ: What is the best form of government?

- Simón Bolívar, "Address to the Second National Congress of Venezuela"

•Class discussion based on article (see resource list).

Day 8

- Montesquieu

•Primary source work with Montesquieu, short discussion of main idea of separation of powers

•Quiz, short answer on philosophers

•For the quiz students will fill in a chart that has the major philosophers we have studied thus far on one side and for each philosopher they need to answer... What is the people's responsibility to the government? What is the government's responsibility to the people? When is the contract broken?

Day 9

EQ: How can people own slaves and champion democracy at the same time?

- U.S. Bill of Rights
- James Madison
- List the Bill of Rights in order of importance (Groups)
- Each group should then place their list on the board and have a comparison of each groups and class discussion.

Day 10-13

•(Opener)It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way . . .
 –Charles Dickens A Tale of Two Cities

- French Revolution (causes and influences)
- TCI Activity: Creation of a storybook, marking the major events of the French Revolution

Day 14

EQ:Do people revolt merely because of ideas or were the revolutions in early modern Europe and America caused by other forces?

Direct Question: According to Rousseau when should people revolt?

- Rousseau, The Social Contract
- Group chunking exercise taken from the above document

Day 15

- Introduce Op-Ed Assessment
- What is an "Op-Ed" article?

Day 16

- In-class work on article

Day 17

- Final Revisions of article due at the end of class
- Final Conclusions and reflections

3: Democracy in the World Today (10.1.3)
(Week 12, 4 Weeks)

1. parliaments were formed after monarchs/ rulers were overthrown
2. ideologies during the enlightenment era lead to american colonies attempting to become a united

Unit 3 Historical Question: What role do the principles of democracy play in the world today?
 10.1.3 "overarching question" Is the world today democratic?
 1. how does US and parliamentary democracy

Expository Essay (Essay related to "The Grid")
 The student will evaluate to what extent several 21st century democracies practice religious toleration, by ranking them, on a comparative scale.
 The student will defend the

1. Review with students the ideal of democracy by asking them to make connections to their personal lives.
2. compare and contrast iroquois, US and English "constitutions"
3. creating their own "government" TCI island activity
4. looking how the enlightenment "thinkers" helped to form US and English constitutions (TCI activity)

1. Computer with Internet Access
2. Print resources concerning countries (list provided) that adopted certain aspects of the US constitution or England's parliament system

nation
 3. political changes in England sparked a change in how people viewed politics and their government
 4. as a symbol of western democracy the United States and English ideas of democracy and government have been adopted in many modern countries
 5. there is a difficult balance between governing a nation having democracy

differ?
 2. What are the main ideas of the US constitution?
 3. Why did modern countries use only specific parts of the constitution?
 4. Which democracy (US vs. Parliamentary) is more influential?
 5. Does democracy exist and does everyone benefit?
 6. Is religious freedom guaranteed in a democratic society?
 7. What is the most effective way for governments/ countries to enforce democracy?

ranking in a short writing which will be assessed according to a master rubric.
 The writing will be based on evidence learned from classroom presentations and discussions and from individual research.)
Visual Arts Project
 (Students will create a story board with illustrations and captions telling the story of either English or United States impact on a specific country (Cuba, India, Afghanistan, South Korea and Iraq) in the modern world whose people and government sought to make their country "democratic.")

4. TCI activities and their handouts (see thumbnail)
 5. Materials to create poster displays (poster paper, markers, scissors, pictures, glue sticks, etc.)
 6. Graphic organizers through out lessons
 7. "The Big Box" by Toni Morrison

Work Days and Thanksgiving Holiday
 (Week 14, 1 Week)

4: French Revolution
 (10.2.3, 2.4, 2.5)
 (Week 16, 6 Weeks)

Enduring Understandings
 • Students will know the principal causes of the French Revolution.
 • Students will understand the ideology of the French Revolution.
 • Students will be able to identify the differences and similarities between the Declaration of the Rights of Man and The Bill of Rights.
 • Students will know how the

Unit 4: French Revolution (10.2.3, 2.4, 2.5)
 At what point would you take up arms against your own government?
 Essential Questions:
 1. Why did the revolutions in central and South America largely fail to deliver equality, prosperity, and political stability?
 2. Why did a people who were so passionate for "liberty, fraternity, and equality" that they took up arms against their government later hand over complete power to

Expository Essay (Major Performance Tasks)
 Part 1: Students will write a five paragraph essay using the concepts first laid out in the Venn Diagram.
 Question: Why did a people who were so passionate for liberty, fraternity, and equality that they took up arms against their government later hand over complete power to Napoleon?
 Outline the Essay
 1. Intro
 Hook

Major Learning Experiences

- WEEK 1 _____
- Day 1
 Launch: Quick write: Discuss the overarching question.
 At what point would you take up arms against you own government?
 Activity:
 1. Read page 192. Respond to questions "Examining the issues" Would you join the mob? Look at page 189c for more class discussion questions.
 2. Read a segment from Tail of Two Cities
 3. Project the skill builder lesson at the top of page 194. Do a document analysis of the political cartoon. Also have students answer the skill builder questions.
 Homework: Read and Take Section Notes on Section 1
- Day 2
 Launch: Section 1 open note quiz
 Activity:
 1. 20 minute lecture on estates. Use the History Through art

Learning Resources
 • Teaching Documents
 1. Template for writing an historical essay
 2. Essay Rubric
 3. Peer edit activity
 4. TCI History Alive lesson 1.4 from the "Western Europe in the Modern World" binder
 5. Vocabulary worksheet
 6. Document analysis recipe
 7. T chart
 8.
 • Secondary Sources
 1. Textbook: Chapter 7

<p>ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <ul style="list-style-type: none"> • Students will understand the development of Nationalism and its impact during the Napoleonic era. • Students will know the reaction to Napoleon in the Congress of Vienna 	<p>Napoleon?</p> <p>3. Were the changes in the French revolution inevitable?</p> <p>4. Was Napoleon a product of the Enlightenment or its executioner?</p> <p>5. What is the difference between nationalism and patriotism?</p> <p>6. Was the Congress of Vienna wise or politically expedient in its decisions?</p>	<p>Into the Reader to the controversy</p> <p>Thesis (Answer to the historical question</p> <p>2. Body Paragraph #1: Ideology of the Revolution</p> <p>Enlightenment Ideas</p> <p>Injustice and frustration with Estates</p> <p>Goals of the Revolution</p> <p>3. Body Paragraph #2: French Rev and establishment of a Democracy</p> <p>National Assembly</p> <p>Storming the Bastille</p> <p>Dec of Rights of Man</p> <p>Limited Monarchy</p> <p>4. Body Paragraph #3: French Empire</p> <p>Reign of Terror</p> <p>Napoleon</p> <p>Coup d'Etat</p> <p>Napoleon crowned himself</p> <p>5. Conclusion</p> <p>Restate your thesis in different words</p> <p>Drive you main point home</p> <p>Closing statement</p> <p>« Rough Draft</p> <p>« Peer Edit</p> <p>« Final Draft</p>	<p>overheads as suggested on page 195.</p> <p>2. Have students create an illustrated pyramid of the modern day class system. Have students include the income and professions of those in the lower, middle and upper class. Ask students why aren't more people in the upper class, What class will you belong to 20 years from now? What social and economic inequality would cause you to revolt at some point in your life?</p> <p>Homework: Use the Vocab ID sheet to identify key terms and names from section 1</p> <p>• Day 3</p> <p>Launch:</p> <p>Activity: Lesson 1.4 from the History Alive binder titled "Western Europe in Modern World" Students illustrate a children's book of events from the Revolution.</p> <p>Homework:</p> <p>• Day 4</p> <p>Launch</p> <p>Activity: Lesson 1.4 from the History Alive binder titled "Western Europe in Modern World" Students illustrate a children's book of events from the Revolution.</p> <p>Homework: Read and Take Section Notes on Section 2</p> <p>• Day 5</p> <p>Launch: Section 2 open note quiz</p> <p>Activity: 20 minute Lecture on Section 2</p> <p>Homework: Use the Vocabulary ID sheet to identify key terms and names from section 2</p> <p>• WEEK 2 _____</p> <p>• Day 6</p> <p>Launch Why did the revolutions in central and South America largely fail to deliver equality, prosperity, and political stability?</p> <p>Activity:</p> <p>Homework</p> <p>• Day 7</p> <p>Launch</p> <p>Activity: 20 minute Lecture on Section 3</p> <p>Homework: Read and Take Section Notes on Section 3</p> <p>• Day 8</p> <p>Launch: Section 3 open note quiz</p> <p>Activity</p> <p>Homework: : Use the Vocab ID sheet to identify key terms and names from section 3</p> <p>• Day 9</p> <p>Launch</p> <p>Activity</p> <p>Homework</p> <p>• Day 10</p>	<p>2. Tail of Two Cities</p> <ul style="list-style-type: none"> • Primary Sources 1. Bill of Rights 2. Declaration of the Rights of Man
		<p>Part 2: Students will take a 50 question multiple choice, matching, true and false test on the key terms and names from the reading and activities from the unit.</p>		
		<p>Other Written Assessments (Other Assessments</p> <ol style="list-style-type: none"> 1. T chart Activity comparing the Declaration of the Rights of Man and The Bill of Rights. 2. 5 reading quizzes 3. Note packets 4. Vocab sheet 		

III.B.1.i. Sample Curriculum Units

- 5. Venn Diagram
- 6. essay outline
- 7. essay rough draft
- 8. essay peer edit
- 9. essay final draft
- 10. 50 question test on mostly concepts, terms and names from chapter 7.

Launch
Activity EQ: Why did a people so passionate for "liberty, fraternity, and equality" that they took up arms against their government later hand over complete power to Napoleon?

Homework

• WEEK 3 _____

• Day 11

Launch

Activity: Venn Diagram Activity in class

Homework

• Day 12

Launch: What is the difference between nationalism and patriotism?

Activity: 20 minute Lecture on Section 4

Homework: Read and Take Section Notes on Section 4

• Day 13

Launch: Section 4 open note quiz

Activity: Assign final assessment essay. Give student the outline/scaffolding. Students should use the Venn Diagram as a tool to build the body of their essay.

Homework: Use the Vocab ID sheet to identify key terms and names from section 4

• Day 14

Launch: Was Napoleon a product of the Enlightenment or its executioner?

Activity: Students compose/type their rough draft

Homework

• Day 15

Launch

Activity

Homework

WEEK4 _____

• Day 16

Launch: Was the Congress of Vienna wise or politically expedient in its decisions?

Activity: In class peer edit

Homework: Read and Take Section Notes on Section 5

• Day 17

Launch: Section 5 open note quiz

Activity: : 20 minute Lecture on Section 5

Homework:

• Day 18

Launch

Activity:

Homework

• Day 19

Launch

Activity:

Homework

• Day 20

Launch

Activity: Final Draft Due. Peer Grade

Unit Test on Key terms and names

Homework

Winter Holiday
(Week 18, 2 Weeks)

5: Nationalism and Freedom
(10.1.3, 2.1, 2.3)
(Week 22, 5 Weeks)

- 1)The student will understand that revolution in a historical context is defined as either the replacement of one government for another, or a sudden or momentous change in a situation
- 2)The student will understand that the Mexican War of Independence was inspired external forces – Enlightenment ideals, the French and American Revolutions, and problems with the Spanish - as well as internal forces - the rise of nationalism.
- 3)The students will understand that Hidalgo and Morelos became critical actors in the
- 1) What constitutes a revolution?
- 2) In the Mexican War for Independence, what was a more powerful causal force, desire for democracy (ideals of the enlightenment) or nationalism (revolt against Spain)?
- 3) How does one become a successful leader?
- 4) Who was the true leader of the Mexican drive for independence, Hidalgo or Morelos?
- 5)How are internal conflicts resolved?
- 6)How does the Constitution of 1812 compare to the constitutions that come out of the American and French revolutions? What makes a successful constitution?
- 7)Was the Independence

Other Written Assessments (Final Assessment):

Directions:

(1) Please fill in the attached chart using what you have learned about the Mexican War for Independence, the American Revolution, and the French Revolution. Required

(2) Choose either a or b:

a. 1. Using the information from your completed chart, compare the Mexican War for Independence to either the American or French revolution in a Venn diagram. To receive full credit you must have at least 3 items in each section of the diagram.

2. Create an outline for a comparative essay using the information from your chart and your Venn

Day 1: Review of American and French Revolutions

EQ: What is a revolution?

Jeopardy game - special emphasis on When? Who? Why? How?

and Results, specifics of constitutions

Class Work/Homework: Students will write a paragraph on the following question: What is a revolution?

Day 2: The Origins of the Mexican War for Independence

EQ: In the Mexican War for Independence, what was a more powerful causal force, desire for democracy (ideals of the enlightenment) or nationalism (revolt against Spain)?

Social and economic turmoil in Mexico

Enlightenment ideals – Slave rebellion in Cuba, French and American Revolutions

Rise of Nationalism in Mexico

Problems with Spain

Class work: Students will fill out chart with a partner listing internal and external forces causal forces of the Mexican War for Independence. Will discuss with partner what was most significant.

Homework: Students will make a list 5 traits of an effective leader and think of a time when they were an effective leader, themselves.

Day 3: Leadership

EQ: What makes one an effective leader?

Students will discuss in groups of 3 or 4 their lists of leadership traits and will come up with a common list of 5. One person from each group will report the to class (or on poster board).

Class work: Students will read passages on Hidalgo and Morelos

Homework: Who was the true leader of the rebellion? Students prepare a statement a debate. Statement will be 2 minutes in length.

Day 4: Preparation for Debate

EQ: Who was the true leader of the Mexican drive for independence,

Picture of Morelos:
<http://www.elbalero.gob.mx/kids/history/html/independ/biomorelos.html>

Info on Morelos:

<http://www.mexconnect.com/mex/history/tu/ck/lfathermorelos.html>

Info on Hidalgo:
<http://www.mexconnect.com/mex/history/tu/ck/ihidalgo.html>

Picture of Hidalgo
<http://www.elbalero.gob.mx/kids/history/html/independ/biohidalgo.html>

Primary Sources – Hidalgo
<http://www.tamu.edu/cbrn/dewitt/hidalgoarchive.htm>

Grito de Dolores:
<http://historicaltextarchive.com/sections.php?op=viewarticle&artid=551>

III.B.1.i. Sample Curriculum Units

<p>Mexican War for Independence because of their keen sense of leadership.</p> <p>4)The student will understand that successful leaders may use different strategies, but all believe deeply in their cause, and make personal sacrifices to achieve their goals.</p> <p>5)The student will understand the principle tenets of the Constitution of 1812 – 1) Mexico would be an independent monarchy governed by a transplanted Spanish official 2) Criollos would enjoy rights and privileges 3) The Roman Catholic Church would retain its privileges.</p> <p>6)The student will understand that the Constitution of 1812, unlike the constitutions of the United States and France, did not limit the power of the government, nor did it guarantee religious freedom. These omissions in the constitution allowed the imperial power to retain control.</p> <p>7)The student will understand that the</p>	<p>for Mexico revolutionary? For who? Why?</p> <p>8)How do the symbols (flags) of the Mexican War for Independence compare to those of the American Revolution and the French Revolution? Are these symbols valid as representations of the identities of the independent nations?</p> <p>9)To which revolution does the Mexican War of Independence most closely compare – the American Revolution or the French Revolution? Why is it appropriate to compare the Mexican War for Independence to the American and French revolution in the first place?</p>	<p>diagram. The outline must include a thesis statement, topic sentences for body paragraphs, and a concluding sentence.</p> <p>b. Using the information from your complete chart, please write a essay comparing two of three events. Make sure to include two similarities and two differences.</p>	<p>Hidalgo or Morelos?</p> <p>Students will learn correct debate rules and procedures. Students will collect with their team (Hidalgo or Morelos) and decide how they wish to present their case to the class using their statements.</p> <p>Day 5: Debate EQ: (same as above) Students will conduct debate on who was the true leader of the Mexican War for Independence – Hidalgo or Morelos?</p> <p>Day 6: The Outcomes of the Mexican War for Independence EQ: How are internal conflicts resolved? 10 year Civil War Coup of Ferdinand VII Classwork/Homework: Students will prepare for jigsaw activity tomorrow – will become expert on particular of Civil War)</p> <p>Day 7: Jigsaw Activity</p> <p>Day 8: Constitutions EQ: How does the Constitution of 1812 compare to the constitutions that come out of the American and French revolutions? What makes a successful constitution? Treaty of Cordoba - Constitution of 1812 Class work/Homework: In groups, students will create a Venn diagram demonstrating the similarities and differences between the Mexican Constitution and the American Constitution (they will have copies of it). Students will consider the following items: type of government, individual rights, religious freedom. Students will decide which is more successful.</p> <p>Day 9: Spanish military remain in control EQ: Was the Independence for Mexico revolutionary? For who? Why? Students will read passage about life in Mexico after installation of Constitution of 1812. Classwork/Homework: Students will write a letter (as a Mexican nationalist to an American colonist or French peasant) describing their life post-installation of the constitution. Letter should reflect, in some form, empathy for the recipient of the letter.</p> <p>Day 8: Seminar Discussion: Was the Mexican War for Independence truly revolutionary? For who, why?</p> <p>Day 9: National Symbols (letter due) EQ: How do the symbols (flags) of the Mexican War for Independence compare to those of the American Revolution and the French Revolution? Are these symbols valid as representations of the identities of the independent nations? Students will compare the Mexican, French and American flags. What do the symbols or colors say about the nation? The revolutions?</p>	<p>Access to various primary sources:</p> <p>http://www.ats.edu.mx/proyectos/racevedo/mexican/roles.htm#Morelos</p> <p>Art of Jose Clemente Orozco (Hidalgo paintings)</p> <p>http://images.google.com/images?q=Jose+Clemente+Orozco&hl=en&lr=&rls=GGLD,GGLD:2004-19,GGLD:en&sa=N&tab=ii&oi=imaget</p> <p>Pindel, Terry. Yesterday's Train: A Rail Odyssey Through Mexican History. New York: Henry Hold and Compant, 1998. (Chapter "Then Man With Fire"</p>
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outcome of the Mexican War for independence was not revolutionary in the sense that a native government did not replace the Spanish empire, but that a "sudden and momentous" shift does occur with the rise of Mexican nationalism and the mass mobilization of the native population.

8)The student will understand the importance of national symbols by comparing the Mexican, American and French flags and discerning how they represent national identity founded during these revolutionary movements.

9)The student will understand that the Mexican War for Independence, the American Revolution, and the French Revolution all involved the mass movement of native populations dissatisfied with the governing power, an economic crisis, physical conflict, and sound leadership.

10)The student will understand that the Mexican War for Independence,

Class work/Homework: Students will create their own flag of Mexico based on their knowledge of the Mexican War for Independence. They will prepare an oral presentation in which they explain why they chose certain symbols, colors, etc.

Day 10: Students prepare flags

Day 11: Students present flags

Day 12: Review of Unit

EQ: To which revolution does the Mexican War of Independence most closely compare – the American Revolution or the French Revolution? Why is it important to compare the Mexican War for Independence to the American and French Revolutions?

As a class, the students will create their own study guide, determining what they think are the most crucial elements of the unit. Homework: Students will prepare for final assessment.

Day 13: Final Assessment completed in-class

unlike the American Revolution and the French Revolution, did not fully achieve the goals of its revolutionaries.

**Presidents Week
Holiday**

(Week 27, 1 Week)

6: Industrial...
**(10.3.1,3.2,3.3,3.4,
3.5, 3.6,3.7)**

(Week 28, 3 Weeks)

1. Students will understand the resources necessary for a country to industrialize.
2. Students will understand that a technological innovation can profoundly affect a society economically, socially, and culturally.
3. Students will trace the evolution of labor as affected by the Industrial Revolution from the slave trade to the formation of unions.
4. Students will analyze various economic models and who they benefit.
5. Students will understand that the social atmosphere of the time affects the genres of art
1. What has been the most important technological innovation in the last 20 years?
2. What social, economic, and cultural changes has led it to?
3. What was more revolutionary, the Commercial Revolution, the Agricultural Revolution, or the Industrial Revolution?
4. Which had a greater force in shifting populations, a "push" from the countryside or a "pull" from a city?
5. Did industrialization increase or decrease the difficult working conditions of the poor?
6. What economic model is "best" - true laissez-faire capitalism, the contemporary "Anglo American" model, the so called "Rhine" or "social" model, or communism?
7. What impact did the

Other Written Assessments (Letter to a country that has yet to industrialize recommending whether or not to go forward with industrialization.

Prompt: Western Industrialized nations would regard a country that has yet to industrialize as "backwards." Yet with the industrialization, a country becomes host to a number of profound social, cultural, and environmental problems.

Task: As an important advisor to the leader of a (fictional) country that has yet to industrialize, you will write a detailed letter to the leader of your country advising whether or not the country should go forward with industrialization.

The letter should include:

- Whether your country has all of the necessary resources to carry on with industrialization.

Day One - England first to industrialize.

Review on contextual meaning of "revolution"

• Some revolutions non-violent but still involve major change

(Quick-write) Hiking scenario (who is most prepared)

*4 hikers are climbing a mountain. Hiker 1 has a bottle of water. Hiker 2 has water and hiking boots. Hiker 3 has water, hiking boots, and a hiking stick. Hiker 4 has water, hiking boots, hiking stick, energy bars, and a compass. Which hiker will reach the top of the mountain first and why?

Discussion of England's case and why it industrialized first

(Reading/notes) on England's circumstances

Day Two - Important innovations and their impact

(Quick-write) Ask for 2 examples of technical innovations in last 20 years and consider their impact on society.

Take "impact" answers from questions and categorize them into social, economic, and cultural categories.

Transition into I.R. inventions and the impact they had on society including environmental, cultural, and labor.

(Reading/Notes) on I.R. inventions and impact

Day Three - Commercial, Agricultural, or Industrial: Which is more revolutionary?

(Reading, Review/Notes) on the 3 revolutions

(Create cause and effect chart) for 3 revolutions

(Writing) opinion (with supporting evidence) on which is more revolutionary

Homework question: Has your family or someone you know ever moved? If so, why did they move?

Day Four - Push or Pull? Which is the greater population shift

(Discussion) of homework question. List reasons for moving and discuss as to whether reasons were push or pull factor

- Textbook
- World History Alive
- Concept Charts
- Art pieces from before and during the Industrial Revolution, genres include but not limited to Neoclassicism and Romanticism.

- Primary Sources: Communist Manifesto (Letters) Women Miners in the English Coal Pits Charles Dickens' David Copperfield

• Websites

<http://members.aol.com/TeacherNet/Industrial.html>

<http://www.fordham.edu/halsall/mod/modsbook14.html>

<http://www.cottontimes.co.uk/>

<http://www.online-literature.com/dickens/copperfield>

and writing.
6. Students will weigh the advantages and disadvantages of the Industrial Revolution.

Industrial Revolution have on writers and artists?

- The possible economic, social, and cultural impact that industrialization will have on your country.
- Examples of the effects of industrialization from at least 2 other countries for comparison.
- A well reasoned recommendation based on the factors listed above.

(Read/Notes) on population shift to cities
(List) Push-pull factors from reading.
(Write) opinion (with evidence) on whether population shift occurred more due to push or pull

Day Five - Industrialization: increase or decrease difficult conditions of the poor?

TCI activity on sweatshops
(Quick-write / Discussion) afterwards on how they felt doing the activity.

(Sensory Poem) Ask students to write a sensory poem for a child laborer during the industrial revolution. I can see... I can smell... I can hear... I can taste... I can feel.

Day Six – Evolution of Labor

(Discussion) (pair-share) with sweatshop activity fresh in mind, discuss what could the workers possibly do to improve their conditions.

(Read/notes) on the evolution of labor and the creation of labor unions as a response to poor working conditions

Day Seven - Nine "Best" Economic Model

(Book Definition of each model)

Spend 1 day reading and filling out a Concept Chart on each model, Capitalism, Socialism, and Communism.

(Question) on each model/day: who does this model serve best? e.g., factory worker, factory owner, government, etc.

(Write) Which model do you think is best / why? (extra credit) Should there be a new model? What would it look like? (Who would it serve?)

Day 10 – Impact on writers and artists

(Gallery walk) of art pieces from the time/movement and other times/movements for comparison.

(Write/Discussion) what differences were noted and how the times affected the art.

Look at a "modern" piece and explore what might have impacted it.

Day 11 – Should "your country" industrialize?

(See Assessment)

7: Colonizers and Colonized (10.4.1, 4.2)

(Week 31, 6 Weeks)

1. Imperialism was justified by Social Darwinism. People believed they were "civilizing" the "uncivilized"

Historical Question: To what extent is the Industrial Revolution responsible for Imperialism? 10.4.1 and 10.4.2

Expository Essay
(Persuasive Essay)

- April 4th
 - o Starter: Map activity
 - o I.R. causes a necessity for markets and resources
 - o Social Darwinism / Political, Social and Economic (History Alive)

• April 11

Text: Chapter 11
History Alive -
Imperialism Unit

regions of the world.
 2. Militarism was a key motive for imperialist expansion.
 3. Almost all western nations participated in the era of imperialism.
 4. Colonized countries, particularly in Africa, Asia and the Middle East, sacrificed cultural and economic freedom as a result of imperialism.
 5. Nations, such as India, reclaimed their sovereignty through both violent and non violent (Ghandi) means.

Historical Question: To what extent does power determine ethical perceptions?
 10.4.3

- Are you civilized? If so, Who is uncivilized?
- Do the ends justify the means? If so, would you imperialize?
- Should the military be a top priority for developing nations?
- How often do you put morality in front individual wants or needs?
- What are the advantages and disadvantages of nonviolent protest?
- In order to promote social change in the 1960s Malcom X said " by any means necessary". On the other hand Ghandi was committed to social change by way of civil disobedience. Which leader would you follow and why?

- o Africa –
 - ✦ Culture: civilized and uncivilized (White mans burned)
 - ✦ Geography of Africa –physical and resources
 - Physical Geography and resources
 - The Berlin Conference and the idea that nations were simply.
 - The variety of imperial experience
 - o Congo and Nigeria (case study in book) -West
 - o Sahara and Egypt (Muslim experience) -North
 - o Boar War and Shaka –South
 - o Ethiopia -West
- April 18th
 - o Muslims -Mid East (Section 3)
 - o British Imperialism into India
 - ✦ Geography physical and resources
 - ✦ Specific motives and culture clash
 - o United States imperialism
 - ✦ Philippines
 - ✦ Hawaii
- April 25th
 - o Review and Test
 - o Test (part 1)
 - o Test (part 2)

Week Without Walls

(Week 34, 1 Week)

Spring Break Holiday

(Week 35, 1 Week)

8: Independence: Fighting Back

(10.4.3, 4.4)

(Week 37, 4 Weeks)

• Students will know the origins, rationale and be able to apply the philosophies of

1. What are the advantages and disadvantages of non-violent protest?
2. In order to promote

Visual Arts Project
 (Children's Story Book
 Create a children's book that describes the effect of Imperialism on one

Section 1: Gandhi and Malcolm X

Day 1: Contemporary issues

Materials: Radio/CD Player

Assessment: Action plan to address community issue (draft form)

Gandhi
 Biography
<http://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html>

<p>Malcolm X's self-defense and Gandhi's adherence to non-violent civil disobedience.</p> <ul style="list-style-type: none"> • Students will be able to list and recognize multiple forms of non-violent protest. • Students will be able to distinguish between effective and non-effective uses of non-violent resistance in various settings. • Students will be able to justify colonization from the perspective of the colonizers. • Students will be able to list and tell a brief history of at least three countries that were colonized and the leaders that brought about its independence. • Students will be able to plan and develop non-violent forms of protest. • Students will recognize both positive and negative effects of colonization and be able to explain the effects using everyday language. 	<p>social change in the 1960's, Malcolm X said "by any means necessary." On the other hand, Gandhi was committed to social change by way of civil disobedience. Which leader would you follow and why?</p> <p>3. When and how did colonized people respond to European power and influence?</p> <p>4. How did the colonizers react to this response?</p>	<p>country that we have studied:</p> <ul style="list-style-type: none"> - Asia - Latin America - Africa <p>Requirements:</p> <ul style="list-style-type: none"> - Answer the following the question through the story: To what extent did colonial powers relinquish their colonies because it was the right thing to do? This should be answered as a dialogue/narrative within the story - Must be at least 14 pages - Each page must have at least two sentences of narration/dialogue and no more than four sentences. - The book must contain two main characters: <ul style="list-style-type: none"> o One character will be a 'colonizer' and share their perspective o One character will be a 'colonized' person and share their perspective - The characters must exhibit ideas/behavior that is reflective of that particular country - The story must take place during or lead up to the revolution that liberated that country - The story must include one leading revolutionary that led that country's liberation - Feel free to be creative in what the character's relationship is (family, friends, enemies) but the story must revolve around the revolution - Students work in groups of two or three and are given roles defined by the team and reviewed at the end of the project towards 	<ul style="list-style-type: none"> • Musical Chairs -> Conditions and Resisting resource scarcity • What is 'resisting'? What is 'protest'? • Modern day examples • Create a list of issues that are in students' community • Students collaborate and create methods and means of resistance and protest • Present methods and critique effectiveness: advantages and disadvantages <p>Day 2: Introduction to Gandhi Materials: Poster/Easel/Butcher Paper for K-W-L Chart, Pictures of modern day clothing, Gandhi Speaks Through Clothing Lesson, Pictures of Gandhi (found in Lesson) Assessment: K-W-L (K and W filled in) Chart</p> <ul style="list-style-type: none"> • K-W-L Chart on Gandhi and Malcolm X • Clothes: What they mean, what they represent and symbolize • Gandhi Speaks Through Clothing Lesson <p>Day 3: Gandhi Materials: Gandhi Film, Short Readings on Cesar Chavez and MLK, Jr. Assessment: Graphic Organizers, Reading Notes</p> <ul style="list-style-type: none"> • Film Clip from Gandhi <ul style="list-style-type: none"> o Debrief Gandhi's behavior o Graphic Organizer • Origins of Non-Violent Protest • Followers of Gandhi's philosophy (Cesar Chavez, MLK Jr.) <p>Day 4: Introduction to Malcolm X Materials: Malcolm X Film, What's in a Name Lesson Assessment: Malcolm X Development Chart, Notes from Lesson</p> <ul style="list-style-type: none"> • Film Clips -> Stages of Malcolm X's Life (Malcolm Little, Red, Malcolm X, El-Hajj Malik Shabazz) • What's in A Name? Lesson (in conjunction with the film) • Evolution of Malcolm X's identities and origins of philosophy <p>Day 5: Malcolm X Materials: The Ballot or the Bullet Speech (Written and/or Audio format), Short Readings from Black Panthers/Brown Berets Assessment: Venn Diagram, Notes from Reading, Essay</p> <ul style="list-style-type: none"> • Selections from Malcolm X: The Ballot or the Bullet • Followers of Malcolm X's philosophy (Black Panthers, Brown Berets) • Venn Diagram Comparing the philosophies • Homework essay: Which is the more effective method in today's society? Give two examples. <p>Day 6: Debate Materials: Classroom arranged in Debate format Assessment: Debate notes</p> <ul style="list-style-type: none"> • Fishbowl Debate: Gandhi / Civil Disobedience vs. Malcolm X / Self-Defense: Which is the more effective method for resistance? 	<p>Gandhi Speaks Through Clothing Lesson http://www.askasia.org/teachers/Instructional_Resources/Lesson_Plans/India/LP_india_1.htm</p> <p>Gandhi (1982) http://www.amazon.com/exec/obidos/tg/detail/-/B00003CXA4/qid=1120762144/sr=1-1/ref=sr_1_1/104-1762315-1981565?v=glance&=dvd</p> <p>Cesar Chavez http://www.sfsu.edu/~ccicpp/cesar_chavez/cesario5-12.htm</p> <p>Martin Luther King, Jr. http://www.martinlutherking.org/</p> <p>Malcolm X Malcolm X (1992) http://www.amazon.com/exec/obidos/tg/detail/-/B00002ND77/qid=1120762165/sr=1-1/ref=sr_1_1/104-1981565?v=glance&=dvd</p> <p>What's In A Name? Understanding Malcolm X Lesson http://school.discovery.com/lessonplans/programs/malcolmx/</p> <p>Malcolm X: The Ballot or the Bullet http://www.americanrhetoric.com/speeches/</p>
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III.B.1.i. Sample Curriculum Units

their final grade.)

OR

- Role-play: Gandhi vs. Malcolm X Debate: How can you solve the injustices in America?
- Revisit community issues from Day 1: Any changes in student's perspectives/opinion?

malcolmxballot.htm
Black Panthers
<http://www.marxists.org/history/usa/workers/black-panthers/>

Section 2: Countries of Resistance

Day 7: Imperialism and Colonialism
Materials: Chart/Easel/Butcher Paper for Role-Play
Assessment: Role-play Chart

Brown Berets
<http://www.fightbacknews.org/2003winter/brownberets.htm>

- ESSAY DUE
- o Present essays – oral presentations (volunteers)
- Review Imperialism and Colonialism
- Role-Play: Colonization Rock-Paper-Scissors
- o Colonizer: Reaction: How do you sedate the masses? How do you react to violent and non-violent resistance?
- o Colonized: Reaction: How do you resist? Use Gandhi or Malcolm X's tactics?
- o Write answers/notes/thoughts on chart/easel/butcher paper

Readings in country history's – select texts from these websites (or others) depending on students' reading levels

Day 8: Examples of Colonization and Imperialism
Materials: Short Readings on countries and/or computers with internet access, Poster boards (enough for groups), Markers/Pencils
Optional Material: Scissors, Magazines, Glues
Assessment: Reading Notes/Answers

Sierra Leone
<http://www.cryfreetown.org/>
http://gbgm-umc.org/country_profiles/countries/sle/History.stm
<http://www.iss.co.za/AF/profiles/SieraLeone/Politics.html>
<http://reference.allrefer.com/encyclopedia/SiSierraLe-history-the-colonial-era.html>

- Jigsaw Readings or research one of four countries (and their leaders) in groups (depending on resources/computers):
Suggested Countries (open to change and/or additions)
- o Cuba: 1898 Revolution from Spain OR 1959 Revolution with Castro
- o Sierra Leone: 1961 Liberation
- o El Salvador: 1810-30s or 19070-80s Revolutions
- o Vietnam: Liberation from China or French
- Create posters depicting a brief history of a chosen country in pairs
Answer the following questions prior to starting the poster as guidance to the poster content.
- o What was the country like prior to colonization? Who were the major ethnic groups?
- o Who invaded/colonized the country?
- o What were some of the benefits/contributions of the colonizers?
- o How did the colonizers disrupt and negatively effect the colonized?
- o How did the colonized rebel? What did they do?
- Research and prepare posters

Cuba
Using either the early revolution from the Spanish should be considered since Fidel Castro may or may not be a 'hero' or a 'revolutionary' to some students' and their parent's perspectives.
<http://www.emayzine.com/lectures/HISTOR-7.htm>
<http://www.newint.org/issue301/history.html>

Day 9: Work Day
Materials: Short Readings on countries and/or computers with internet access, Poster boards (enough for groups), Markers/Pencils
Assessment: Reading Notes/Answers
• Research questions, prepare and finish posters

Vietnam
Ideally the focus of revolution would be

Day 10: Work and Finish Day
Materials: Short Readings on countries and/or computers with

internet access, Poster boards (enough for groups), Markers/Pencils
 Assessment: Country Poster (Peer and Teacher Review), Reading Notes/Answers
 • Finish posters – due 30 minutes prior to period ending
 • Post posters around room And present posters in a Gallery Walk
 o Students write comments around posters on their opinions/praise/questions around poster

the modern Vietnamese independence from the French (1950s). However Ho Chi Minh is a very controversial figure within Vietnamese communities so depending on the circumstances and the students, choosing the Vietnamese independence from China between 900-1100 AD may be used in lieu of the independence from the French.
<http://www.asian-nation.org/colonialism.shtml>
http://en.wikipedia.org/wiki/History_of_Vietnam
<http://countrystudies.us/vietnam/2.htm>

Section 3: Culminating Assessment

Day 11: Introduce Children's Book
 Materials: Children's Book (3-5th Grade Level), Paper to write story ideas
 Assessment: Outline of story
 • Read a sample children's book -> What are the characteristics of a children's book?
 • Introduce Culminating Project
 • Begin outlining and brainstorm ideas as a class for books
 • Arrange groups and begin initial work of storyline

Day 12: Work Day
 Materials: Paper to write story ideas
 Assessment: Outline of story
 • Develop story outlines
 • Overall plot, storyline, and characters

Day 13: Work and Finish Day
 Materials: Paper to write story ideas
 Assessment: Outline of story
 • Submit draft of story outline at end of day for revision/edits

Day 14: Resistance and Responses to Colonization
 Materials: Short Readings on each event, small props for skits
 Assessment: Group Skit (Peer and Teacher Review)
 Students in groups act out a particular event
 • 1968 Mexico City Olympics (Resistance to Racism)
 • 1989 Tiananmen Square Protest (Student Voice and Democracy)
 • 1970-80's Hip Hop (Cultural Resistance)
 • 1930 Salt Boycott in India (Economic Resistance)
 • 41AD Trung Sisters of Vietnam (Colonial Resistance)
 • 1968 Lincoln High Walkouts (Educational Resistance)

El Salvador
 Select either revolutionary period (1810-30s or 1970-80s)
<http://www.nationmaster.com/encyclopedia/History-of-El-Salvador>
<http://www.mongabay.com/reference/country-studies/el-salvador/HISTORY.html>

Day 15: Finish and debrief Skits
 Materials: Small props for skits
 Assessment: Group Skit
 • Finish skits
 • Debrief skits and methods of resisting – what was being fought against?
 • Time permitting: Return drafts of story outlines and begin work on book production

Specific Events
 1968 Mexico City Olympics (Resistance to Racism)
<http://www.infoplease.com/spot/mm-mexicocity.html>

Day 16: Work on Children's Book
 Materials: Construction Paper, Blank Paper, Markers/Pencils

1989 Tiananmen Square Protest

III.B.1.i. Sample Curriculum Units

Optional Material: Scissors, Magazines, Glues Assessment: Children's Book, Formal Action Plan • Optional: Outside the class: Pick a community issue to address in groups from Day 1 • Create an Action Plan to address injustice -> create a form of resistance	(Student Voice and Democracy) http://www.christusrex.org/www1/sdc/tiananmen.html http://en.wikipedia.org/wiki/Tiananmen_Square_protests_of_1989
Day 17: Work on Children's Book Materials: Construction Paper, Blank Paper, Markers/Pencils Optional Material: Scissors, Magazines, Glues Assessment: Children's Book	1970-80s Hip Hop (Cultural Resistance) http://www.headbob.com/hiphop/hiphophistory.shtml http://www.jam2dis.com/2dhiphophistory1.htm
Day 18: Work on Children's Book Materials: Construction Paper, Blank Paper, Markers/Pencils Optional Material: Scissors, Magazines, Glues Assessment: Children's Book	1930 Salt Boycott in India (Economic Resistance) http://www.pbs.org/weta/forcemorepowerful/india/analysis.html http://www.ppu.org.uk/learn/infodocs/people/pst_gandhi.html
Day 19: Work on Children's Book Materials: Construction Paper, Blank Paper, Markers/Pencils Optional Material: Scissors, Magazines, Glues Assessment: Children's Book • Children's Books DUE	41AD Trung Sisters of Vietnam (Colonial Resistance) http://womenshistory.about.com/od/trung1/
Day 20: Display and read books in class Materials: None Optional: Treat for students for job well done Assessment: Children's Book Peer Review • Groups pair up and read books to each other • Peer Review books and group members	1968 Lincoln High Walkouts (Educational Resistance) http://fcis.oise.utoronto.ca/~daniel_schuqurensky/assignment1/1968alison.html

Final Project

(Week 41, 2 Weeks)

Biology

Collaborative Curriculum Map 2005-2006

Leadership Public Schools

(Delsener, Anthony; Hall, John; Lake, Devon; McKenzie, Syrena; Merlino, Vinicio; Sidhu, Rachana; Stebbins, Gary; Tolmasoff, Alex) / Biology I
 Consensus Map* / High School (LPS - Consensus Maps)

<i>Enduring Understandings</i>	<i>Essential Questions</i>	<u>Assessments</u>	<i>Major Learning Experiences</i>	<i>Learning Resources</i>
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Retreat
 (Week 1, 1 Week)

Lab Assignment

**Mini-Unit:
 Intro to
 Science**
 (Week 2, 2 Weeks)

About Science:
 --SWU that Science is a process for solving problems, and a system of beliefs about the universe.
 --SWU that Science has a history
 --SWU that Science is for "me" (ie I can do science)
 --SWU that Word roots are used in science to define terms
 --SWU that science provides a method for being skeptical, or determining good vs. bad sources of information

About Biology:
 --SWU that Biology is the study of life

About Class/Themselves:
 --SWU that There are various learning types, and how students fit in/understand selves
 --SWU that School involves skills and commitment
 --SWU that School/class is a warm, supportive environment

What is science?
 How can I use science?
 What is the history of science?
 What is biology?
 What type of learner am I?
 How do I act in this class?
 What do I need to do in order to meet class requirements?
 What will I learn this year?
 Who is the teacher?
 Who are my fellow students?
 How does my brain work and allow me to learn?
 Can I prove what I believe?

Procedure, Language, Process, History, Discovery:
 Multiple Intelligences Survey/Data Collection/Data
 Graphing/Discussion/Reflection
 Class overview with syllabus, computer resources, textbook, class web site
 Prefixes and Suffixes activity
 How to succeed discussion, and "greatest fears/hopes" group work
 Procedure Practice (groups, entering/exiting, supplies, interactions, disputes, notes, labs, homework, tests)
 Class Rules/Consequences development AND quiz regarding
 Reflective journaling setup and notebook setup (course papers, hw, classwork, labs, tests/quizzes)
 Drawing a Scientist
 Activity/Discussion/Reflection
 Instruction writing/following activity/discussion/reflection
 Sorting activity
 Inquiry/discovery activity
 Lab rules and skills activity
 Math activity/assessment
 Brain Structure and Function Demos and Activities

Textbook: Biology: Dynamics of Life: pgs. 1-27 plus assessments at the end

Paper:
 Multiple Intelligences Survey
 Syllabus
 Lab Safety Quiz
 Instructions Activity
 Brain Structure and Function Demos and Activities

Web:

Skepticism Activity

Where Does Breakfast Come From (and other res.)?

(Week 4, 4 Weeks)

- SWU that basic chemistry, biochemistry and organic chemistry are three fields of study which are used to understand cell biology (cell life, growth, function) and physiology (digestion, homeostasis)
 - SWU that the nitrogen (legumes), carbon and water cycles are an integrated part of what brings organic resources to their plate
 - SWU that there are four main biomolecules, composed of CHNOPS, and their biological roles
 - SWU that the relationships between producers, consumers, the environment, and human interventions comprise resource use

What resources are needed to produce your breakfast from start to finish?(Chickens, transportation, feed, sunlight, etc.)
 What is chemistry? How is it similar/different from bio and organic chem?
 Why do people study chemistry or ecology?
 Can I do it too?
 What are the four main biomolecules and how can we test for them?
 How do I read a food label? Why do I need so many things? (where do the resources go in the body?)
 What are the producers and consumers in a pond? (Pond Critters)
 What is an environment?
 What is a habitat? How is it all connected?
 What impact do humans have on the environment? What do I use?
 What is energy and what does it have to do with life?

Self Assessment
 (Students will track their weekly eating, and food sources)
Lab Assignment
 (Experiment on food)
Research Project
 (Food sources, resources, ecology connections)
Standardized Test
 (Covers key concepts/essential questions and standards as outlined in grid)
Other Written Assessments

Food survey (personal account of eating habits for week)/energy account/resource account
 Food survey research (sources) and mini-presentations
 Food Labels and Biomolecule survey (types, functions)/detection lab
 Food chain posters for different biomes with presentations
 Biome research and mini-presentations
 Top to bottom complexity chart/discussion of planet
 Periodic table activity
 Meals to celebrate!

Textbook: Biology: Dynamics of Life:
 --Chemistry: pgs 140-169
 --Ecology/Resources: pgs 34-89
 --Energy in the Cell: pgs 220-241
 Paper:
 Food Survey Assignment
 Food Label Assignment
 Biomolecule Lab
 Periodic Tables (webelements.com)
 Web:
 www.webelements.com

What is Natural?

(Week 8, 6 Weeks)

- SWU all living things are made of cells
 - The basics
 - something about the implications of technology and science--methods (e.g., exogenous DNA, ligation)
 - SWU that the central dogma of biology includes...
 - SWU how genetic engineering can use the natural structures and functions of a cell to modify organisms
 - SWU the basic structure of DNA and how it was discovered
 - Something about positives and negatives and neutrals (choice, social

How has science changed over time?
 What would another life form look like?
 What element is life based around on earth?

Natural way of passing on genes--also a not natural way
 Cells-Tissues-Organs-Systems

Human Anatomy Coloring Book

element of science)

Thanksgiving

(Week 14, 1 Week)

How Did I Get Here (Parents-->Child)?

(Week 15, 7 Weeks)

1. SWU that chromosomes, which carry genetic information, are inherited and code for traits.
2. SWU that body cells are differentiated to perform different functions. Differentiation is a result of differentiated gene expression.
3. SWU that they can maintain personal wellness through an understanding of their reproductive system.
4. SWU that the study of genetics allows scientists to make (useful) predictions about future generations.
5. SWU that sexual reproduction (gametes, meiosis, reproductive system) and mutation lead to variation in a population.
6. SWU the modes of inheritance (autosomal or X-linked, dominant or recessive)
7. SWU the difference between sex cells and body cells and why one has half the amount of chromosome.
8. SWU Mendelle's laws and how they can tell us the probability of a certain phenotype being expressed.
9. SWU how Mendelle's Laws were discovered.
10. SWU how certain chromosomes determine their sex.
11. SWU that Genes are blue prints in the DNA for certain characteristics
12. SWU how ribosomes are formed.
13. SWU will understand cloning and Bioengineering.
14. SWU will understand the ethical issues surrounding cloning and bioengineering.

- How did I get here?
- Why do I look like my parents? Why does my sister look kind of like I do?
- Why am I unique?
- How can I make responsible decisions about my reproductive health?
- Why do people have sex?
- How is genetic information passed on to children?
- What types of disease are caused by genetic problems?
- What is cloning? What can cloning be used for?
- What implication does cloning have on society?
- What is bioengineering?
- What are the implications of genetic splicing? What is the difference between classical genetics and the genetic tools and procesies we have today.
- What is invitro-fertilization? What are the pros and cons of the process?
- Who is Mendelle? What are Mendelle's laws and how did he discover them?
- How have species changed over time?
- What causes species to change over time?

Lab Assignment (Punnett Square) **Other Written Assessments** (All:

- pre-assessment / diagnostic
- presentation of project
- reconstruct model
- self-assessment
- multiple passes
- teach back to answer essential questions
- debate: birth control/condoms, government control, donate eggs, GM kids, genetic engineering, insurance companies and DNA
- town hall meeting / role play)

Research Project

- Punnett Squares
- Computer resources o Dragon Simulation
- Fast Plants
- Drosophila
- Genotype vs. Phenotype
- DNA extraction
- Mitosis/Meiosis model
- Onion root tip lab
- Karyotyping
- Study examples of mutations
- Family tree/ pedigrees
- Flip books / movies
- Critique animations of processes
- Decision-making exercises
- Film clips: GATTACA, Jurassic Park,

Winter Holiday
(Week 18, 2 Weeks)

Why Are There So Many Different Living Things?
(Week 22, 5 Weeks)

- SWU the relationships among all organisms (biodiversity), both currently living and in the past, as well as parallel evolution: plants, animals, etc.
 - SWU how mitochondria and chloroplasts are examples of how endosymbiosis created a new branch of life (eukarya)
 - SWU unicellular and multicellular/asexual and sexual differentiation, and how these concepts relate to different survival strategies
 - SWU Diversity is essential to the long-term survival of a species
 - SWU Genetics allows for continuity over time, but also allows for diversity
 - SWU all organisms contain genetic information from predecessor organisms
 - SWU the difference between evolution and natural selection
 - SWU how scientists pieced together the history of living change to this planet

What are the major groups and divisions of the tree of life?
 How are archaea, bacteria and eukaryotes similar/different?
 How do scientists and people classify things and living things?
 How are living things genetically related? How do scientists study this?
 What is evolution? Is it against religion?
 Who was Darwin? What is natural selection?
 Under what conditions can evolution occur (HW Eq.)
 What is the evidence for evolution?
 How are diversity, survival, reproduction and evolution related?
 How did life happen, change and come to this point?

Timeline Project of Earth History with presentations and self-written quizzes
 Tree of Life project
 Darwin's Journal project, history exploration
 Making fossils lab -- evidence, geology understanding
 Biotechnology/DNA use in evolution -- evidence, genetic relationships
 Sorting activity
 Evolution and Religion -- discussion/activity
 Darwin's Struggle Essay Activity -- personal struggle against dogma and personal belief in pursuit of truth
 Natural Selection/HW Eq. Activity
 Sex Survey (types! get your mind out of gutter! sheesh!)
 Create your own animal activity (evolution + environment)

Textbook: Biology, The Dynamics of Life:
 --Biodiversity: pgs 110-131
 --Cells (overview): pgs 171-191
 --Cell growth/reproduction: pgs 194-217
 --Meiosis: pgs 263-273
 --Mutations: pgs 296-301
 --Human Genome Project: pgs 349-353
 --Life Timeline/history: pgs 368-389
 --Natural Selection/Evidence: pgs 392-417
 --Organizing/Sorting Life: pgs 442-463
 --Viruses/Bacteria: Ch 18
 --Protists: Ch 19
 --Fungi: Ch 20
 --Plants: Ch 21-24
 --Animals ("lower"): Ch 25-29
 --Animals ("higher"): Ch 30-33

Paper:
 Timeline Project Outline and Rubric
 Darwin's Journal Online Project
 Darwin's Struggle Essay Project
 Natural Selection/HW Eq. Activity (beans or beads)
 Create your own animal Activity

Web:
 PBS Evolution Site:
<http://www.pbs.org/wqbn/evolution/>

Presidents Week Holiday
(Week 27, 1 Week)

How Did I Get Here (Worms)?
(Week 28, 6 Weeks)

- SWU Usher's six pack--just like a worm.
 - SWU the current diversity of life can be traced back to a common origin, and that the diversity is a result of mutations, reproduction, and natural selection
 - SWU something about how these

- How does Usher's six pack relate to a worm?
 - How did life begin on Earth?
 - What would life look like on other planets? (Why are we carbon-based life forms?)

Lab Assignment
 Visual Arts Project
 Research Project
 Other Written Assessments

ideas have evolved (Darwin, Wallace, etc.)
 - SWU that the interplay between environment and variation is responsible for variation in species

- How do changes in the environment drive evolution?
 - What will life look like in 1000 years?

Week Without Walls

(Week 34, 1 Week)

Spring Break Holiday

(Week 35, 1 Week)

Why do we get sick?

(HumBio)

(Week 36, 7 Weeks)

SWU that all the systems in the body work together to maintain homeostasis as well as the mechanisms by which these systems function. They will also reflect on how personal decision-making and maintaining wellness affect body systems.

SWU that the nervous and endocrine systems regulate the conditions of the body through feedback loops (function of each system and appropriateness of system characteristics to function, neurons, hormones)

SWU that the immune system defends the body against infections (bacteria and viruses, antibodies and white blood cells, skin). Extensions will include how AIDS compromises the immune system, how vaccines and wellness can strengthen the immune system.

SWU that systems in the body are closely connected. In particular, they will link the study of all systems back to the circulatory system as the transport system of the body (respiratory - transfer of CO₂ and O₂; digestive - bringing nutrients to and waste away

What is happening in our body when we get sick and how can our body and our selves re-establish balance?

Why do we talk about our body in terms of different systems? How can this help and hurt our understanding of our body?

How can our understanding of genetics and cells help us deepen our understanding of our bodies?

Dramatization (Immune System Theater)

Lab Assignment (Urinalysis and Digestion Activities for Diabetes Case Study)

Narrative Writing Assignment (Reflection on HIV/AIDS exploration)

Research Project (Diabetes Case Study Write-up: Diagnosis and Prescription)

Research Project (Investigation on one of the following or an approved disease/virus of choice. Emphysema, heart dise)

Visual Arts Project (Diagram of system relationships (circulatory, digestive, endocrine, urinary))

Exploration of student questions: ie. Why do antibiotics not cure the flu? Why do more people get cancer now than 20 years ago?

Case study on diabetes. Students are presented with the symptoms of disease and conduct urinalysis, digestion experiment, create diagram of how different systems (circulatory, digestive, endocrine, urinary) are involved, simulate hormone tests to reach a diagnosis and write a prescription for the patient.

Dissection of cow heart.

Immune system theater. Students act out the actions of the immune system in preventing and fighting infection. OR Interview an immune cell/infectious agent.

Film/speaker on HIV/AIDS. Reflection.

Study of media and health/lifestyle images that are communicated

Gene Therapy Lesson
 HIV/AIDS (immune system)
 ASTHMA (respiratory system)
 Diabetes (endocrine, digestion, circulatory, excretory systems -- recombinant DNA to

Urinalysis/Digestion labs - urine reagent strips, pH strips, amylase and protease, 1% starch solution, Benedict's solution, hydrochloric acid.

Dissection - cow hearts, scalpels, probes.

Computers Internet- research for Immune system projects and independent learning.

Microscopes, prepared slides of blood smears and nerve cells.

Films - ie. And the Band Played On

Speakers - AIDS patient, planned parenthood, medical student

III.B.1.i. Sample Curriculum Units

from cells; endocrine and immune system - transport to target sites).

SWU how to explore an illness case study to apply their knowledge of multiple systems, deepen their appreciation of the interconnections and careful balance of homeostasis, and equip them with the skills to be literate about health and their bodies.

SWU that diseases are diagnosable, understandable and approachable (treatable, preventable).

SWU that many bacteria and viruses depend on hosts for survival.

SWU that relationship b/t pathogen, infection and immune response.

SWU that diseases can fall into three main categories; pathogens, environmental factors and genetic disorders.
- SWU that there are specific strategies and goals in current pharmaceutical technology

make insulin producing cells)
Aging (telomeres, effects of choosing a sedentary life)
Cancer (genetic, mitosis (cell regulation), environmental factors)

Services for Special Education Students

08/06/2007 16:45 FAX 5308212543

El Dorado COE

005



El Dorado County Office of Education

Vicki L. Barber, Ed.D.
Superintendent

Francie Heim
Deputy Superintendent

Cathy Bean
Deputy Superintendent

County Board of Education
Dolores Garola
John Lane
Matt Boyer
Gene Rasmussen
Heidi Welland

August 6, 2007

Mark Kushner, Chief Executive Officer and Director
Leadership Public Schools
2601 Mission Street, 9th Floor
San Francisco, CA 94110
FAX: (415)358-4513

Dear Mr. Kushner,

This letter will serve as confirmation and acknowledgement that the following entity is a member in good standing for Fiscal Year 2007-2008 of the El Dorado Charter Special Education Local Plan Area (SELPA) whose purpose is to provide special education services as a multiple charter school local education agency and to provide SELPA services pursuant to California Education Code Section 56195. El Dorado County Office of Education provides these services under the July 2007 approval by California State Board of Education (see attached).

Leadership Public Schools College Park (Oakland)
California Department of Schools Code 01612590101469
8350 Hillside Street
Oakland, CA 94605

Sincerely,

Francie Heim, Deputy Superintendent
El Dorado County Office of Education

530-622-7130
Fax 530-621-2543
e-mail: info@edcoe.k12.ca.us

6767 Green Valley Road
Placerville, CA 95667-9984

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08/08/2007 16:45 FAX 5306212543

El Dorado COE

004

California Department of Education
 ASB-003 (July 4/1/07)
 cb-sea-jul07/acc02

ITEM #38



CALIFORNIA STATE BOARD OF EDUCATION

JULY 2007 AGENDA

SUBJECT	<input checked="" type="checkbox"/> Action
Request for Approval of El Dorado County Office of Education Local Plan	<input checked="" type="checkbox"/> Information
	<input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the El Dorado County Office of Education (EDCOE) local plan (Attachment 1) to initiate a multiple charter school local educational agency (LEA) (Attachment 2) Special Education Local Plan Area (SELPA) pursuant to California Education Code (EC) Section 56195 with the following conditions applicable for three years:

- through quarterly meetings and onsite visits, the CDE and the EDCOE will cooperatively monitor the special education programs provided through the participating charter schools ensuring students with disabilities receive a free appropriate public education (FAPE)
- the CDE and the EDCOE will collect data that will allow evaluation of SELPA efforts to ensure students with disabilities receive FAPE in member charter schools
- in order for the SBE to consider the viability of continuing the SELPA and after three years, a report will be made to the SBE regarding the effectiveness of the multiple charter school LEA SELPA

If the SBE, EDCOE, or individual charter school LEA members choose to dissolve the multiple charter school LEA SELPA, the members may return to their originating SELPA, or seek membership in another SELPA. The Superintendent of Public Instruction (SPI) may authorize additional charter school members upon receipt of a revised local plan. The SPI will notify the SBE of any change in SELPA membership.

7/11/2007 4:02 PM

Special Education is addressed in our Charter under Element A, Section 1 (briefly) and Section 5.

Leadership Public Schools ("LPS") will support all Special Education students enrolled in our charter school in compliance with their Individual Education Programs ("IEPs") and with all state and federal laws.

LPS will actively seek out and assess students who may have disabilities. Parents/guardians will be notified in writing of their rights throughout this process, to ensure that the process is as transparent and clear as possible and to ensure that all due process rights are provided. LPS will identify students with special needs through (i) review of cumulative files and pre-existing IEPs for all incoming students, (ii) assessments administered prior to the beginning of and during the school year, and (iii) a process whereby parents/guardians, teachers, and others may request screening for any child they believe to have a disability.

Prior to referring a student for assessment for special education, a Student Study Team ("SST") will convene to decide on accommodations or modifications that can be made to the general educational program in order to meet the student's needs. If the SST determines that the general educational program is not sufficient to meet the student's needs, it will refer the student for a special education assessment. The Principal will facilitate the formation of an IEP team with all legally required members to determine whether the student qualifies as a student with exceptional needs as defined by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") and if so, to determine the instruction and services required to ensure that the student receives a free appropriate public education. Once an IEP team has determined an appropriate placement through a written IEP which has been signed by the parent/guardian, that placement remains in effect until the IEP is amended or a due process hearing officer so orders.

The LPS Home Office is responsible for developing management systems and policies to ensure special education compliance. LPS has developed management systems regarding (i) the process for identification of individuals for special education, (ii) the process for development, monitoring, and review of IEPs, (iii) the process for notifying parents/guardians and students of procedural safeguards and processes for complaints and due process hearings, and (iv) the process for ensuring that instruction and services provide a free appropriate education and are delivered in the least restrictive environment. In addition, our budgets include significant reserves for special education encroachments.

Included on the following pages are Draft Leadership Public Schools' Model Special Education Policies and Procedures. These may be amended as necessary to align with the policies and procedures of the District and/or SELPA with which LPS-College Park is working for purposes of special education. These draft policies also need to be updated to conform with the Individuals with Disabilities Education Improvement Act of 2004 and related implementing regulations.

Draft Leadership Public Schools Model Special Education Policies and Procedures

NOTE: This is a draft that will need to be updated to conform with the Individuals with Disabilities Education Improvement Act of 2004, and to conform with the policies and procedures of the District and/or SELPA with which LPS-College Park is working for purposes of Special Education.

HOW TO ADDRESS CONCERNS ABOUT STUDENT PERFORMANCE AND MINIMIZE PLACEMENTS IN SPECIAL EDUCATION

- a. A parent or teacher shares a concern about a child's ability to perform and/or asks that a student be tested.
- b. The Principal or designee requests that a Student Success Team (SST) be scheduled to evaluate the student's needs and possibly make accommodations to the student's educational program. (See SST Process addendum). Note: the SST is not a special education measure and the SST is made up of both general and special educators. It is designed to ensure that students are referred to special education as a last resort, after effective instructional techniques have been exhausted in the general education classroom.
- c. If, after successive meetings are held, it is determined that the modifications and accommodations made through the SST process have been unsuccessful in fully meeting the child's needs, the child should be referred for evaluation.

REFERRALS FOR SPECIAL EDUCATION EVALUATION:

- a. Within 15 days of this referral for evaluation (see above), the parents shall receive a notice of parental rights and a written proposed assessment plan explaining the types of assessments to be conducted and stating that no individualized education program (IEP) will result from the assessment without parental consent. The 15-day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days unless the parent/guardian agrees in writing to an extension.
- b. Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment.
- c. The parent(s) or legal guardian must sign a release for information form as well as give written permission to evaluate the student (See El Dorado County Office of Education for appropriate forms). An evaluation must be conducted within 60 days of the assessment plan being signed.

d. Once the evaluation is conducted and the results are discussed in a report written by the Educational Psychologist conducting the evaluation, an Individual Education Program (IEP) meeting is scheduled.

e. Specific terms of notification and timelines must be strictly adhered to in scheduling an IEP meeting. If you are unaware of these guidelines, seek assistance from the responsible LEA.

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

NONPUBLIC NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Charter School Board may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements with nonpublic, nonsectarian schools or agencies, the Charter School Board shall consider the needs of the individual student and the recommendations of the Individualized Education Program ("IEP") team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

PLACEMENT AND SERVICES

Procedures specified in law shall govern the selection of appropriate nonpublic school or agency services.

Contracts with a nonpublic school or agency shall be made on forms provided by the El Dorado County Office of Education and shall include an individual services agreement negotiated for each student. Individual services agreements shall be for the length of time for which nonpublic, nonsectarian school services are specified in the student's IEP, not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP.

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the district to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting district to ensure that appropriate high school graduation credit is received by the student. The contract may allow for partial or full-time attendance at the nonpublic, nonsectarian school.

The master contract shall include a description of the process being utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description

shall include a method for evaluating whether the student is making appropriate educational progress.

The district IEP team shall annually review the IEP of a student placed in a nonpublic, nonsectarian school or agency. The student's IEP and contract shall specify the review schedules.

When a special education student meets the district requirements for completion of prescribed course of study and adopted differential proficiency standards as designated in the student's IEP, the district which developed the IEP shall award the diploma (5 CCR 3069).

OUT-OF-STATE PLACEMENTS

Before contracting with a nonpublic, nonsectarian school or agency outside California, the director or designee shall document the School's efforts to find an appropriate program offered by a nonpublic, nonsectarian school or agency within California.

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the School's efforts to locate an appropriate public school or nonpublic, nonsectarian school or agency within California.

If the School decides to place a student with a nonpublic, nonsectarian school or agency outside the state, the School shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California.

DUE PROCESS HEARINGS

In order to protect the rights of students with disabilities and their parents/guardians, the School shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

The director or designee shall represent the school in any due process hearings conducted with regard to students and shall provide the Governing Board with the results of these hearings.

COMPLAINTS FOR SPECIAL EDUCATION

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the El Dorado County SELPA uniform complaint procedures.

A parent/guardian, the charter school, its granting district, and/or student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever:

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.

Upon requesting a due process hearing, the parent/guardian or attorney representing the child shall provide notice, which shall remain confidential, to the School specifying:

1. The child's name;
2. The child's address;
3. The name of the school the child attends;
4. A description of the nature of the child's problem relating to the proposed or refused initiation or change, including facts relating to the problem; and
5. A proposed resolution to the problem to the extent known and available to the parent/guardian at the time.

Before requesting a state mediation conference or due process hearing, parties may ask to meet informally to resolve the issue(s). The director or designee shall conduct this informal meeting and shall have the authority to resolve the problem(s).

A mediation conference shall be scheduled if both parties agree to mediate and are willing to extend the 45-day limit for issuing a hearing decision for a period equal to the length of the mediation process.

Parties requesting a due process hearing shall file their request with the Special Education Hearing Office and give a copy of the request, at the same time, to the other party.

At least five (5) business days prior to a due process hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

DUE PROCESS HEARING RIGHTS

Due process hearing rights include:

1. The right to a state pre-hearing mediation conference.

2. The right to request a mediation conference at any point during the hearing process.
3. The right to examine student records and receive copies within five (5) days of request.
4. The right to a fair and impartial administrative hearing at the state level before a person knowledgeable and under contract in accordance with law.
5. The right to have the student who is the subject of the state hearing present at the hearing.
6. The right to open the state hearing to the public.
7. The right to initiate referral of a child for special education.
8. The right to obtain an independent educational assessment.
9. The right to participate in the development of the IEP and be informed of the availability under state and federal law of free and appropriate public education FAPE and of all available alternative programs, both public and nonpublic.
10. The right to obtain written parental consent before any assessment of the student is conducted unless the charter school prevails in a due process hearing relating to such assessment.

Informed parental consent need not be obtained in the case of a reassessment of the student if the School can demonstrate that reasonable measures have been taken to obtain consent and that the student's parent/guardian has failed to respond.

11. The right to obtain written parental consent before the student is placed in a special education program.

The parties shall also have the following rights:

1. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.
2. The right to compel the attendance of witnesses, including the right to issue subpoenas.
3. The right to have witnesses excluded from the hearing.
4. Because hearings are conducted in English, the right to an interpreter, when the primary language of a party to a hearing is other than English, or other mode of communication.
5. The right of the parent/guardian to determine whether the due process hearing will be open or closed to the public.

6. If the hearing officer conducts all or part of a hearing by electronic means, the right of each participant in the hearing to participate in and hear the entire proceeding while it is taking place and to observe exhibits.

At the hearing, the parent/guardian shall have the right to be accompanied and advised by counsel or individuals with special knowledge or training with respect to the problems of children with disabilities.

The parent/guardian shall have the right to obtain a written or, at his/her option, an electronic verbatim recording of the hearing. In addition, the parent/guardian shall have the right to obtain written or, at his/her option, electronic findings of facts and decisions. The school shall provide this recording and findings of fact to the parent/guardian at no cost.

PRIOR WRITTEN NOTICE

The director or designee shall send parents/guardians a prior written notice whenever there is a proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education. This notice shall include:

1. A description of the action proposed or refused by the School.
2. An explanation as to why the School proposes or refuses to take the action.
3. A description of any other options that the School considered and why those options were rejected.
4. A description of each evaluation procedure, test, record or report the School used as a basis for the proposed or refused action.
5. A description of any other factors that are relevant to the School's proposal or refusal.
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for the parent/guardian to obtain assistance in understanding these provisions.

Students with disabilities and their parent/guardian shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code Section 56341.

If the native language or other mode of communication of the parent/guardian is not a written language, the school shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

DUE PROCESS PROCEDURES SURROUNDING DISCIPLINE AND SPECIAL EDUCATION

For special education students, additional due process procedures are followed in addition to the school's procedures for discipline.

Before suspending any student, the parents must be notified. This notification can be by phone but should be followed up with a written letter explaining the reasons for the suspension. A conference should also be held with the parents and the school prior to, or during, the suspension. Every student must be afforded due process and be able to address the issues surrounding the suspension. The Principal has the obligation to investigate the reason for suspension and document any information found.

Students with disabilities are not to be suspended for more 10 school days within any given school year (Education Code 48900-27) or any series of suspensions which considered in their entirety would constitute a change of placement.

When the number of days of suspension is approaching 10 days, the IEP team must be convened to consider providing related services such as counseling, behavior intervention strategies and a possible change of program.

Before the student can be suspended beyond the 10 day limit, a manifestation determination IEP meeting is held in order to determine the following:

That the child was placed in an appropriate educational setting
 That the services were being properly implemented and
 That the behavior for expulsion was not a direct manifestation of the student's disability.

If drugs, alcohol or weapons were a cause of suspension, an interim alternative placement for 45 days may be implemented without the consent of the parents or guardian. However, the school must still provide a free and appropriate public education (FAPE) during the alternative placement.

IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Charter School Board recognizes the need to actively seek out and evaluate students from within the School who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The director or designee shall develop a method to ensure that all enrolled students are currently receiving needed special education and related services.

The director or designee shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with the child's learning. The director or designee shall identify screening processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment.

The screening process shall generally include an initial referral to the Student Study Team, a general education team, made up of teachers of the school and a school psychologist or counselor, if available, that helps develop modifications for a student having difficulty, because modifications to the general program must be documented prior to a referral for Special Education. A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate.

If the Student Study Team determines that the regular education program is not sufficient, it shall make a referral for a special education evaluation. All referrals from School staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.

For assessment purposes, staff shall use appropriate tests to identify specific information about the student's abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular instructional program. Staff may also consider the student's personal history, development and adaptive behavior.

The director or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the School's procedures for initiating a referral for assessment to identify individuals who need special education services.

Within 15 days of a referral for assessment, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan explaining the types of assessments to be conducted and stating that no individualized education program (IEP) will result from the assessment without parental consent. The 15-day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days unless the parent/guardian agrees in writing to an extension.

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as informed parental consent is given.

Informed parental consent means that the parent/guardian:

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication.

2. Understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time

Personnel assisting the student shall prepare a written report of assessment results which specifies:

1. Whether the student may need special education and related services.
2. The basis for making this determination.
3. Relevant behavior noted while observing the student in an appropriate setting.
4. The relationship of the student's behavior to his/her academic and social functioning.
5. Educationally relevant health, development and medical findings, if any.
6. For students with learning disabilities, whether the discrepancy between achievement and ability cannot be corrected without special education and related services.
7. Where appropriate, a determination concerning the effects of environmental, cultural or economic disadvantage.
8. The need for specialized services, materials and equipment for students with low incidence disabilities, consistent with California Department of Education guidelines

The parent/guardian shall receive written notice that:

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code Section 56026 and shall discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report shall be given to the parent/guardian.
2. If the parent/guardian disagrees with an assessment obtained by the School, a parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists.

However, the School shall, without unnecessary delay, determine whether to initiate a state due process hearing to show that its assessment is appropriate or pay for an independent educational evaluation. If this hearing results in a decision that the School's assessment is appropriate, the parent/guardian still has the right to obtain an independent education assessment, but not at public expense. The results of an assessment obtained at private expense must be considered by the School and may be presented as evidence at a due process hearing.

Students with disabilities shall be reassessed at least every three years, or more frequently if conditions warrant a reassessment or if requested by the parent/guardian or teacher.

PROCEDURES FOR THE IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate.

All referrals from school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.

Within 15 days of a referral for assessment, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan explaining the types of assessments to be conducted and stating that no individualized education program (IEP) will result from the assessment without parental consent. The 15-day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days unless, the parent/guardian agrees in writing to an extension.

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as informed parental consent is given.

Informed parental consent means that the parent/guardian:

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication.
2. Understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time

Personnel assisting the student shall prepare a written report of assessment results which specifies:

1. Whether the student may need special education and related services.
2. The basis for making this determination.
3. Relevant behavior noted while observing the student in an appropriate setting.
4. The relationship of the student's behavior to his/her academic and social functioning.
5. Educationally relevant health, development and medical findings if any.

6. For students with learning disabilities, whether the discrepancy between achievement and ability cannot be corrected without special education and related services.
7. Where appropriate, a determination concerning the effects of environmental, cultural or economic disadvantage.
8. The need for specialized services, materials and equipment for students with low incidence disabilities, consistent with California Department of Education guidelines

The parent/guardian shall receive written notice that:

1. Upon completion of the administration of tests and other assessment materials, and IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report shall be given to the parent/guardian.
2. If the parent/guardian disagrees with an assessment obtained by the school a parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists.

However, the school shall, without unnecessary delay, either initiate a state due process hearing to show that its assessment is appropriate or pay for an independent educational evaluation. If this hearing results in a decision that the school's assessment is appropriate, the parent/guardian still has the right to obtain an independent education assessment, but not at public expense. The results of an assessment obtained at private expense must be considered by the school and may be presented as evidence at a due process hearing.

Students with disabilities shall be reassessed at least every three years, or more frequently if conditions warrant a reassessment or if requested by the parent/guardian or teacher.

INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed in the least restrictive environment that meets their needs. The Governing Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student's disabilities, the Director or designee shall appoint an Individualized Education Program (IEP) team. The IEP team shall consider the student's needs, determine the content of his/her IEP and make placement decisions. Students and parents/guardians shall have the right to participate in the development of the IEP, in accordance with law.

Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written consent shall be obtained before any such

placement is made, unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.

PROCEDURES FOR THE DEVELOPMENT OF AN INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year or annual review date, the Charter School shall have an individualized education program (IEP) in effect for each student with a disability enrolled in the School.

MEMBERS OF THE IEP TEAM

The IEP team for any student with a disability shall include at least the following members:

1. The parent/guardian of the student.
2. If the student is or may be participating in the regular education program, at least one regular education teacher.
3. At least one special education teacher, or where appropriate, at least one special education provider for the student.
4. A representative of the School who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities;
 - b. Knowledgeable of the general curriculum; and
 - c. Knowledgeable about El Dorado County Special Education Local Plan Area (SELPA) resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.

A member of the IEP team shall be present or at least one of the persons present shall be knowledgeable about the evaluation (assessment) procedures, familiar with the results of the student's previous assessment, if any, and qualified to interpret the results of the assessment which are significant to development of the student's IEP. For schools who remain a "public school of the district" of which the school was granted and the district is providing services, this person should be a representative of the granting district. This person should be a representative of the charter school if the charter school is providing services.

6. At the discretion of the parent/guardian or School, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.
7. Whenever appropriate, the student with the disability.

8. For transition service participants pursuant to 34 CFR 300.341:
 - a. The student, of any age, with the disability.
 - b. If the student does not attend the IEP team meeting, the School shall take other steps to ensure that the student's preferences and interests are considered.
 - c. A representative of any other agency that is likely to be responsible for providing or paying for transition services. If a representative does not attend the meeting, the Charter School shall take other steps to obtain participation of the agency in the planning of any transition services.

9. For students with suspected learning disabilities, a person other than the student's regular teacher who has observed the student's educational performance in an appropriate setting.

In addition, any of the following may participate, as appropriate:

1. The program specialist, School psychologist, School nurse, School social worker, counselor, or other student services worker who has conducted an assessment of the student, when the assessment is significant to the development of the IEP.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

IEP MEETINGS

The IEP team shall meet:

1. Whenever a student has received an initial formal assessment and, when desired, when a student receives any subsequent formal assessment.
2. Whenever the student demonstrates a lack of anticipated progress.
3. Whenever the parent/guardian or teacher requests a meeting to develop, review or revise the IEP.
4. At least annually to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved;
 - b. Review the IEP and the appropriateness of placement; and
 - c. Make any necessary revisions to the IEP.

The IEP team shall conduct this review. Others may participate if they have essential expertise or knowledge.

If a participating agency, other than the School or granting district, fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service needs for the student set out in the IEP.

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days in July and August.

An IEP required as a result of an assessment of the student shall be developed within 60 days, not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. However, an IEP shall be developed within 30 days after the commencement of the subsequent regular school year for each student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of student school vacations, the 50-day time limit shall recommence on the date that student school days reconvene.

A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the director or designee. The director or designee shall consider the request within 20 days of receiving it, not counting days in July and August or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction and/or related services, the director or designee shall convene an IEP meeting, which shall be held within 30 days of the director or designee's review, not counting days in July or August or days when school is not in session, unless the student's parent/guardian consents to an extension of time.

At each IEP meeting convened by the School, the School administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code Section 56321.

The director or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting (as specified below) and scheduling the meeting at a mutually agreed upon time and place.

An IEP meeting may be conducted without a parent/guardian in attendance if the Charter School is unable to convince the parent/guardian that he/she should attend. In this case, the Charter School shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including:

1. Detailed records of telephone calls made or attempted and the results of those calls.
2. Copies of correspondence sent to the parent/guardian and any response received.
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

Parents/guardians and the School shall have the right to audiotape the proceedings of IEP meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the School gives notice of intent to audiotape a meeting, and if the parent/guardian objects or refuses to attend because the meeting would be audio-taped, the meeting shall not be audio-taped. Parents/guardians also have the right to:

1. Inspect and review the audiotapes.
2. Request that the audiotapes be amended if the parent/guardian believes they contain information that is inaccurate, misleading or in violation of the student's privacy rights or other rights.
3. Challenge, in a hearing, information that the parent/guardian believes is inaccurate, misleading, or in violation of the student's privacy rights or other rights.

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following:

1. A statement of the present levels of the student's educational performance, including how the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as non-disabled students)
2. A statement of measurable annual goals, including benchmarks or short-term objectives** (at the time of this writing these have been eliminated from the federal law-watch CA regulations) related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.
 - b. Meeting each of the student's other educational needs that result from the student's disability.
3. A statement of the special education, related services and supplementary aids to be provided to the student, or on behalf of the student, including a description of who will provide the services and where such services will be provided, and a statement of the program modifications or supports for School personnel that will be provided for the student to:
 - a. Advance appropriately toward attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.
 - c. Be educated and participate with other students with disabilities and non-disabled students in the activities in this item.

4. An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in the activities described in item #3 above.
5. A statement of any individual modifications in the administration of state or School assessments of student achievement that are needed in order for the student to participate in such assessment.
 - a. If the IEP team determines that the student will not participate in the administration of a state or School assessment of student achievement (or part of such an assessment), a statement of:
 - (1) Why that assessment is not appropriate for the student.
 - (2) How the student will be assessed.
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. A statement of transition service needs, as defined in Education Code Section 56345.1 as follows:
 - a. Beginning at age 16 (or younger if determined appropriate by the IEP team), and updated annually, a statement of transition service needs of the student under the applicable components of the IEP that focus on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).
 - b. Beginning at age 16 (or younger if determined appropriate by the IEP team), and annually thereafter, a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18 pursuant to 20 USC 1415(m).
8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
9. A statement of:
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.
 - b. How the student's parents/guardians will be regularly informed (by such means as periodic report cards), at least as often as parent/guardians of non-disabled students, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.
 - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
10. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his /her rights, if any, pursuant to 34

CFR 300.110 –v300.284 that will transfer to the student upon reaching age 18.

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the School's prescribed course of study and to meet or exceed standards required for graduation.
2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
3. Extended School year services when needed, as determined by the IEP team.
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
 - b. Support the transition of the student from the special education program into the regular education program.
5. Specialized services, materials and equipment for students with low incidence disabilities, consistent with the guidelines of Education Code Section 56136.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

In developing or revising the IEP, the IEP team shall consider the following:

1. The strengths of the student and the concerns of the parents/guardians for enhancing the education of their child.
2. The results of the initial evaluation or most recent evaluation of the student.
3. As appropriate, the results of the student's performance on any general state or district assessment programs.
4. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
5. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.

6. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and the appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.
7. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The IEP team shall also consider the related services and program options that provide the student with unequal opportunity for communication access, including the following:

- a. The student's primary language mode and language, which may include the use of spoken language with or without visual cues, and/or the use of sign language.
 - b. The availability of a sufficient number of age, cognitive and language peers of similar abilities.
 - c. Appropriate, direct and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language.
 - d. Services necessary to ensure communication-accessible academic instructions, school services and extracurricular activities.
8. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items #1-8 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP.

The IEP may be revised, as appropriate, to address:

1. Any lack of expected progress toward the annual goals and in the general curriculum.
2. The result of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
4. The student's anticipated needs.
5. Other matters.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP, including assisting in the determination of:

1. Appropriate positive behavioral interventions and strategies for the student.
2. Supplementary aids and services, program modifications or supports for School personnel that will be provided for the student, consistent with 34 CFR 300.347(a)(3).

DUE PROCESS/MEDIATION

A student shall not be required to participate in all or part of any special education program unless the parent/guardian is first informed of, in writing, the facts that make participation in the program necessary or desirable, and the contents of the IEP and the parent/guardian consents, in writing to all or part of the IEP after receiving this notice. If the parent/guardian does not consent to all of the components of the IEP, then those components of the IEP to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student.

If the director or designee determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide FAPE to the student, he/she shall either initiate a due process hearing or a pre-hearing mediation conference with the state pursuant to Education Code Section 56500.3. While the due process hearing or pre-hearing mediation conference is pending, the student shall remain in his/her current placement unless the parent/guardian and the Director or designee agree otherwise.

While a due process hearing is pending, the director or designee may choose to meet informally with the parent/guardian pursuant to Education Code Section 56502 or may hold a mediation conference pursuant to Education Code Section 56503. If a due process hearing is held, the hearing decision shall be the final administrative determination and shall be binding upon the parties.

PARENT/GUARDIAN NOTICE

The director or designee shall send parents/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall:

1. Indicate the purpose, time and location of the meeting.
2. Indicate who will be in attendance at the meeting.
3. Inform the parents/guardians of the provisions of 34 CFR 300.344(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 14, or younger if appropriate:

- a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student as required by 34 CFR 300.347(b)(2).
- b. Indicate that the School will invite the student to the IEP meeting.
- c. Identify any other agency that will be invited to send a representative.

DIFFERENTIAL STANDARDS/STANDARDS OF PROFICIENCY FOR SPECIAL EDUCATION

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations, that may be required for students with disabilities.

HIGH SCHOOL DIPLOMA AND CERTIFICATE OF EDUCATIONAL ACHIEVEMENT/COMPLETION

A student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study specified in his/her IEP and upon completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law.

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the school.
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP.
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

PROCEDURES

Each student in the School shall meet the standards of proficiency as established by the Governing Board of the School and/or the charter in order to receive a high school diploma.

The only exception from this requirement is a student who currently is or has been declared an individual with exceptional needs.

Every effort shall be made to have individuals with exceptional needs meet the regular proficiency standards.

Before differential standards are recommended, alternative modes of assessment will be considered.

Requests for Individual Differential Standards shall be submitted to a school review team consisting of Program Specialist, District Proficiency Director, Secondary Counselor, and Secondary Resource Specialist Teacher (RST). The committee shall review records of students who are enrolled, or have been enrolled in Special Education programs, and who have had diagnosed disabilities which prevent the student from meeting school regular proficiency standards. No other students will be eligible for Differential Standards unless approved by this committee.

When a student is eligible for Individual Differential Standards, a revised proficiency, which describes a similar but a more realistic standard for that student, shall be included in the student's IEP.

Copies of all Individual Differential Standards must be kept on record and submitted as necessary to the service provider following an IEP meeting.

It is the responsibility of the IEP team to continue to monitor the student's progress.

An individual with exceptional needs who has met the differential standards shall be eligible for the same diploma as one who has met the Charter School standards, as established for all other students.

Services for English Language Learners

Personalization: Academic Support & Multicultural Sensitivity

Personal attention to individual students, sensitivity to their backgrounds, and a multicultural curriculum are cornerstones of LPS. Research demonstrates that most students learn best in a nurturing, supporting environment where they are known, treated as individuals, and their backgrounds are honored. This personalization design is intended to promote sustained student relationships with adults and to support all learners, including English language learners and Special Education students, and may include the following elements:

English Language Learner Support: Leadership Public Schools expects students to rapidly acquire proficiency in the English language; however, we recognize the importance of students' heritage and will reinforce an appreciation for the cultures, customs and languages of all our students. To ensure success for English language learners, we have incorporated a number of bilingual teaching strategies to our core curriculum, including building on students' culture, language and experience; practicing English in cooperative problem solving groups; using computer and peer tutors; and allowing community language norms in some informal learning situations (Chávez, 1997; Menken, 2000). We will occasionally reduce the number of academic courses a student takes at one time—to enable success—but not lower our ultimate graduation requirements (e.g., it may take the student longer to graduate). Families with limited English language proficiency will receive all information from the school in their native language.

"Sunrise" Reading Course: In addition to the academic classes during the day, LPS may have a "Sunrise Reading Class" before school for students, both native speakers and English Language learners, who need more basic reading support. This course uses research-based and effective scripted reading programs such as "Corrective Reading" and "Highpoint" (Grossen, 2003).

Small Learning Community: The School will enroll no more than 400-500 in grades 9-12 and 200-300 additional students in 6-12 students.

Small Classes: The School aims to have a student-teacher ratio of no more than 25 to 1, and a maximum class size of approximately 30 students.

Advisories: Each student is assigned an advisor to support their education, understand their needs and issues, and encourage them to succeed. Advisors meet with their group of students four times per week and ideally stay with students through their four years at the School. Advisories will aim to have a low student-teacher ratio of 15:1.

Academic Support Program: Students performing below what we consider an acceptable level must participate in our Academic Support Program. This offers

them tutoring, which is available before, during, and after school. To avoid any stigma, this program is open to all students.

Academic Literacy Class: For those students who need additional literacy support, the School will consider creating an academic literacy class to meet these needs. This includes but is not limited to English language learners.

Counseling Programs: The School will have a high ratio of counselors to students and a strong college counseling program to address early any barriers to learning and to emphasize the expectation of college attendance and of setting ambitious life goals.

Learning Style Analysis: All students are assessed for learning styles and literacy levels. Teachers, counselors and tutors use the results to tailor their teaching styles.

Multiculturally Appropriate Curriculum and Instruction: A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others' heritages and to develop an understanding of multiple perspectives.

Special Education Support: This is discussed in Section III.B.1.j. LPS supports all Special Education students in compliance with state and federal laws. The School is committed to providing the services needed for its special needs students.

Parent and Family Outreach: This is discussed in more detail in Section III.B.2.i. Parent and family involvement is important for getting to know each student better and in supporting their academic efforts.

LPS College Park Weekly Schedule, Annual Calendar & Instructional Minutes Calculation

LPS affirms that we will meet all legal requirements for minimum instructional minutes (64,800) and minimum instructional days (175).

The following schedule, calendar and instructional minutes calculation are for the 2006-07 school year at LPS College Park, and are provided for informational purposes only.

Sample Weekly Schedule (for 2007-2008)
LPS College Park, Daily Schedule, 2007-08

Schedule		Hour 1	Hour 2	Break	Hour 3	Lunch-A 1 st Floor 11:55-12:35 (40 min)	Hour 4-B 2 nd Floor 11:59-12:59 (61 min)	Leadership Advisory	Hour 5	
		8:39-9:39 (60 min)	9:43-10:43 (60 min)	10:43-10:51 (8 min)	10:55-11:55 (60 min)	Hour 4-A 2 nd Floor 12:39-1:39 (60 min)	Lunch 4-B 1 st Floor 12:59-1:39 (40 min)	1:45-1:58 (SSR) (13 min) 1:59-2:35 (2A) (36 min)	2:47-3:47 (60 min)	
A Schedule (Monday)		1	2	Break	3	Lunch-A 4-A	4-B Lunch-B	Advisory	5	N/A
B Schedule (Tuesday, Thursday)		5	3	Break	1	Lunch-A 4-A	4-B Lunch-B	Advisory	2	N/A
C Schedule (Wed.)	Computer Lit/P.E. Staff Collab. 7:50-8:55 (65 min)	Hour 1 9:00-10:02 (62 min)	Hour 2 10:06-11:08 (62 min)	N/A	Hour 3 11:12-12:14 (62 min)	Lunch-A 1 st Floor 12:14-12:54 (40 min) Hour 4-A 2 nd Floor 12:58-2:00 (62 min)	Hour 4-B 2 nd Floor 12:18-1:20 (62 min) Lunch 4-B 1 st Floor 1:20-2:00 (40 min)	N/A	Hour 5 2:04-3:06 (62 min)	Comp Comm 2:04-3:00 2:04-3:00
		1	2	Break	3	Lunch-A 4-A	4-B Lunch-B	Advisory	5	P.E. Clubs
Min. Day (Friday)	N/A	Hour 1 7:50-8:40 (50 min)	Hour 2 8:44-9:34 (50 min)	Hour 3 9:38-10:28 (50 min)	Hour 4 10:32-11:22 (50 min)	Lunch-A 1 st Floor 11:22-12:02 (40 min) Hour 4-A 2 nd Floor 12:06-12:56 (50 min)	Hour 4-B 2 nd Floor 11:26-12:16 (50 min) Lunch 4-B 1 st Floor 12:16-12:56 (40 min)	Leadership Advisory 11:00-1:15 (135 min)	Family Meeting 1:15-1:45 (30 min)	Comm 2:00-2:30 2:30-3:00 2:30-3:00 2:30-3:00
		1	2	3	5					2:30 4:00

LPS College Park Weekly Schedule, Annual Calendar & Instructional Minutes Calculation

LPS affirms that we will meet all legal requirements for minimum instructional minutes (64,800) and minimum instructional days (175).

The following schedule, calendar and instructional minutes calculation are for the 2006-07 school year at LPS College Park, and are provided for informational purposes only.

Sample Academic Calendar (for 2007-2008)

LPS – College Park
2007-2008
School Calendar

AUGUST 2007

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2007

S	M	T	W	T	F	S
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30						

OCTOBER 2007

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2007

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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DECEMBER 2007

S	M	T	W	T	F	S
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JANUARY 2008

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27	28	29	30	31		

August 9 @6:30	New Student BBQ
August 6,7,8,9:	New Student Assessment
August 21,22,23:	Freshman Retreat to Stanford
August 27 th	1 st Day of School and Beginning of 1 st Semester
August 31:	Student Minimum Day Dismissed @ 1:45
September 3:	Labor Day, NO SCHOOL
September 10-14	College Park Spirit Week
September 14,	Mexican Independence Celebration
September 20 @ 6:30 pm	Meet the Teachers Night
September 28: 6-9 pm	Back to School Dance
September 7,14,21,28:	Student Minimum Days Dismissed @ 1:45
Week of October 1	Progress Report 1 Mail Out
October 2: @6:30pm	Parent/Guardian Association Meeting
Week of October 8 th :	Benchmark Assessment 1 Administered
October 12 th :	NO SCHOOL, Teacher Professional Development Day
October 5,19,26:	Student Minimum Days, Dismissed @ 1:45
October 17, 20:	PSAT
October 15-19:	CELDT (Tentative)
October 26:	Student Proficiency Party 1
November 2nd:	NO SCHOOL, Teacher Professional Development Day
November 4 th :	Daylight Savings (Move Clock 1 hr Back)
Week of November 5 th	Progress Report 2 Mail Out
November 6,7:	California High School Exit Exam, Grade 11
November 6: @5:30 & 6:30	School Advisory Council / Parent & Guardian Meeting
November 9,16, 30:	Minimum Days, Dismissed @ 1:45 pm
November 12 th	Veterans Day No School
November 16:	TWIRP Dance
November 21	Minimum Day, Students Dismissed @ 12:16
November 22 & 23;	THANKSGIVING NO SCHOOL
December 14:	Minimum Day, Dismissed @ 1:45 pm
Week of December 3 rd	Benchmark Assessment 2 Administered
December 4 @ 6:30	Parent/Guardian Association Meeting
Week of December 10:	Progress Report 3 Mail out
December 20 th :	Student Proficiency Party 2
December 21-Jan 4 th 2008	Winter Recess: School Closed
January 11:	No School, Teacher Professional Development Day

FEBRUARY 2008

S	M	T	W	T	F	S
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MARCH 2008

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30	31					

APRIL 2008

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27	28	29	30			

MAY 2008

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JUNE 2008

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29	30					

JULY 2008

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**LPS – College Park
2007-2008
School Calendar**

AUGUST 2007

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2007

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2007

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2007

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2007

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 18:	<i>Student Minimum Day Dismissed @ 1:45</i>
January 21:	Dr. Martin Luther King Jr. No School
January 22-24:	Semester Final Exams
January 25:	Teacher Workday, End of 1 st Semester: No School
January 31:	Student Showcase Night
February 1:	No School Teacher Development day
Week of February 4 th :	Report Card Mail out
February 5,6:	California High School Exit Exam
February 5: @6:30	Parent/Guardian Association Mtg.
February 8 th :	Awards Assembly 1
February 11:	Benchmark Assessment 3 Administered
February 15:	Winter Formal Dance
February 18-22:	President's Week No School
February 28:	African American History Month Celebration
February 29:	Student Proficiency Party 3
February 8,15,29	<i>Student Minimum Days Dismissed @ 1:45pm</i>
March 4: @5:30 & 6:30	School Advisory Council / Parent & Guardian Meeting
March 9 th :	Daylight Savings Time, Move Clock 1 Hour Ahead
Week of March 10:	Progress Report 4 Mail out
March 11,12:	California High School Exit Make up Exam
March 20:	Student Showcase Night 2
March 24-28:	Spring Break, No School
March 7,14,21:	<i>Student Minimum Days, Dismissed @ 1:45pm</i>
April 1: @ 6:30	Parent/Guardian Association
Week of April 14:	Benchmark Assessment 4 Administered
April 21:	STAR Testing Spirit Week
Week of April 28:	Progress Report 5 Mail out
April, 30 May 1,2,6,7,8:	STAR TESTING (Tentative)
April 4,11,18,25:	<i>Student Minimum Days Dismissed @ 1:45 pm</i>
May 2 nd :	Student Proficiency Party 4
May 5 th :	Cinco de Mayo Celebration
May 6: 6:30pm	Parent/Guardian Association
May 19-23:	Week Without Walls
May 26,	Memorial Day Holiday No School
May 30:	Junior Prom (Tentative)
June 3 rd @ 6:30	Parent/Guardian Association
June 9,10,11	Semester Finals, Minimum Day Dismissed @ 1:00pm
June 12:	<i>Student Awards Night Last Day of School</i>

FEBRUARY 2008

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH 2008

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2008

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2008

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	24	26	27	28
29	30					

JULY 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

III.B.1.I. Sample Weekly Schedule & Annual Calendar

July		Tue	Wed	Thu	Fri	Sat
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> Independence Day	<u>5</u>	<u>6</u>	<u>7</u>
<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u> New hire orientation San Francisco	<u>12</u>	<u>13</u>	<u>14</u>
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u> New hire orientation San Jose	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u>	<u>24</u> New hire orientation San Francisco	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
<u>29</u>	<u>30</u>	<u>31</u>				

NOTE: FOR 2007, PRINCIPAL INSTITUTE IS SCHEDULED FOR JUNE 25-28, WITH THE 28TH AS A HALF-DAY.

2007

August

		Tue	Wed	Thu	Fri	Sat
			<u>1</u> Teacher curriculum days	<u>2</u> Teacher curriculum days	<u>3</u> Teacher curriculum days New hire orientation Oakland	<u>4</u>
<u>5</u>	<u>6</u> BTSA Training for qualifying teachers New hire orientation San Francisco	<u>7</u> BTSA Training for qualifying teachers	<u>8</u> BTSA Training for qualifying teachers	<u>9</u> Teacher curriculum days BTSA year 2 Training	<u>10</u> Teacher curriculum days BTSA year 2 Training	<u>11</u>
<u>12</u>	<u>13</u> P.D. Day Network New hire orientation Following PD	<u>14</u> P.D. Day Network	<u>15</u> P.D. Day Network	<u>16</u> P.D. Day School site	<u>17</u> P.D. Day School site	<u>18</u>
<u>19</u>	<u>20</u> P.D. Day School site	<u>21</u> 9 th grade retreat	<u>22</u> 9 th grade retreat	<u>23</u> 9 th grade retreat	<u>24</u> Work Day School site	<u>25</u>
<u>26</u>	<u>27</u> First day of school Week 1	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	

2007

III.B.1.I. Sample Weekly Schedule & Annual Calendar

September		Tue	Wed	Thu	Fri	Sat
						<u>1</u>
<u>2</u>	<u>3</u> Labor Day Holiday <i>Week 2</i>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
<u>9</u>	<u>10</u> Cambridge visit- Campbell <i>Week 3</i>	<u>11</u> Cambridge visit- Campbell	<u>12</u> Cambridge visit- San Jose	<u>13</u> Cambridge visit- San Jose	<u>14</u> <i>Progress reports due #1</i>	<u>15</u> ACT test date
<u>16</u>	<u>17</u> Cambridge visit- Hayward <i>Week 4</i>	<u>18</u> Cambridge visit- Hayward	<u>19</u> Cambridge visit- Oakland	<u>20</u> Cambridge visit- Oakland	<u>21</u>	<u>22</u>
<u>23</u>	<u>24</u> Cambridge visit- Richmond <i>Week 5</i>	<u>25</u> Cambridge visit- Richmond	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>
<u>30</u>						

2007

October

		Tue	Wed	Thu	Fri	Sat
	<u>1</u> <i>Week 6</i>	<u>2</u> CAHSEE English NP 12 th grade	<u>3</u> CAHSEE Math	<u>4</u>	<u>5</u> <i>Progress reports due #2</i>	<u>6</u> SAT & Subject tests
<u>7</u>	<u>8</u> Benchmark Assessment #1 Administered (this week) <i>Week 7</i>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u> P.D. Day Network	<u>13</u>
<u>14</u>	<u>15</u> <i>Week 8</i>	<u>16</u>	<u>17</u> PSAT/NMSQT	<u>18</u>	<u>19</u>	<u>20</u> PSAT/NMSQT
<u>21</u>	<u>22</u> <i>Week 9</i>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u> <i>Progress reports due #3</i>	<u>27</u> ACT test date
<u>28</u>	<u>29</u> <i>Week 10</i>	<u>30</u>	<u>31</u> Deadline for completing annual CELDT testing			

2007

III.B.1.I. Sample Weekly Schedule & Annual Calendar

November		Tue	Wed	Thu	Fri	Sat
				<u>1</u>	<u>2</u> P.D. Day Network	<u>3</u> SAT & Subject Tests
<u>4</u> Daylight Savings Ends (New)	<u>5</u> <i>Week 11</i>	<u>6</u> CAHSEE English NP 11 th grade	<u>7</u> CAHSEE Math	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u> Veterans' Day	<u>12</u> Veterans' Day Holiday Observed <i>Week 12</i>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u> <i>Progress reports due #4</i>	<u>17</u>
<u>18</u>	<u>19</u> <i>Week 13</i>	<u>20</u>	<u>21</u> Minimum Day	<u>22</u> Thanksgiving Day	<u>23</u> Holiday Observed	<u>24</u>
<u>25</u>	<u>26</u> <i>Week 14</i>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	

2007

December

		Tue	Wed	Thu	Fri	Sat
						1 CAHSEE English NP 12 th grade SAT & Subject Tests Holiday party @ night
2	3 Benchmark Assessment #2 Administered (this week) <i>Week 15</i>	4	5	6	7 P.D. Day <i>Network</i>	8 CAHSEE Math ACT test date
9	10 <i>Week 16</i>	11	12	13	14 <i>Progress reports due #5</i>	15
16	17 <i>Week 17</i>	18	19	20	21 Winter Holiday	22
23	24 Winter Holiday <i>Week 18</i>	25 Winter Holiday	26 Winter Holiday	27 Winter Holiday	28 Winter Holiday	29
30	31 Winter Holiday <i>Week 19</i>					

2007

III.B.1.I. Sample Weekly Schedule & Annual Calendar

<u>January</u>		Tue	Wed	Thu	Fri	Sat
		<u>1</u> New Year's Day Holiday	<u>2</u> Winter Holiday	<u>3</u> Winter Holiday	<u>4</u> Winter Holiday	<u>5</u>
	<i>Week 19</i>					
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u> P.D. Day Network	<u>12</u>
	<i>Week 20</i>					
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
	<i>Week 21</i>					
<u>20</u>	<u>21</u> MLK, Jr. Day Holiday Observed	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u> Semester Ends Teacher Workday <i>Progress reports #6</i>	<u>26</u> SAT & Subject Tests
	<i>Week 22</i>					
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>		

2008

February

		Tue	Wed	Thu	Fri	Sat
					<u>1</u> P.D. Day Black History Month	<u>2</u>
<u>3</u>	<u>4</u> <i>Week 24</i>	<u>5</u> CAHSEE English (10 th and NP 11 th)	<u>6</u> CAHSEE Math	<u>7</u>	<u>8</u>	<u>9</u> ACT test date
<u>10</u>	<u>11</u> Benchmark Assessments #3 Administered (this week) <i>Week 25</i>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u> <i>Progress reports due # 7</i>	<u>16</u>
<u>17</u>	<u>18</u> Presidents Day Holiday <i>Week 26</i>	<u>19</u> Presidents Week Holiday	<u>20</u> Presidents Week Holiday	<u>21</u> Presidents Week Holiday	<u>22</u> Presidents Week Holiday	<u>23</u>
<u>24</u>	<u>25</u> <i>Week 27</i>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u> Leap Year	

2008

III.B.1.I. Sample Weekly Schedule & Annual Calendar

March		Tue	Wed	Thu	Fri	Sat
						<u>1</u> SAT only
<u>2</u>	<u>3</u> Administer Physical Fitness Testing (PFT) this month <i>Week 28</i>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
<u>9</u> U.S. Daylight Savings Time Begins (new)	<u>10</u> <i>Week 29</i>	<u>11</u> CAHSEE English (10 th make up & NP 12 th)	<u>12</u> CAHSEE Math	<u>13</u>	<u>14</u> <i>Progress reports due #8</i>	<u>15</u>
<u>16</u>	<u>17</u> <i>Week 30</i>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
<u>23</u>	<u>24</u> Spring Break Holiday <i>Week 31</i>	<u>25</u> Spring Break Holiday	<u>26</u> Spring Break Holiday	<u>27</u> Spring Break Holiday	<u>28</u> Spring Break Holiday	<u>29</u>
<u>30</u>	<u>31</u> <i>Week 32</i>					

2008

April

		Tue	Wed	Thu	Fri	Sat
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u> <i>Week 33</i>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u> <i>Progress reports due #9</i>	<u>12</u> ACT test date
<u>13</u>	<u>14</u> Benchmark Assessments #4 Administered (this week) <i>Week 34</i>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u> <i>Week 35</i>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u> STAR testing can begin <i>Week 36</i>	<u>29</u>	<u>30</u>			

2008

III.B.1.I. Sample Weekly Schedule & Annual Calendar

May		Tue	Wed	Thu	Fri	Sat
				<u>1</u>	<u>2</u> <i>Progress reports due #10</i>	<u>3</u> SAT & Subject Tests
<u>4</u>	<u>5</u> STAR testing AP Government & Politics: US <i>Week 37</i>	<u>6</u> AP Computer Science AP Spanish Lang. AP Statistics	<u>7</u> AP Calculus AB AP Calculus BC	<u>8</u> AP English Lit.	<u>9</u> AP US History AP European History AP Studio Art	<u>10</u>
<u>11</u>	<u>12</u> STAR testing (make-up) AP Biology AP Physics B AP Physics C <i>Week 38</i>	<u>13</u> AP Environmental Science AP Chemistry AP Psychology	<u>14</u> AP English Language AP Art History	<u>15</u> AP Macroeconomics AP World History AP Microeconomics	<u>16</u> STAR testing ends AP Human Geography AP Spanish Lit.	<u>17</u>
<u>18</u>	<u>19</u> Week Without Walls <i>Week 39</i>	<u>20</u> Week Without Walls	<u>21</u> Week Without Walls	<u>22</u> Week Without Walls	<u>23</u> Week Without Walls	<u>24</u>
<u>25</u>	<u>26</u> Memorial Day <i>Week 40</i>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u> <i>Progress reports due #11</i>	<u>31</u>

2008

June		Tue	Wed	Thu	Fri	Sat
<u>1</u>	<u>2</u> <i>Week 41</i>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u> SAT & Subject Tests
<u>8</u>	<u>9</u> <i>Week 42</i>	<u>10</u>	<u>11</u>	<u>12</u> Last day of school Classes end at noon	<u>13</u> Teacher work day Grades and comments due 3:00	<u>14</u> ACT test date
<u>15</u>	<u>16</u>	<u>17</u> Report cards sent home	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u> Principal institute	<u>24</u> Principal institute	<u>25</u> Principal institute	<u>26</u> Principal institute (half day)	<u>27</u>	<u>28</u>
<u>29</u>	<u>30</u>					

2008

LPS Academic Calendar '07-'08

All schools on semester system

	2006-07	2007-08
TOTAL DAYS	190	190
Student Days	176	176
Teacher Days	14	14
PD Before School Begins	7	6
PD During School Year	5	5
School-Site Work Days	2	3

Note: School-Site Work Days may start with staff meeting, and then primarily be used for class prep (August 24th) or grading/reporting (Jan 25th and June 13th).

Progress Report/Report Card Dates

Note: the number of instructional days prior to the progress report does NOT count the day of the progress report; thus adding up the days below does not yield the total number of instructional days.

III.B.1.I. Sample Weekly Schedule & Annual Calendar

Progress Report No.	Progress Report Date	Instructional Days Prior to Progress Report
1	Sept 14, 2007	13
2	Oct 5, 2007	14
3	Oct 26, 2007	14
4	Nov 16, 2007	12
5	Dec 14, 2007	16
6 (semester)	Jan 25, 2008	17
7	Feb 15, 2008	13
8	Mar 14, 2008	14
9	Apr 11, 2008	14
10	May 2, 2008	14
11	May 30, 2008	13 (not incl. WWW)
12 (year-end)	June 13, 2008	8.5

Benchmark Dates

In the calculation below, it is assumed that benchmarks are administered/results discussed on Monday/Tuesday, so the two days before each of the 2nd, 3rd, and 4th benchmarks are not counted. There isn't a network policy for administering Monday/Tuesday; it was just used as a placeholder to estimate instructional days. Also, keep in mind that this does not refer to actual class sessions, which will be different based on school and teacher schedules.

Benchmark Dates	Instructional Days Prior
BMK 1: October 8 th week	28 days
BMK 2: December 3 rd week	34 days
BMK 3: February 11 th week	32 days
BMK 4: April 14 th week	33 days

LPS College Park's Track Record of Success

In only two years of operation, LPS College Park already has had many areas of success as well as some expected areas for improvement.

Some highlights of LPS College Park's track record of Success to date:

- **Students Served:**

LPS College Park is meeting its mission to serve students of need in Oakland with:

- Equal or more low income students (87-90% of our students are eligible for Free and Reduced Lunches while the other Castlemont schools have 66-71% eligibility)
- Equal or more English Language Learners than the other Castlemont schools (39-45% of our students are English Language Learners while the other Castlemont schools have 18%-39%).
- LPS College Park parents have less education than the other Castlemont schools (with LPS College Park parents having an education score of 1.85 on a of 1-5 CDE scale with 5 being completing college while the other Castlemont schools have higher levels of parent education, scoring 1.86-2.32 on a scale of 1-5).

- **Academic Performance:**

- LPS College Park's 2006 API Base score (for 2005-2006), its first year of operation, was an average of 100 points higher than the other Castlemont high schools on the same campus.
- In both 2006 and 2007, LPS College Park had the highest percentage of students scoring proficient among students taking Algebra in grade 9 of all OUSD High Schools.
- LPS College Park had the 2nd highest percentage of students in the city at proficient among students taking World History in grade 10.

- **Innovative Partnerships Providing Special Opportunities for Students:**

- The school now has two cohorts of students participating in the UC Berkeley School of Engineering PEP program, with LPS students taking upper level math courses and preparatory science courses. This partnership has now been extended with in-school UC support twice a week to support student learning in Algebra 2.
- LPS Student Leadership Retreats are now three day overnight programs at Stanford University for 9th graders

- **Meeting the Relevant Performance Goals Set Forth in Initial Charter**

Elements B and C of the initial charter set forth the expected pupil and school outcomes. LPS met all of the applicable outcomes as indicated in the following chart:

Pupil Outcome Goals	Assessment
1. Mastery of School Outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility.	Graduation Portfolio and Exhibitions graded with public rubrics. Benchmark: 100% of Graduates. Not Applicable: No Graduating Class Yet
2. A high ranking on the California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the Oakland Unified Schools' high schools rankings as a norm.	Compare the School's California Academic Performance Index Similar School's rank to the Oakland Unified Schools' high school rankings. Benchmark: 6 out of 10 by Year 5 Not Applicable as it is not year 5, there was no API Rank in year one (2006) as there were less than 100 students, and there are no API Ranks yet for this last year (2007). Note: LPS externally reviewed estimate for year one (2006) was a 6, 7 or 8 Similar School Rank, which would have met the Charter Standard four years in advance of the goal. The other Castlemont schools received Similar School rankings of 2 or 3 for 2006.
3. A high attendance rate using the Oakland Unified Schools' high schools as a norm.	Compare the School's annual attendance rate to Oakland Unified Schools' high school attendance rate. Benchmark: At least 90% attendance at the School. Met Goal by exceeding 90% attendance. OUSD high school attendance appears lower.
4. A low dropout rate using the Oakland Unified Schools' high school rate as a norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation, and did not enroll in another school or institution of learning.	Compare the School's dropout rate as defined in Pupil Outcome Goals to Oakland Unified Schools' high school dropout rate. Benchmark: Less than 5% dropout rate at the School. Met Goal as LPS College Park has less than 1% dropout rate at the school. OUSD dropout rates are higher.

AREAS FOR IMPROVEMENT

There are of course still many areas for improvement.

For example, as indicated on the charts below, the school had a significant drop in API on the scores that came out a month ago (85 points). We are still looking at the data to see what we can learn.

We do know that the cohorts are not the same, as the school doubled in size and we lost many students who did not want to stay at LPS when we moved to the main campus of Castlemont with the other schools.

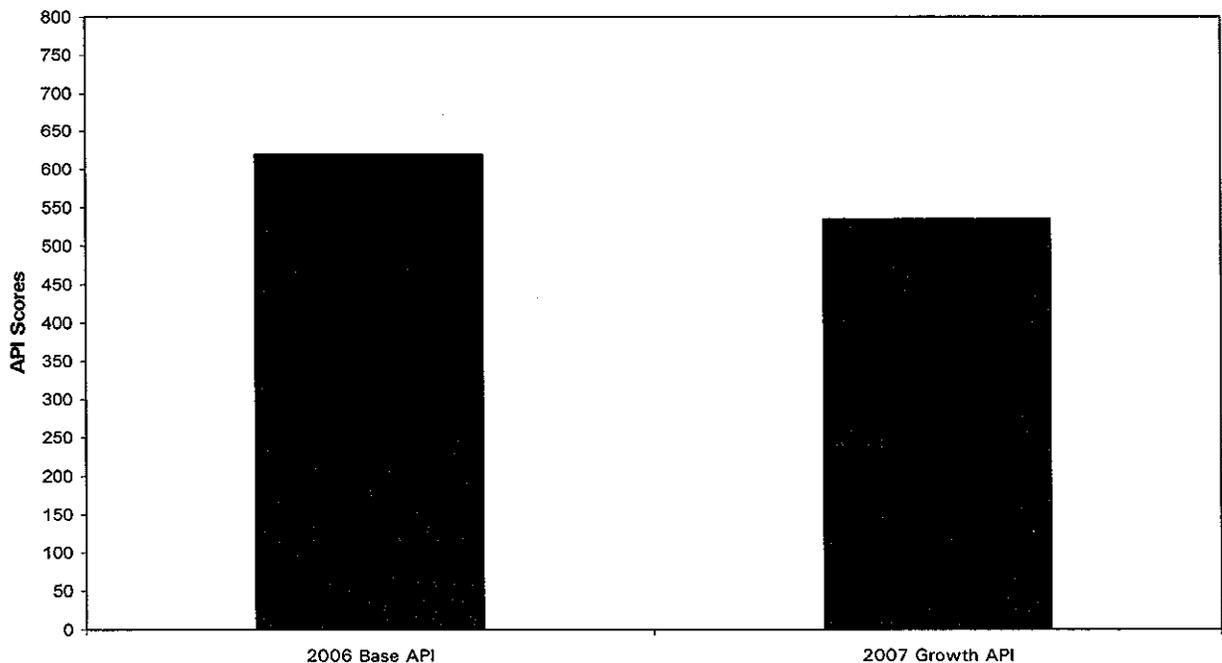
We learned that incoming students were not prepared from a math perspective to take Physics. Since we offered Physics sophomore year, the students had only taken Algebra 1, and not Algebra 2. We have adjusted this now.

We also believe we did not fully meet the needs of our ELL students, which increased significantly our second year. To meet this need, LPS has hired a full time network ELA and ELL coach for our teachers, has made ELL instruction a priority for school-wide professional development (both in our weekly professional development time as well as during some of the 15 network professional development days) and has recently received funding to hire an ELD teacher for CELDT Level 1 and 2 students. All 9th graders also now take an Academic Literacy Class to help them succeed in high school.

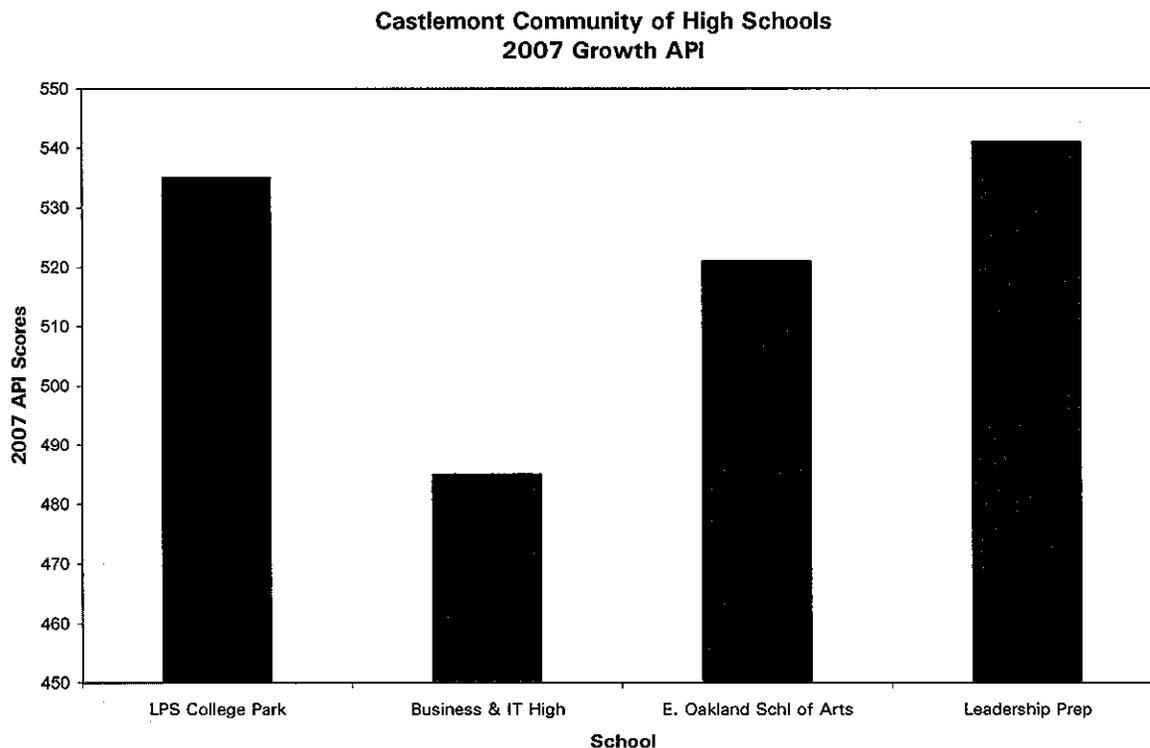
Finally, we also know that we struggled with security and maintaining an academic culture while sharing spaces with other schools and hence, as the district knows, seek to move to a different site where we can build a strong academic culture in a separate space as we had the first year.

Here is the API data from our first two years of operation:

LPS College Park



Here is the comparative performance of LPS with the other schools on the campus:



As indicated in the above charts, while the performance of LPS College Park from its first year was impressive, the performance during its second year was not. We aim to significantly improve our performance and send all of our students to college as we have at LPS Richmond and which our founder did at the original model school in San Francisco, which he led from 1995-2002 and which averaged 99% college acceptances with 82% African American and Latino students.

TRACK RECORD AT OTHER LPS SCHOOLS

LPS Hayward is the highest performing high school in its school district and three-city region based on last year's API scores, with a comparable or higher percentage of low income students than the district. The charter was unanimously renewed for a five year term last month.

LPS Richmond is the highest performing high school in its district with 50% or more Free and Reduced lunch students. 97% of its first class of graduates has been accepted to College! The charter was unanimously renewed for a five year term last year.

LPS San Jose was unanimously renewed for a five year term last year.

LPS Campbell is the highest performing school in its county with 50% or more Free and Reduced lunch students in its first year of operation.

**Charter Development Team Will Successfully
Implement the Program
Pursuant to Education Code §47605(b)(2)**

2. **LPS TEAM WILL SUCCESSFULLY IMPLEMENT PROGRAM (§47605(b)(2))**
 - a. **Overview**
 - b. **LPS-College Park Has a Realistic Startup and Operational Plan**
 - c. **Organization Charts**
 - d. **LPS-College Park Has a Realistic Financial Plan**
 - e. **Budgets: Explanation of LPS-College Park Multi-Year Budget & Cash Flow Forecast**
 - f. **Audit Agreement Letter: Vicenti, Lloyd & Stutzman**
 - g. **LPS-College Park Facilities Plan**
 - h. **Employee Handbook**
 - i. **School Site Job Descriptions**
 - j. **LPS Home Office Services**
 - k. **Student & Family Handbook, including Community Complaint Procedure**
 - l. **Family and Community Involvement**
 - m. **LPS-College Park Suspension & Expulsion Procedures**
 - n. **School Safety and Risk Management Plan**
 - o. **Operations Guide Table of Contents Detail**
 - p. **Enrollment Outreach Strategy and Track Record**

LPS Team Will Successfully Implement Program

Overview

Leadership Public Schools will successfully implement the program set forth in the charter because we have an experienced charter development team, familiarity with relevant charter law and startup issues, and a realistic operational and financial plan.

We provided in Section III.A.3. the backgrounds of our Board of Trustees members, the LPS Management Team, a list of our partnerships with other organizations and consultants, and an example of the outstanding teaching and support staff that we hire.

Our Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. Starting with our founder, Mark Kushner, who established the first urban startup charter high school in California, our Board of Trustees and Management Team have extensive experience with startup organizations, education (including school design, curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development and community development.

Our Management Team includes educational staff (focused on curriculum and staff development), a finance and operations staff (focused on accounting, facilities, human resources, and other operations), a development staff, and an enrollment outreach staff.

In terms of resources, Leadership Public Schools has raised or received commitments for more than \$20 million dollars in private foundation grants and California Department of Education startup grants. We have secured additional cash flow financing from the Charter School Revolving Loan Fund. We have operational staff with extensive financial and management expertise, and we have successfully opened five charter high schools.

To date, we have opened charter schools in Richmond (fall 2003, West Contra Costa Unified School District); East San Jose (fall 2004, Santa Clara County Office of Education); Oakland (fall 2005, Oakland Unified School District); Hayward (fall 2005, State Board of Education); and Campbell (fall 2006, Santa Clara County Office of Education). We also have approval Stockton (Stockton Unified School District). As indicated in the following materials, we have the organizational capacity, skills and resources to open successfully.

We look forward to partnering with the Oakland Unified School District and serving the students of the district. We believe our materials indicate that we are well positioned to handle the administrative and operational tasks of running a charter school.

LPS-College Park Has a Realistic Startup and Operational Plan

As we know from firsthand experience, starting a charter school is a very difficult proposition. The charter operator is faced not only with a need to create a successful educational, athletic, counseling and extracurricular program, but also with responsibilities for facilities, finance, regulatory compliance, categorical grant application and compliance, administration, human resources, special education, staff recruitment, student recruitment, food service, fundraising, legal and district relations.

Non-charter public schools rely on district staff to perform most of these functions. Individual public charter schools do not generally have this option. They typically have two other options. One is to hire extra administrative staff to complement the principal. This is uneconomical at California's low reimbursement rates and leads to chronic deficits, the need for perpetual fundraising and financially shaky schools. The second option is to pile it all on the Principal. Some supermen and superwomen have succeeded under this burden, but many have not. Those that do succeed become dependent on their extraordinary leader and have difficulty thriving when that leader moves on.

These problems are exacerbated in high schools, where the challenges are greater and the funding tighter.

As we have demonstrated by successfully opening LPS College Park and four other schools, one viable option is a charter school network. A single "home" office can provide the services typically provided by a district. Each school Principal can focus on teaching and learning, leaving to the home office the critical but distracting administrative tasks. Each new school does not have to "reinvent the wheel," learning about school management software, evaluation systems, cash flows with correct reimbursement timing, special education and facilities management, developing HR policies, safety policies, discipline policies and accounting guidelines. Instead they can rely on state-of-the-art services at a manageable price. This makes the oversight job of the chartering authority easier—they are dealing with professionals familiar with the data and reporting requirements of districts and counties.

Also, schools in a network benefit from scale. For example, a typical school of 400-500 students is too small to economically apply for federal Title I and E-Rate funds. One school may only need a half-time computer tech. Two schools can share.

Networks also benefit from fundraising. Many large foundations often will not bother with individual charter schools, but will fund networks. We have secured significant commitments from foundations who generally do not fund individual charter schools.

Networks also benefit from startup experience. Leadership Public Schools has a startup checklist honed from personal experience and lessons learned at our sites in Richmond, San Jose, Hayward, and Oakland. Each startup step is mapped out, from such details as book ordering and copy machines to larger issues of curriculum mapping.

Finally, and perhaps most importantly, there is power in a network when different schools work together. Our curriculum and staff development processes are explicitly developed to capture best practices as demonstrated at one school, or by one teacher, and expose others to them. If a school is struggling, the other schools in the network can support it. Our growth and eventual multiplicity of schools provide advancement opportunities for our staff. As we grow, the strength of our brand will help us attract students and staff more easily.

A critical issue in our school design is the degree of local autonomy and flexibility. We believe such flexibility is vital for many reasons: each school needs to adapt to the unique needs and character of its community and students; much of the energy and passion that distinguishes successful schools comes when teachers and students innovate; we need a constant source of new ideas to continuously improve; we must give parents and the community a sense of ownership of their school to maintain their committed involvement. And, of course, we are a school of leadership. One cannot expect to develop leaders in an environment where everything is controlled from the center.

The Principal is the chief executive of the school site. He or she has broad flexibility with the school's budget (consistent with our charter and our need to live within our means), with most school policies and with the school schedule. He or she is the primary decision-maker in hiring staff, though we will use cross-school interviewing to calibrate standards and expectations. He or she will be free to innovate with curriculum, extracurricular or counseling programs. Advising him or her will be the School Advisory Council, comprised of parents, teachers, students and community members.

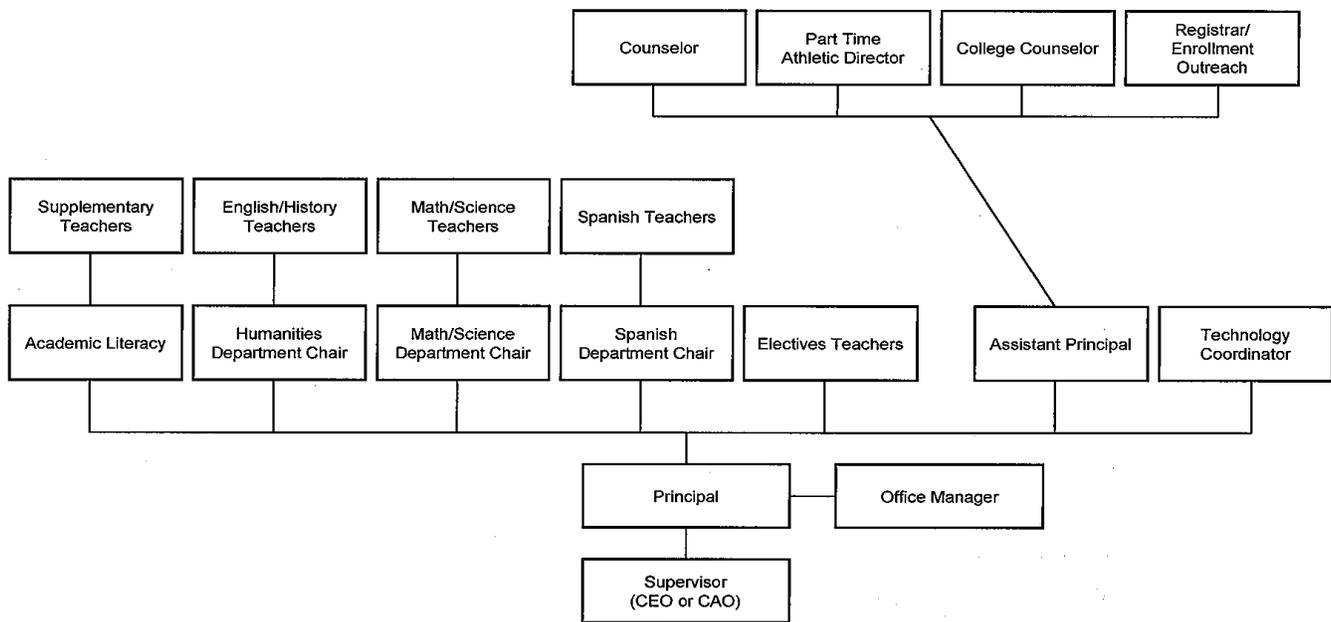
To maintain consistent quality across the network, and to ensure that we are delivering on the core mission that we have committed to (and have committed to our school district partners), schools will not have flexibility to deviate from our six key design pillars. They will be expected to follow the values outlined in our Leadership Way document. For the most part, teachers will be expected to participate in our staff development programs and to use the curriculum models we adopt or develop jointly, in cross-school teams. The Vice President of Curriculum and Instruction's job is to ensure standards-based curriculum that builds on teacher strengths while also meeting student needs.

The LPS Home Office—in both an annual review and more frequent mini-reviews—will rigorously and carefully evaluate each school and Principal. These reviews are primarily meant to be constructive, helping improve the performance of the school and the Principal.

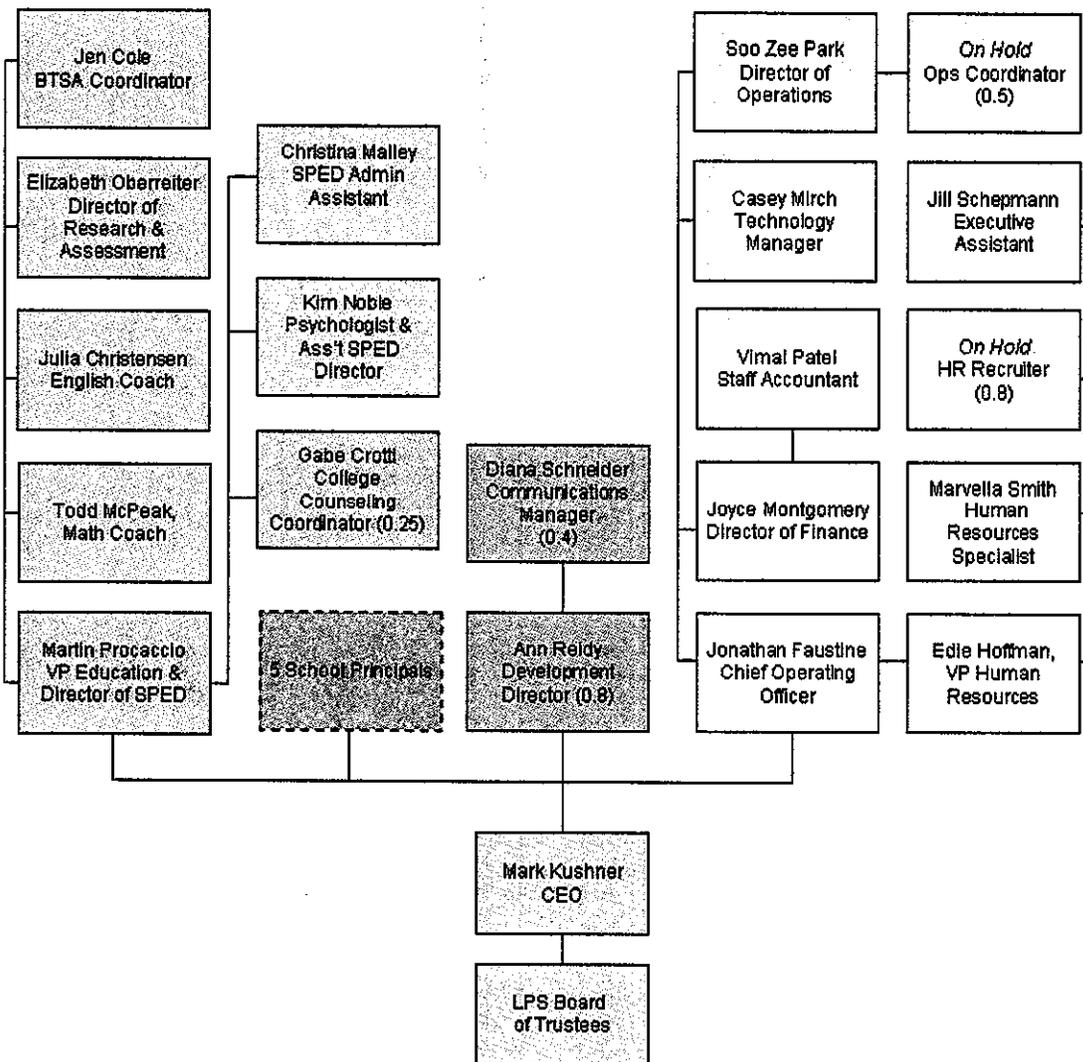
In summary, our resources and experience combined with detailed startup and operation plans enable us to open schools smoothly. LPS College Park has demonstrated this during its first term of operation.

Organization Charts

Leadership Public Schools – College Park Organization Chart at Full Size (2007-2008)



HO Org Chart for FY 2008



as of 10/15/2007

LPS-College Park Has a Realistic Financial Plan

Our financial plans are based on the belief that our schools must be able to reach sustainability based on public funds. We do not rely on soft money to fund core programs. However, we will always attempt to raise additional funds for enrichment and enhancements to our programs. Due to the four-year ramp-up plan for the School, we do require startup funds until reaching full-size. Fortunately, we already received a CDE start up grant and have a commitment for \$875,000 in startup funding for LPS-College Park from the NewSchools Venture Fund. Additional grants for the school year 2007-2008 at LPS College Park have been awarded by the S.D. Bechtel Jr. Foundation (\$25,000), the Dreyer's Foundation (\$10,000), the Schwab Foundation (\$20,000), with an additional proposal pending with the Margoes Foundation (\$25,000).

Our budget is balanced. Cash flow issues, including those experienced by all charter schools and districts due to the timing of state funds, will be covered by internal loans or external loans obtained by LPS. We have already obtained similar loans for our Richmond school from the Low Income Investment Fund and the California Department of Education Charter School Revolving Loan Fund. Please find the Financial Plan information (including Explanatory Notes, Budgets and Cash Flow Statement) in this section under Section III.B.2.e. for more information on our cash-flow financing plans and track record. We are happy to answer additional questions regarding our financial plan.

With respect to insurance, Leadership Public Schools - College Park has general liability, automotive liability, property, employers' liability and workers compensation insurance coverage through ASCIP, the Alliance of Schools for Cooperative Insurance Programs (www.ascip.org). ASCIP is a joint powers authority (JPA) which provides insurance to over 110 public school districts, colleges and charter schools throughout California. Our policy covers all schools operated by Leadership Public Schools (e.g., we do not need to enter into separate policies to cover each new school). The coverage is \$1 million combined single limit per occurrence and up to \$400 million for property coverage.

In addition to ASCIP, Leadership Public Schools - College Park carries excess liability coverage through SELF, the Schools Excess Liability Fund (www.selfjpa.org). SELF is a JPA which includes 85% of the school districts in the state, representing 77% of the total average daily attendance. Their members include many K-12 districts, community college districts, charter schools, county offices of education and the California State University system. Our policy covers all schools operated by Leadership Public Schools (e.g., we do not need to enter into separate policies to cover each school). The coverage is \$14 million ultimate net loss each occurrence.

The amount budgeted to pay for insurance is reasonable and reflects the actual costs expected for insurance based on our experience with the insurance above.

Explanation of LPS College Park Multi-Year Budget and Cash Flow Forecast

Enrollment and Funding Assumptions

Enrollment: By FY 2009 we will be serving grades 9-12 with projected enrollment of 341. As we will enroll slightly larger freshmen classes in subsequent years, total enrollment is projected to increase to 407 by FY 2012.

ADA: 92% of enrollment, based on historical attendance data at LPS College Park.

Free and Reduced Price Lunch Eligible Students: We assume 85% FRL, based on current student demographics. Federal Poverty rate is assumed at 46%, based on current student demographics.

Limited English Proficient Students: We assume 39%, based on current student demographics.

State Aid – General Purpose Block Grant and Funding in Lieu of Property Taxes: The total of these two categories is estimated at \$7,000 per ADA for the 2008-09 school year. We assume 3% subsequent annual increases in state funding. These funding estimates are based on estimates issued by the Charter School Development Center ("CSDC") and California Charter School Association ("CCSA"). For purposes of cash flow forecasting, funding is split 77% from state aid and 23% from property taxes, based on apportionment information available on the CDE website.

Categorical Block Grant: \$520 per ADA for the 2008-09 school year, based on CSDC and CCSA estimates. Categorical block grant funding is estimated to increase 3% per year thereafter.

Special Education: LPS College Park is an LEA member of the El Dorado County SELPA and therefore receives Special Education funds directly from the SELPA. Revenue is projected at \$540 per ADA in 2008-09, with 3% annual growth thereafter.

In Lieu Economic Impact Aid: The calculation for this funding is complex, based on federal poverty and English Language Learner counts as well as a "concentration factor." The estimated funding per ADA in 2008-09 is \$305 and is projected to increase to \$373 by FY 2013. Assumptions in the calculation are based on CSDC and CCSA estimates.

Supplemental Hourly Instruction ("SHI"): \$4.22 per hour of SHI for the 2008-09 school year, assuming an average of 30 hours per pupil per year. The funding rate is assumed to increase 3% per year. The School will conduct extensive after-school academic support for students at risk of failing the California High School Exit Exam. This is an uncapped SHI program.

National School Lunch Program: Meal reimbursement revenues are estimated based on expected participation rates in LPS meal programs and the number of students eligible for free and reduced lunches.

Lottery: \$158 per ADA, based on prior year ADA. The funding rate is assumed to increase 3% per year.

Title I: \$463 per pupil for students that qualify for Free/Reduced lunch. The funding rate is assumed to increase 3% per year.

Interest Income: Interest of 3% is assumed on the school's starting fund balance.

Student Meal Revenues: Meal revenues are estimated based on expected participation rates in LPS meal programs and the number of students eligible for reduced and full pay lunches.

Philanthropy: LPS has committed funding of \$25,000 from the S.D. Bechtel Foundation in 2008-09. Further fundraising will be used for enrichment.

Expenses

Personnel Expenses (see Staffing and Benefits Forecast included in the financial projections)

Average Annual Salary Growth: Salary costs are assumed to grow at 4% per year due to step and cost of living adjustments.

Certificated Non-Teaching Salaries: The Principal's salary is estimated at \$105,000. The Assistant Principal's salary is estimated at \$75,000, and the Dean of Student Life's salary is estimated at \$68,000. Counselor salaries are estimated at \$55,000. The Academic Support Coordinator's salary is estimated at \$55,000. Our salary assumptions are based on our hiring experiences at LPS College Park and our other LPS campuses. Salary growth is assumed at 4% per year as noted above.

Certificated Teacher Salaries: The average teacher salary is projected to be \$57,250 in FY 2008-09. The calculated student-teacher ratio is approximately 18-1, which allows for core class sizes of 25, and Leadership Advisory class sizes of between 15 and 17 students (the Counselors and Dean also each teach a section of Advisory). Our salary assumptions are based on our hiring experiences at LPS College Park and our other LPS campuses. Salary growth is assumed at 4% per year as noted above.

Classified Personnel Salaries: This includes the School Manager and Technology Coordinator. In addition, \$40,000 has been budgeted for part-time positions such as food servers, tutors, and athletics coaches. The average salary is estimated at \$50,000 in FY 2008-09, with growth as noted above.

Benefits: Benefits assumptions are shown in the Staffing and Benefits Forecast, including 2.25% for Workers Compensation (based on our current rates with ASCIP, the Alliance of Schools for Cooperative Insurance Programs), 1.45% for Medicare, 0.2% for Unemployment Insurance (School Employees Fund), and 0.5% for life and disability insurance. LPS offers STRS for certificated staff (8.25% employer contribution) and the

LPS 401(a) Retirement Plan (8% employer contribution) for classified staff. LPS does not currently participate in Social Security, as our retirement plan offerings are IRS-qualified alternatives.

Health care costs are based on our actual costs for current LPS employees of slightly less than \$5,500 per employee per year. To be conservative, we have assumed a higher amount of \$6,500 per employee and 8% annual growth. LPS pays approximately 80% of employee and dependent health care costs. Employees working 0.8 FTE or above are eligible for health benefits.

Books & Supplies

Note: the standard growth rate assumption for expenses is 3%, unless noted otherwise.

Textbooks and Instructional Materials: This is calculated based on expected spending per student, based on our experience at LPS College Park and our other schools. Spending on textbooks and instructional materials is estimated at \$200 per student per year.

Supplies and Materials: This is calculated based on expected spending per student, based on our experience at LPS College Park and our other schools. Spending on supplies and materials is estimated at \$150 per student per year.

Non-Capitalized Equipment: This is calculated based on expected spending per student, based on our experience at our other schools. Spending on non-capitalized equipment is estimated at \$100 per student per year. The primary expenditure in this line item is for technology, although spending for classroom equipment (calculators, microscopes) and athletic equipment is also included. Our budget assumes that Oakland Unified School District ("OUSD") is providing reasonably equivalent furniture and equipment under Proposition 39. Our threshold for capitalization is \$5,000 per item.

Student Meals: Student meal expenses are projected based on expected participation rates in our food program. We expect to run a slight loss on our food program as we provide high quality organic meals through a third party vendor.

Services and Other Operating Expenses

Maintenance, Utilities, and Custodial. Projected at \$300 per student per year, which includes the LPS share of custodial, minor maintenance and utilities costs at the site provided by OUSD under Proposition 39, and based on operating experience at LPS College Park and our other schools. This assumes major maintenance of the facility is provided by OUSD under Proposition 39 regulations.

Proposition 39 Facilities Fee: We assume that OUSD provides a facility under Proposition 39. The payment to the district for the Proposition 39 facility is based on an estimate of the pro rata share of OUSD facilities costs that are paid from the district's general fund.

Liability and Property Insurance: Liability and property insurance costs, based on operating experience at LPS College Park and our other schools, is estimated at \$30 per student.

Communications: Phone and data communications costs are estimated at \$25 per student. LPS takes full advantage of E-Rate discounts available to public schools. The \$25 per student figure is net of E-rate discounts of approximately 80% which LPS College Park currently receives.

Travel & Conferences: Travel and conferences for professional development are estimated at \$30 per student.

Consultants: The budget for consultants is \$30,000 per year. Consultants are used for certain special education services, staff development, college preparatory programs, and other programs.

All Other Expenses: Included in this line item are staff recruiting, marketing, enrollment outreach, financial audit and other operating expenses. These other operating costs are estimated at \$200 per student per year.

Capital Outlay

Site Improvement: We have budgeted \$10,000 per year for site improvements beyond what is provided as part of the Proposition 39 facility, in case minor improvements to the site are needed.

Capitalized Equipment: We have budgeted for capital outlay of \$10,000 per year for purchases of capitalized equipment (our capitalization threshold is \$5,000 per item). While most school equipment is assumed to be provided as part of the Proposition 39 facility, this amount is included in the budget in case additional capital expenditures are needed. An example would be if LPS requires a more sophisticated phone system than what is provided as part of the Proposition 39 facility.

Other Outgo

LPS Overhead Fee: 10% of public revenues are allocated to the Home Office to cover the cost of the services provided. This percentage is subject to change. The LPS Home Office provides financial, accounting, legal, facilities, professional development, enrollment and administrative support to LPS campuses.

CDE Revolving Loan Repayment: LPS College Park has received a \$250,000 revolving loan from the California Department of Education, with \$150,000 remaining to be repaid as of July 1, 2008. The interest rate is approximately 4%.

Charter Authorizer Oversight Fee: 1% of the general purpose and categorical block grant revenues, as allowed by law.

Contingency: 1% of expenditures (excluding Other Outgo) are budgeted for unanticipated costs. This is separate from "Reserves for Economic Uncertainty", which follow the AB1200 guidelines and are shown at the bottom of the Multi-Year Budget Forecast.

Monthly Cash Flow Analysis Assumptions

The Cash Flow Analysis is intended as an estimate and not an exact replication of the complexities of the state funding system.

Revenue: Revenue timing is estimated to be received based on the schedules provided in the Cash Flow Analysis worksheets. Payments are estimated to be received based on statutory payment schedules for state aid and in-lieu property tax monies.

Expense: Expense timing is estimated to be received based on the schedules provided in the Cash Flow Analysis worksheets. Books and Supplies and Capital Outlay are front-loaded with half of the expenditures taking place during the first two months of the year. Other expenditures are spread out evenly over the fiscal year.

Cash Flow Transfer to/from LPS: Intra-year cash flow needs can be met by temporary transfers from the LPS corporate account. All intra-year loans are assumed to be interest-free. While we do not anticipate a need for additional financing, LPS has a successful track record in generating low-cost cash flow financing, having been approved for financing through the CDE Revolving Loan Fund (for four of our campuses), a low-interest construction loan from the Low Income Investment Fund (for the Richmond campus; the loan has been fully paid off), and lines of credit available from the California Charter School Association (which were approved but never drawn down).

Financials: Staffing and Benefits Assumptions

Leadership Public Schools: College Park Staffing and Benefits Forecast		FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Average Annual Salary Growth		4.0%	4.0%	4.0%	4.0%	4.0%
Certificated Personnel						
Certificated Non-Teaching FTEs						
Principal		1.0	1.0	1.0	1.0	1.0
Assistant Principal		1.0	1.0	1.0	1.0	1.0
Dean of Student Life		1.0	1.0	1.0	1.0	1.0
Academic Support Coordinator		0.6	0.6	1.0	1.0	1.0
Counselor		0.5	1.0	1.0	1.0	1.0
College Counselor		0.5	0.5	0.5	0.5	0.5
Total Certificated Non-Teaching FTEs		4.6	5.1	5.5	5.5	5.5
Principal Salary	\$	105,000	\$ 109,200	\$ 113,568	\$ 118,111	\$ 122,835
Assistant Principal Salary	\$	75,000	\$ 78,000	\$ 81,120	\$ 84,365	\$ 87,739
Dean of Student Life	\$	68,000	\$ 70,720	\$ 73,549	\$ 76,491	\$ 79,550
Academic Support Coordinator	\$	55,000	\$ 57,200	\$ 59,488	\$ 61,868	\$ 64,342
Counselor/College Counselor Salary	\$	55,000	\$ 57,200	\$ 59,488	\$ 61,868	\$ 64,342
Teaching FTEs						
English		3.0	4.0	4.0	4.0	4.0
History/Humanities		2.0	4.0	4.0	4.0	4.0
Math		3.0	4.0	4.0	4.0	4.0
Science		3.0	3.0	3.0	3.0	3.0
Spanish		2.0	3.0	3.0	3.0	3.0
Art		0.5	0.6	1.0	1.0	1.0
Total Teaching FTEs		13.5	18.6	19.0	19.0	19.0
Special Education		1.4	1.4	1.6	1.6	1.6
Calculated Student / Teacher Ratio		23.1	20.2	20.5	21.4	21.4
Average Salary for Teaching Positions	\$	57,250	\$ 59,540	\$ 61,922	\$ 64,398	\$ 66,974
Classified Personnel						
Other Staff FTEs						
School Manager		1.0	1.0	1.0	1.0	1.0
Technology Coordinator		1.0	1.0	1.0	1.0	1.0
Total Other Staff FTEs		2.0	2.0	2.0	2.0	2.0
Average Salary for Other Staff Positions	\$	50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Other Classified Salaries (Food Services, Tutors)	\$	40,000	\$ 41,600	\$ 43,264	\$ 44,995	\$ 46,794
Total FTEs		20.1	25.7	26.5	26.5	26.5
Certificated Non-Teaching Salaries	\$	336,000	\$ 378,040	\$ 416,957	\$ 433,635	\$ 450,980
Certificated Teaching Salaries	\$	772,875	\$ 1,107,444	\$ 1,176,510	\$ 1,223,571	\$ 1,272,514
Classified Salaries	\$	140,000	\$ 145,600	\$ 151,424	\$ 157,481	\$ 163,780
Total Salaries	\$	1,248,875	\$ 1,631,084	\$ 1,744,891	\$ 1,814,687	\$ 1,887,274
Payroll Taxes and Benefits						
Variable Benefits (all employees)						
Workers Compensation		2.25%	2.25%	2.25%	2.25%	2.25%
Medicare		1.45%	1.45%	1.45%	1.45%	1.45%
Unemployment (School Employees Fund)		0.20%	0.20%	0.20%	0.20%	0.20%
Disability and Life Insurance		0.50%	0.50%	0.50%	0.50%	0.50%
Total		4.40%	4.40%	4.40%	4.40%	4.40%
Retirement Plans						
Certificated Retirement Plan (STRS)		8.25%	8.25%	8.25%	8.25%	8.25%
Classified Retirement Plan (LPS 401a Plan)		8.00%	8.00%	8.00%	8.00%	8.00%
Health Benefits Annual Growth						
Health Benefits Annual Cost	\$	6,500	\$ 7,020	\$ 7,582	\$ 8,188	\$ 8,843
Total Headcount Eligible for Health Benefits		18	24	25	25	25
Total Health Benefits Cost	\$	117,000	\$ 168,480	\$ 189,540	\$ 204,703	\$ 221,079

Financials: Enrollment and Funding Assumptions

Leadership Public Schools College Park Enrollment and Funding Projections										
Inputs	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13					
ENROLLMENT ASSUMPTIONS										
Total Enrollment	341	376	390	407	407					
Total ADA	314	346	359	374	374					
ADA as % of Enrollment	92%	92%	92%	92%	92%					
Free and Reduced Lunch Eligible Students	85%	290	320	332	346	346				
Federal Poverty Students	46%	157	173	179	187	187				
Limited English Proficient Students	39%	133	147	152	159	159				
Special Education Students	10%	34	38	39	41	41				
Supplemental Hourly Instruction (hours per pupil)		30	30	30	30	30				
Minimum Instructional Days		175	175	175	175	175				
Minimum Instructional Minutes		64,800	64,800	64,800	64,800	64,800				
PUBLIC REVENUES										
Annual Growth Rate in Public Revenues		3.0%	3.0%	3.0%	3.0%	3.0%				
Funding Rates										
General Purpose Block Grant (per ADA) *	\$	7,000	\$	7,210	\$	7,426	\$	7,649	\$	7,879
Categorical Block Grant (per ADA)	\$	520	\$	536	\$	552	\$	568	\$	585
Lottery (calculated on prior year ADA)	\$	158	\$	163	\$	168	\$	173	\$	178
Special Education Funding (per ADA)	\$	540	\$	556	\$	573	\$	590	\$	608
In Lieu Economic Impact Aid (estimate per ADA)	\$	305	\$	331	\$	347	\$	357	\$	373
Supplemental Hourly Instruction (per hour)	\$	4.22	\$	4.35	\$	4.48	\$	4.61	\$	4.75
Title I (per Free and Reduced Lunch eligible pupil)	\$	463	\$	477	\$	491	\$	506	\$	521
* Projections assume 77% state-funded, 23% local-funded										

Financials: Multi-Year Budget Forecast

Leadership Public Schools College Park					
Multi-Year Budget Forecast	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Enrollment	341	376	390	407	407
ADA %	92%	92%	92%	92%	92%
Average Daily Attendance (ADA)	314	346	359	374	374
Growth in Expenses	3.0%	3.0%	3.0%	3.0%	3.0%
BEGINNING FUND BALANCE	\$ 228,426	\$ 256,180	\$ 280,603	\$ 293,793	\$ 403,563
REVENUES					
State Revenues					
General-Purpose Block Grant	\$ 1,692,460	\$ 1,920,888	\$ 2,052,852	\$ 2,202,785	\$ 2,268,868
Funding in Lieu of Property Taxes	\$ 505,540	\$ 573,772	\$ 613,190	\$ 657,975	\$ 677,714
Categorical Block Grant	\$ 163,280	\$ 185,318	\$ 198,049	\$ 212,514	\$ 218,889
In Lieu Economic Impact Aid	\$ 95,634	\$ 114,410	\$ 124,459	\$ 133,386	\$ 139,393
Special Education	\$ 169,560	\$ 192,445	\$ 205,666	\$ 220,687	\$ 227,308
Supplemental Hourly Instruction	\$ 43,171	\$ 49,030	\$ 52,381	\$ 56,304	\$ 57,993
National School Lunch Program	\$ 63,981	\$ 73,322	\$ 79,119	\$ 85,722	\$ 89,151
Lottery	\$ 49,612	\$ 56,308	\$ 60,176	\$ 64,571	\$ 66,509
Federal Revenues	\$ 134,270	\$ 152,605	\$ 163,077	\$ 175,053	\$ 180,304
Other Revenues					
Interest Income	\$ 6,853	\$ 7,685	\$ 8,418	\$ 8,814	\$ 12,107
Student Meal Revenues	\$ 38,530	\$ 44,155	\$ 47,646	\$ 51,622	\$ 53,687
Philanthropy (Confirmed Grants)	\$ 25,000	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 2,987,890	\$ 3,369,937	\$ 3,605,034	\$ 3,869,433	\$ 3,991,923
EXPENDITURES					
Certificated Personnel Salaries	\$ 1,423,750	\$ 1,628,380	\$ 1,766,848	\$ 1,863,281	\$ 1,951,207
Classified Personnel Salaries	\$ 140,000	\$ 145,600	\$ 151,424	\$ 157,481	\$ 163,780
Employee Benefits	\$ 353,464	\$ 413,584	\$ 446,986	\$ 484,500	\$ 514,745
Books, Supplies, and Non-Capitalized Equipment					
Textbooks and Instructional Materials	\$ 68,200	\$ 77,456	\$ 82,750	\$ 88,948	\$ 91,616
Supplies and Materials	\$ 51,150	\$ 58,092	\$ 62,063	\$ 66,711	\$ 68,712
Non-Capitalized Equipment	\$ 34,100	\$ 38,728	\$ 41,375	\$ 44,474	\$ 45,808
Student Meals	\$ 117,992	\$ 135,217	\$ 145,909	\$ 158,086	\$ 164,409
Services & Other Operating Expenses					
Maintenance, Utilities, and Custodial	\$ 102,300	\$ 116,184	\$ 124,125	\$ 133,422	\$ 137,425
Proposition 39 Facilities Fee	\$ 125,000	\$ 128,750	\$ 132,613	\$ 136,591	\$ 140,689
Liability and Property Insurance	\$ 10,230	\$ 11,618	\$ 12,413	\$ 13,342	\$ 13,742
Communications	\$ 8,525	\$ 9,682	\$ 10,344	\$ 11,118	\$ 11,452
Travel & Conferences	\$ 10,230	\$ 11,618	\$ 12,413	\$ 13,342	\$ 13,742
Consultants	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 33,765
All Other Operating Expenses	\$ 68,200	\$ 77,456	\$ 82,750	\$ 88,948	\$ 91,616
Capital Outlay					
Site Improvement	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Capitalized Equipment	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Other Outgo					
LPS Overhead Fee	\$ 291,751	\$ 331,810	\$ 354,897	\$ 380,900	\$ 392,613
CDE Revolving Loan Fund Repayment	\$ 56,000	\$ 54,000	\$ 52,000	\$ -	\$ -
Charter Authorizer Oversight Fee	\$ 23,613	\$ 26,800	\$ 28,641	\$ 30,733	\$ 31,655
Contingency	\$ 25,631	\$ 29,039	\$ 31,251	\$ 33,149	\$ 34,652
TOTAL EXPENDITURES	\$ 2,960,136	\$ 3,345,514	\$ 3,591,845	\$ 3,759,662	\$ 3,924,141
OPERATING SURPLUS	\$ 27,754	\$ 24,423	\$ 13,189	\$ 109,770	\$ 67,783
ENDING FUND BALANCE	\$ 256,180	\$ 280,603	\$ 293,793	\$ 403,563	\$ 471,346
Required Reserves (4% of Expenses)	\$ 118,405	\$ 133,821	\$ 143,674	\$ 150,386	\$ 156,966
Fund Balance as % of expenditures	9%	8%	8%	11%	12%

LPS College Park Cash Flow Analysis	Jul-08	Aug-08	Sep-08	Oct-08	Nov-08	Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	FY 08-09
Timing of Revenue													
State Gen/Cat Block Grant and EIA	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%	10%	100%
In Lieu Property Tax	0%	6%	12%	8%	8%	8%	8%	8%	10%	10%	10%	12%	100%
Other State Funding and Title I	0%	0%	0%	0%	0%	0%	40%	0%	0%	40%	0%	20%	100%
Other Receipts	0%	0%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	100%
Timing of Expense													
Salaries and Benefits	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
Books and Supplies	10%	40%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100%
Services and Operating Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
Capital Outlay	10%	40%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100%
Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
BEGINNING CASH	228,426	118,973	44,503	28,852	42,980	57,108	21,237	119,602	33,730	7,969	166,446	140,684	228,426
RECEIPTS													
State Aid-Gen Purpose Block Grant	101,548	203,095	135,397	135,397	135,397	135,397	135,397	135,397	135,397	135,397	135,397	169,246	1,692,460
In Lieu of Property Taxes	-	30,332	60,665	40,443	40,443	40,443	40,443	40,443	50,554	50,554	50,554	60,665	505,640
Categorical Block Grant	9,797	19,594	13,062	13,062	13,062	13,062	13,062	13,062	13,062	13,062	13,062	16,328	163,280
Economic Impact Aid	5,738	11,476	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651	9,563	95,634
Other State Revenues	-	-	-	-	-	-	130,529	-	-	130,529	-	65,265	326,324
Federal Revenues	-	-	-	-	-	-	-	53,708	-	-	53,708	-	134,270
Philanthropy	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
Other Receipts	-	-	4,538	4,538	4,538	4,538	4,538	4,538	4,538	4,538	4,538	4,538	45,383
TOTAL RECEIPTS	142,082	264,497	221,313	201,091	201,091	201,091	385,329	201,091	211,202	395,440	211,202	352,469	2,987,890
DISBURSEMENTS													
Certificated Salaries	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(118,646)	(1,423,750)
Classified Salaries	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(140,000)
Benefits	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(29,455)	(353,464)
Books and Supplies	(27,144)	(108,577)	(13,572)	(13,572)	(13,572)	(13,572)	(13,572)	(13,572)	(13,572)	(13,572)	(13,572)	(13,572)	(271,442)
Services & Operating Expenses	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(29,540)	(354,485)
Capital Outlay	(2,000)	(8,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(1,000)	(20,000)
Other Outgo	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(33,083)	(396,995)
TOTAL DISBURSEMENTS	(251,535)	(338,968)	(236,963)	(2,960,136)									
Cash Flow Transfers from/(to) LPS				50,000	50,000		(50,000)	(50,000)					
NET INCREASE/DECREASE	(109,453)	(74,471)	(15,650)	14,128	14,128	(36,872)	98,366	(85,872)	(25,761)	158,476	(25,761)	115,498	27,754
ENDING CASH	118,973	44,503	28,852	42,980	57,108	21,237	119,602	33,730	7,969	166,446	140,684	256,180	256,180

Financials: Cash Flow (Year 2)

LPS College Park													
Cash Flow Analysis	Jul-09	Aug-09	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	FY 09-10
Timing of Revenue													
State Gen/Cat Block Grant and EIA	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%	10%	100%
In Lieu Property Tax	0%	6%	12%	8%	8%	8%	8%	8%	10%	10%	10%	12%	100%
Other State Funding and Title I	0%	0%	0%	0%	0%	0%	40%	0%	0%	40%	0%	20%	100%
Other Receipts	0%	0%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	100%
Timing of Expense													
Salaries and Benefits	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
Books and Supplies	10%	40%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100%
Services and Operating Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
Capital Outlay	10%	40%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100%
Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
BEGINNING CASH	256,180	105,123	22,701	56,597	67,542	78,488	89,433	209,862	120,807	43,228	175,132	147,553	256,180
RECEIPTS													
State Aid-Gen Purpose Block Grant	115,253	230,507	153,671	153,671	153,671	153,671	153,671	153,671	153,671	153,671	153,671	192,089	1,920,888
In Lieu of Property Taxes	-	34,426	68,853	45,902	45,902	45,902	45,902	45,902	57,377	57,377	57,377	68,853	573,772
Categorical Block Grant	11,119	22,238	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	14,825	18,532	185,318
Economic Impact Aid	6,865	13,729	9,153	9,153	9,153	9,153	9,153	9,153	9,153	9,153	9,153	11,441	114,410
Other State Revenues	-	-	-	-	-	-	148,442	-	-	148,442	-	74,221	371,104
Federal Revenues	-	-	-	-	-	-	61,042	-	-	61,042	-	30,521	152,605
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Receipts	-	-	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	51,840
TOTAL RECEIPTS	133,237	300,900	251,686	228,735	228,735	228,735	438,219	228,735	240,210	449,694	240,210	400,840	3,369,937
DISBURSEMENTS													
Certificated Salaries	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(135,698)	(1,628,380)
Classified Salaries	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(12,133)	(145,600)
Benefits	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(34,465)	(413,584)
Books and Supplies	(30,949)	(123,797)	(15,475)	(15,475)	(15,475)	(15,475)	(15,475)	(15,475)	(15,475)	(15,475)	(15,475)	(15,475)	(309,493)
Services & Operating Expenses	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(32,184)	(386,209)
Capital Outlay	(2,060)	(8,240)	(1,030)	(1,030)	(1,030)	(1,030)	(1,030)	(1,030)	(1,030)	(1,030)	(1,030)	(1,030)	(20,600)
Other Outgo	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(36,804)	(441,648)
TOTAL DISBURSEMENTS	(284,294)	(383,322)	(267,790)	(3,345,514)									
Cash Flow Transfers from/(to) LPS			50,000	50,000	50,000	50,000	(50,000)	(50,000)	(50,000)	(50,000)			-
NET INCREASE/DECREASE	(151,057)	(82,422)	33,896	10,945	10,945	10,945	120,429	(89,055)	(77,579)	131,904	(27,579)	133,050	24,423
ENDING CASH	105,123	22,701	56,597	67,542	78,488	89,433	209,862	120,807	43,228	175,132	147,553	280,603	280,603

LPS College Park													
Cash Flow Analysis	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	FY 10-11
Timing of Revenue													
State Gen/Cat Block Grant and EIA	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%	10%	100%
In Lieu Property Tax	0%	6%	12%	8%	8%	8%	8%	8%	10%	10%	10%	12%	100%
Other State Funding and Title I	0%	0%	0%	0%	0%	0%	40%	0%	0%	40%	0%	20%	100%
Other Receipts	0%	0%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	100%
Timing of Expense													
Salaries and Benefits	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
Books and Supplies	10%	40%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100%
Services and Operating Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
Capital Outlay	10%	40%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100%
Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	100%
BEGINNING CASH	280,603	117,916	28,547	60,222	67,369	74,516	31,663	162,979	70,126	39,537	183,116	152,527	280,603
RECEIPTS													
State Aid-Gen Purpose Block Grant	123,171	246,342	164,228	164,228	164,228	164,228	164,228	164,228	164,228	164,228	164,228	205,285	2,052,852
In Lieu of Property Taxes	-	36,791	73,583	49,055	49,055	49,055	49,055	49,055	61,319	61,319	61,319	73,583	613,190
Categorical Block Grant	11,883	23,766	15,844	15,844	15,844	15,844	15,844	15,844	15,844	15,844	15,844	19,805	198,049
Economic Impact Aid	7,468	14,935	9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	12,448	124,459
Other State Revenues	-	-	-	-	-	-	158,937	-	-	158,937	-	79,469	387,343
Federal Revenues	-	-	-	-	-	-	65,231	-	-	65,231	-	32,615	163,077
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Receipts	-	-	5,606	5,606	5,606	5,606	5,606	5,606	5,606	5,606	5,606	5,606	56,064
TOTAL RECEIPTS	142,522	321,835	269,218	244,690	244,690	244,690	468,858	244,690	256,954	481,122	256,954	428,809	3,605,034
DISBURSEMENTS													
Certificated Salaries	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(147,237)	(1,766,849)
Classified Salaries	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(12,619)	(151,424)
Benefits	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(37,249)	(446,986)
Books and Supplies	(33,210)	(132,839)	(16,605)	(16,605)	(16,605)	(16,605)	(16,605)	(16,605)	(16,605)	(16,605)	(16,605)	(16,605)	(332,097)
Services and Operating Expenses	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(33,874)	(406,484)
Capital Outlay	(2,122)	(8,487)	(1,061)	(1,061)	(1,061)	(1,061)	(1,061)	(1,061)	(1,061)	(1,061)	(1,061)	(1,061)	(21,218)
Other Outgo	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(38,899)	(466,788)
TOTAL DISBURSEMENTS	(305,209)	(411,204)	(287,543)	(3,591,845)									
Cash Flow Transfers from/(to) LPS			50,000	50,000	50,000		(50,000)	(50,000)		(50,000)			-
NET INCREASE/DECREASE	(162,687)	(89,369)	31,675	7,147	7,147	(42,853)	131,315	(92,853)	(30,589)	143,579	(30,589)	141,266	13,189
ENDING CASH	117,916	28,547	60,222	67,369	74,516	31,663	162,979	70,126	39,537	183,116	152,527	293,793	293,793

Financials: In Lieu Economic Aid Calculation

Economic Impact Aid Block Grant	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Economically disadvantaged pupils - CY	157	173	179	187	187
English learners - PY	101	133	147	152	159
Pupil enrollment - PY CBEDS	260	341	376	390	407
PY pupil enrollment CBEDS / 2	130	171	188	195	204
Weighted pupil concentration calculation	128	135	138	144	142
Weighted pupil concentration factor	64	68	69	72	71
Total Disadvantaged Pupils	322	374	395	411	417
Amount per disadvantaged pupil	\$ 297	\$ 306	\$ 315	\$ 325	\$ 334
Funding for disadvantaged pupils	\$ 95,634	\$ 114,410	\$ 124,459	\$ 133,386	\$ 139,393
Proration Factor	100.0%	100.0%	100.0%	100.0%	100.0%
Total Economic Impact Aid Block Grant	\$ 95,634	\$ 114,410	\$ 124,459	\$ 133,386	\$ 139,393
Per ADA Estimate	\$ 305	\$ 331	\$ 347	\$ 357	\$ 373

**Audit Agreement Letter:
Vicenti, Lloyd & Stutzman**

LPS' auditor is Vicenti, Lloyd & Stutzman LLP ("VLS"). This firm has considerable experience with public school district and charter school audits and is widely respected in California educational finance circles.

Attached is a letter dated January 25, 2007 from VLS confirming their provision of our FY2007 audit and describing the scope and accounting basis of their work. LPS intends to use VLS for its FY 2007 audit of LPS-College Park, but may select another qualified auditor with public education audit experience.



January 25, 2007

Mr. Alex Terman
 Chief Operating Officer
 Leadership Public Schools
 2601 Mission Street, 9th Floor
 San Francisco, CA 94110

Dear Mr. Terman:

Enclosed is a comprehensive professional service engagement letter that covers:

- Two (2) Audits
- Seven (7) Financial Statements
- Two (2) Tax Returns

I have also attached to this cover letter an analysis which should help to explain the fee increase from the prior year. We have increased the fee for cost of living and accounting salary increases, increased financial activity, state compliance for one new LPS school, and the issuance of one new financial statement.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Wade N. McMullen", with a horizontal line extending to the right.

Wade N. McMullen, CPA
 Partner

Attachment
 Enclosure

Chairman
 ROYCE A. STEPHAN

Partners
 PETER F. GATTLER
 RENE S. GRACE
 WADE N. McMULLEN
 KAREN HECKMAN NELSON
 CARL POK
 GUYA M. PASHEN
 MARY ANNE CRAY
 LINDA M. SANDERSON

Principal
 JEFF A. WENGER

Senior Managers
 JANETTE CAHNS
 TAOHMY D. EVANS
 PRISCILLA O'BRIEN FURBER
 TINA HEDDEN
 PHEDR M. MCCARTHY
 SARAH P. PUSAN
 CATHY K. TAYLOR

2210 E. ROUTE 86, STE. 100, SUFENING, CA 91740
 TEL 926.857.7300 FAX 926.857.7302
 WWW.VICLLOYD.COM E-MAIL INFO@VICLLOYD.COM

Leadership Public Schools
Analysis of Fee Increase:

	1	2	3	4	5		
	2006	6% CPUSA	6% SAS 112	Activity Adjustment	Retirement Plan AFR*	State Compliance for Campbell #/S Report	2007
LPS Financial Statement Audit	\$ 12,000	\$ 720	\$ 720	\$ 860	\$ -	\$ 700	\$ 14,500
LPS issuance of Separate Financial Statements	3,600	200				800	4,600
Subtotal	15,600	920	720	360	-	700	18,100
LPS 401(k) Retirement Plan Audit*	5,000	300		200	1,800		7,400
LPS Federal and State Exempt Organization Tax Returns	900	80					980
Total	\$ 21,800	\$ 1,270	\$ 720	\$ 560	\$ 1,800	\$ 700	\$ 27,450
						Audit Fee Increase	\$ 3,300

* LPS 401(k) Retirement Plan Audit also requires Financial Transactions Report. Current fee reflects this additional report.

Explanation of Increases:

- 1 6% increase for CPI adjustment and significant increases seen in accounting salaries.
- 2 SAS 112 Internal control auditing standard implementation. See attached letter.
- 3 Additional audit procedures time estimate due to Campbell charters activity.
- 4 State compliance procedures must be applied to each individual charter.
- 5 Addition of Campbell will lead to additional work and supplementary schedules. Additional review time.

For Comparison:

If each Charter School was audited separately our estimated fee would be as follows:

A typical charter school audit minimum price for 06/07 under FASB format:	\$ 9,500
	<u>5</u>
Extended for 5 separate charters	\$ 47,500
Price estimate from above	<u>\$ 19,100</u>
Savings for charters being under LPS umbrella	\$ 28,400



VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

January 25, 2007

Mr. Alex Terman
Chief Operating Officer
Leadership Public Schools
2601 Mission Street, 9th Floor
San Francisco, CA 94110

Dear Mr. Terman:

We are pleased to confirm our understanding of the services we are to provide for Leadership Public Schools for the year ended June 30, 2007.

We will audit the statement of financial position of Leadership Public Schools as of June 30, 2007, and the related statements of activities and cash flows for the year then ended. As part of our engagement, we will also issue a separate report for:

- LPS Home Office
- LPS Richmond
- LPS San Jose
- LPS Oakland
- LPS Hayward
- LPS Cambell

This engagement includes an interim site visit to test attendance and state compliance.

We will audit the statement of net assets available for benefits of the Leadership Public Schools, Inc. 401(a) Retirement Plan as of December 31, 2006 and the related statement of changes in net assets available for benefits for the year then ended in connection with its annual reporting obligation under the State of California Office of the Controller Minimum Audit Requirements. Also, the document we will submit to you will include the following supplemental schedules, as applicable, that will be subjected to the auditing procedures applied in our audit of the financial statements:

- Assets Held For Investment Purposes At End of Year
- Reportable Transactions

In addition, we will prepare Leadership Public Schools' federal and state information returns.

Chairman
ROYCE A. STUTZMAN

Partners
PETER F. GAUTHREAU
RENÉE S. GRAYES
WADE N. McMULTEN
KARIN HOCKMAN NELSON
CARL POH
GEMMA M. PARSINOFF
MARY ANN QUAY
LINDA M. SANDERSON

Principal
JERRI A. WILSON

Senior Managers
JANET M. COOPER
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Leadership Public Schools
January 25, 2007
Page 2

LPS FINANCIAL STATEMENT AUDIT

Audit Objective

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion is other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

We will provide reports (which do not include opinions) on internal controls related to the financial statements and compliance with laws, regulations, and the provisions or grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Governmental Auditing Standards*.

We will also provide a report (which do not include opinions) on state compliance in accordance with the State Controller's *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, which include new compliance requirements for California Charter Schools.

Audit Procedures-General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the organization or to acts by management or employees acting on behalf of the organization. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

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January 25, 2007
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Identifying and ensuring that Leadership Public Schools complies with laws, regulations, contracts, and agreements is your responsibility. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform test of Leadership Public Schools' compliance with applicable laws and regulations and the provisions of contracts and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

Audit Procedures-Internal Controls

In planning and performing our audit, we will consider the internal controls sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinion on the Leadership Public Schools' financial statements.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. (Test of controls are required only if control risk is assessed below the maximum level.) Our test, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed.

An audit is not designed to provide assurance on internal control or to identify reportable conditions. However, we will inform the governing body or audit committee of any matters involving internal controls and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accountants. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal controls that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements.

Management Responsibilities

We understand that you are responsible for establishing and maintaining internal controls for compliance with laws, regulation, contracts, and agreements. In fulfilling this responsibility, your estimates and judgments are required to assess the expected benefits and related costs of the controls. The objectives of internal controls are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles.

We understand that you are responsible for making all financial records and related information available to and that you are responsible for the accuracy and completeness of that information. We will advise you about appropriate accounting principles and their application and will assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. This responsibility includes the establishment and maintenance of adequate records and effective internal controls over financial reporting, the selection and application of accounting principles, and the safeguarding of assets. You are responsible for adjusting the financial

Leadership Public Schools
January 25, 2007
Page 4

statements to correct material misstatements and for confirming to us in a management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are also responsible for identifying and ensuring that the organization complies with applicable laws and regulations.

RETIREMENT PLAN AUDIT

Audit Objectives

The objective of our audit is the expression of an opinion as to whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America, and whether the supplemental schedules are fairly stated in all material respects in relation to the basic financial statements taken as a whole and in conformity with the Minimum Audit Requirements. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and will include tests of the accounting records of the Leadership Public Schools, Inc. 401(a) plan and other procedures we consider necessary to enable us to express such an opinion. If our opinion is other than unqualified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

Audit Procedures

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of investments, and certain other assets and liabilities by correspondence with financial institutions, and other third parties. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations, including prohibited transactions with parties in interest or other violations of ERISA rules and regulations, that are attributable to the plan or to acts by management or employees acting on behalf of the plan. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors that come to our attention, and we will inform you of any fraudulent financial reporting or misappropriation of assets that comes to our attention. We will

Leadership Public Schools
January 25, 2007
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also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and will include prohibited transactions in the supplemental schedule of nonexempt transactions. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our audit will include obtaining an understanding of internal control sufficient to plan the audit and to determine the nature, timing, and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or to identify reportable conditions, that is, significant deficiencies in the design or operation of internal control. However, during the audit, if we become aware of such reportable conditions, we will communicate them to the administrative committee in a separate letter.

Management Responsibilities

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the net assets available for benefits and changes in net assets available for benefits of the plan in conformity with U. S. generally accepted accounting principles. You are also responsible for management decisions and functions; for designating an individual with suitable skill, knowledge, or experience to oversee any bookkeeping, actuarial, or any other nonattest services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them. You are responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the plan involving (a) plan management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the plan received in communications from employees, former employees, regulators, or others. In addition, you are also responsible for identifying and ensuring that the plan complies with applicable laws and regulations.

Audit Administration, Fees, and Other Matters

We understand that your employees will prepare schedules we may request and will locate any documents selected by us for testing.

The audit documentation for this engagement is the property of Vicenti Lloyd & Stutzman LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to a certain agencies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of Vicenti Lloyd & Stutzman LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to those agencies. The agencies may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

Leadership Public Schools
 January 25, 2007
 Page 6

During the term of this Agreement and for twelve months following its termination, Leadership Public Schools shall not employ any Vicenti, Lloyd & Stutzman LLP employees or partners use by Vicenti, Lloyd & Stutzman LLP in the performance under this agreement, without the prior written consent of Vicenti, Lloyd & Stutzman LLP. Vicenti, Lloyd & Stutzman LLP shall be entitled, in addition to any other remedies it may have at law or in equity, to a payment from Leadership Public Schools in an amount equal to one year's salary of any partner or employee Leadership Public Schools employs in violation of this paragraph.

We estimate that our fees will not exceed:

• LPS Financial Statement Audit	\$14,500
• LPS Issuance of Separate Financial Statements (6)	4,600
• LPS 401 (a) Retirement Plan Audit	7,400
• LPS Federal and State Exempt Organization Tax Returns	<u>950</u>
Total fee estimate	<u>\$27,450</u>

The audit fee reflects a 6% increase due to substantial increases in accounting salaries as well as a 6% increase in auditing procedures related to Statement on Auditing Standards No. 112, *Communicating Internal Control Related Matters Identified in An Audit*. (See accompanying letter regarding this new auditing standard). The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered as work progresses and are payable on presentation.

Government Auditing Standards requires that we provide you with a copy of our most recent quality control review report. Our 2004 peer review report is included.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,


 Wade N. McMullen, CPA
 Partner

RESPONSE: This letter correctly sets forth the understanding of Leadership Public Schools.

Officer signature: _____ Title: _____ Date: _____

Leadership Public Schools
January 25, 2007
Page 7



Charles K. Baum
Steven A. Campbell
Stephen B. Taylor
Linda L. Hesse

To the Owners
Vicenti, Lloyd & Stutzman LLP

We have reviewed the system of quality control for the accounting and auditing practice of Vicenti, Lloyd & Stutzman LLP (the firm) in effect for the year ended June 30, 2004. A system of quality control encompasses the firm's organizational structure and the policies adopted and procedures established to provide it with reasonable assurance of conforming with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (AICPA). The design of the system and compliance with it are the responsibility of the firm. Our responsibility is to express an opinion on the design of the system, and the firm's compliance with the system based on our review.

Our review was conducted in accordance with standards established by the Peer Review Board of the AICPA. In performing our review, we obtained an understanding of the system of quality control for the firm's accounting and auditing practice. In addition, we tested compliance with the firm's quality control policies and procedures to the extent we considered appropriate. These tests covered the application of the firm's policies and procedures on selected engagements. Because our review was based on selective tests, it would not necessarily disclose all weaknesses in the system of quality control or all instances of lack of compliance with it.

Because there are inherent limitations in the effectiveness of any system of quality control, departures from the system may occur and not be detected. Also, projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or because the degree of compliance with the policies or procedures may deteriorate.

In our opinion, the system of quality control for the accounting and auditing practice of Vicenti, Lloyd & Stutzman LLP in effect for the year ended June 30, 2004, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA and was complied with during the year then ended to provide the firm with reasonable assurance of conforming with professional standards.

Campbell, Benn & Taylor
An Accountancy Corporation
October 20, 2004

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Leadership Public Schools
January 25, 2007
Page 7



Charles K. Benn
Steven A. Campbell
Stephen B. Taylor
Linda L. Howe

To the Owners
Vicenti, Lloyd & Stutzman LLP

We have reviewed the system of quality control for the accounting and auditing practice of Vicenti, Lloyd & Stutzman LLP (the firm) in effect for the year ended June 30, 2004. A system of quality control encompasses the firm's organizational structure and the policies adopted and procedures established to provide it with reasonable assurance of conforming with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (AICPA). The design of the system and compliance with it are the responsibility of the firm. Our responsibility is to express an opinion on the design of the system, and the firm's compliance with the system based on our review.

Our review was conducted in accordance with standards established by the Peer Review Board of the AICPA. In performing our review, we obtained an understanding of the system of quality control for the firm's accounting and auditing practice. In addition, we tested compliance with the firm's quality control policies and procedures to the extent we considered appropriate. These tests covered the application of the firm's policies and procedures on selected engagements. Because our review was based on selective tests, it would not necessarily disclose all weaknesses in the system of quality control or all instances of lack of compliance with it.

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In our opinion, the system of quality control for the accounting and auditing practice of Vicenti, Lloyd & Stutzman LLP in effect for the year ended June 30, 2004, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA and was complied with during the year then ended to provide the firm with reasonable assurance of conforming with professional standards.

Campbell, Benn & Taylor
An Accountancy Corporation
October 20, 2004

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LEADERSHIP PUBLIC SCHOOLS

OAKLAND CAMPUS

**Audited Financial Statements
for the Year Ended
June 30, 2006**

LEADERSHIP PUBLIC SCHOOLS

OAKLAND CAMPUS

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VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

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 TINA HENTON
 PHEBE M. McCUTCHEON
 SHARI PROSSER
 COLLEEN K. TAYLOR

INDEPENDENT AUDITORS' REPORT

Board of Directors
 Leadership Public Schools – Oakland Campus

We have audited the statement of financial position of Leadership Public Schools – Oakland Campus (a California public charter school operated by Leadership Public Schools, Inc.) (the School) as of June 30, 2006, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of the School as of June 30, 2006, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated August 23, 2006 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

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Board of Directors
Leadership Public Schools, Inc.

Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying supplementary schedules on pages 17-19 are presented for the purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vicenti, Lloyd & Stutzman LLP
VICENTI, LLOYD & STUTZMAN LLP

August 23, 2006

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS**STATEMENT OF FINANCIAL POSITION**
June 30, 2006**ASSETS****CURRENT ASSETS:**

Cash and cash equivalents	\$ 732,000
Accounts receivable	99,381
Grant receivable	68,750
Prepaid expenses and deposits	<u>5,020</u>
Total current assets	<u>905,151</u>

LIABILITIES AND NET ASSETS**CURRENT LIABILITIES:**

Accounts payable	\$ 210,401
Accrued liabilities	27,517
Current portion of loans payable	<u>50,000</u>
Total current liabilities	<u>287,918</u>

LONG-TERM LIABILITIES:

Loans payable	<u>200,000</u>
Total long-term liabilities	<u>200,000</u>

NET ASSETS:

Unrestricted	<u>417,233</u>
Total net assets	<u>417,233</u>
Total liabilities and net assets	<u>\$ 905,151</u>

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PUBLIC SCHOOLS - OAKLAND CAMPUS**STATEMENT OF ACTIVITIES**
For the Year Ended June 30, 2006**REVENUES:**

Apportionment revenue	\$ 530,816
Categorical revenue	45,588
Other State revenue	13,500
Federal revenue	47,612
Other local revenue	2,251
Contributions	<u>233,464</u>
Total unrestricted revenues	<u>873,231</u>

EXPENSES:

Instructional services	930,074
Curriculum and staff development	19,983
Student services	106,537
Facilities	102,945
Management and general	9,205
Fundraising expenses	<u>199</u>
Total expenses	<u>1,168,943</u>
Decrease in unrestricted net assets	(295,712)
Beginning unrestricted net assets	<u>712,945</u>
Ending unrestricted net assets.	<u>\$ 417,233</u>

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

STATEMENT OF CASH FLOWS For the Year Ended June 30, 2006

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ (295,712)
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
(Increase) or decrease in operating assets:	
Accounts receivable	238,239
Grants receivable	(68,750)
Prepaid expenses and other current assets	5,331
Increase or (decrease) in operating liabilities:	
Accounts payable and accrued liabilities	<u>214,376</u>
Net cash provided by operating activities	<u>93,484</u>

CASH FLOWS from INVESTING ACTIVITIES:

Proceeds from debt	<u>250,000</u>
Net cash provided by financing activities	<u>250,000</u>
Net increase in cash and cash equivalents	343,484
Cash and cash equivalents at the beginning of the year	<u>388,516</u>
Cash and cash equivalents at the end of the year	<u>\$ 732,000</u>

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2006

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Nature of Activities – Leadership Public Schools – Oakland Campus is a charter high school (The School) founded in 2005 to provide outstanding educational opportunities for students in California. The School is an operating segment of Leadership Public Schools, Inc., a non-profit corporation.

Basis of Presentation – The School presents its financial statements as a California public charter school in accordance with pronouncements of the Financial Accounting Standards Board, which governs generally accepted accounting principles for non-profit organizations.

Net Asset Classes – The School adopted Statement of Financial Accounting Standards (SFAS) No. 117, “Financial Statements for Not-for-Profit Organizations.” Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of the School consist of the following:

- **Unrestricted:** All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.
- **Temporarily restricted:** These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.
- **Permanently restricted:** These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Cash and Cash Equivalents – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and other liabilities.

Functional Allocation of Expenses – The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2006

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor as required by SFAS No. 116, "Accounting for Contributions Received and Contributions Made." Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure.

Land, Buildings and Equipment – Land, buildings and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings and equipment in excess of \$5,000.

Income Taxes – The School is operated within a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes.

NOTE 2 – CONCENTRATION OF CREDIT RISK:

The School maintains bank accounts with one institution. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$100,000. The School occasionally has the need to maintain a cash balance in excess of the FDIC limit.

NOTE 3 – ACCOUNTS RECEIVABLE:

Accounts receivable primarily consist of funds due from various governmental and non-profit corporations. Management believes all of these amounts are collectible, therefore no provisions for uncollectible accounts were recorded.

NOTE 4 – EMPLOYEE RETIREMENT:

Certificated Employees

Qualified certificated employees are covered under a multiple-employer defined benefit pension plan maintained by agencies of the State of California. The certificated employees are members of the State Teachers' Retirement System (STRS).

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

**NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2006**

NOTE 4 – EMPLOYEE RETIREMENT: (continued)

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826.

Active plan members are required to contribute 8.0% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2005-06 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for each of the last three years are as follows:

<u>Year Ended June 30.</u>	<u>STRS</u>	
	<u>Required Contribution</u>	<u>Percent Contributed</u>
2004	N/A	N/A
2005	N/A	N/A
2006	\$31,411	100%

Defined Contribution Plan

The School offers a defined contribution plan under Internal Revenue Code Section 401(a) for its classified employees. This plan provides for contributions by the School for eligible employees. The School has no liability under the plan. The School's contributions were \$19,015 for the year ended June 30, 2006.

NOTE 5 – HOME OFFICE SERVICES:

The Home Office of Leadership Public Schools Inc. charges each school site an administration fee of 7% of state and federal revenues.

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

**NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2006**

NOTE 6 – LOANS PAYABLE:

As of June 30, 2006, LPS (Oakland Campus) has an unsecured revolving loan payable to the California Department of Education totaling \$250,000 with an effective interest rate of 3.94%. The repayment terms require annual principal payments of \$50,000 and the loans mature on June 30, 2011.

Future minimum payments over the remaining term of the loan are as follows:

<u>June 30,</u>	
2007	\$ 50,000
2008	50,000
2009	50,000
2010	50,000
2011	<u>50,000</u>
Total	<u>\$250,000</u>



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B. U S I N E S S C O N S U L T A N T S A N D C P A S

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 ROYCE A. STUTZMAN

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 LINDA M. SADDLEMIRE

Principal
 JERI A. WENGER

Senior Managers
 JANETTE CAMPS
 TIMOTHY D. EVANS
 PRISCILLA OSBORNE FLORES
 TINA HENTON
 PHEBE M. McCUTCHEON
 SHARI PROSSER
 COLLEEN K. TAYLOR

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Board of Directors
 Leadership Public Schools – Oakland Campus

We have audited the financial statements of Leadership Public Schools – Oakland Campus (a California public charter school operated by Leadership Public Schools, Inc.) (the School) as of and for the year ended June 30, 2006, and have issued our report thereon dated August 23, 2006. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over the financial reporting and its operation that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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**Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance With *Government Auditing Standards***

(Continued)

This report is intended solely for the information and use of the Board, management, the Oakland Unified School District, the Alameda County Office of Education, the California Department of Education, the State Controller's Office, Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Lloyd & Stutzman LLP
VICENTI, LLOYD & STUTZMAN LLP

August 23, 2006



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REPORT ON STATE COMPLIANCE

Board of Directors
 Leadership Public Schools, Inc.

We have audited the financial statements of Leadership Public Schools – Oakland Campus (a California public charter school operated by Leadership Public Schools, Inc.) (the School) as of and for the year ended June 30, 2006, and have issued our report thereon dated August 23, 2006. Our audit was made in accordance with auditing standards generally accepted in the United States of America, the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the U. S. General Accounting Office, and the *State Controller's Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The School's management is responsible for the School's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Controller's Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance reporting	8	Not applicable
Kindergarten continuation	3	Not applicable
Independent study	22	Not applicable
Continuation education	10	Not applicable
Adult education	9	Not applicable
Regional occupational center/programs	6	Not applicable

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REPORT ON STATE COMPLIANCE

(Continued)

<u>Description</u>	<u>Procedures in Controller's Audit Guide</u>	<u>Procedures Performed</u>
Instructional time:		
School Districts	4	Not applicable
County Offices of Education	3	Not applicable
Community day schools	9	Not applicable
Class size reduction program:		
General requirements	7	Not applicable
Option 1	3	Not applicable
Option 2	4	Not applicable
One school serving K-3	4	Not applicable
Morgan-Hart class size reduction program	7	Not applicable
State instructional materials fund:		
General requirements	12	Not applicable
Grades K-8 only	1	Not applicable
Grades 9-12 only	1	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Early retirement incentive program	4	Not applicable
GANN limit calculation	1	Not applicable
School Construction Funds:		
School District Bonds	3	Not applicable
State School Facilities Funds	1	Not applicable
Alternative Pension Plans	2	Not applicable
Proposition 20 Lottery Funds (Cardenas Textbook Act of 2000)	2	Not applicable
State Lottery Funds (California State Lottery Act of 1984)	2	Not applicable
California School Age Families Education (Cal-Safe) Program	3	Not applicable
School Accountability Report Card	3	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Nonclassroom based instructional/independent study	1	Not applicable
Additional nonclassroom-based instruction	1	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	3	Yes
Office of Criminal Justice Planning	-	Not applicable

Based on our audit, we found that, for the items tested, the School complied with the laws and regulations of the state programs referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the School had not complied with the laws and regulations of state programs and requirements.

REPORT ON STATE COMPLIANCE

(Continued)

This report is intended solely for the information and use of the Board, management, the Alameda County Office of Education, the California Department of Education, and the State Controller's Office and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti Lloyd & Stutzman LLP
VICENTI, LLOYD & STUTZMAN LLP

August 23, 2006

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2006

Per Assembly Bill 3627, all audit findings must be identified as one or more of the following nine categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
50000	Federal Compliance
60000	Miscellaneous
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings noted for the year ended June 30, 2006.

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SUPPLEMENTARY INFORMATION

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

SCHEDULE OF EXPENDITURES BY STATE CATEGORIES
For the Year Ended June 30, 2006

EXPENSES BY STATE CATEGORIES:

1000 Certificated salaries	\$ 478,983
2000 Classified salaries	144,345
3000 Benefits	135,255
4000 Books and supplies	135,956
5000 Other operating expenses	185,226
6000 Capital expenses and depreciation	13,234
7000 Other outgo and transfers	<u>75,944</u>
Total expenses	<u>\$ 1,168,943</u>

See the accompanying notes to supplementary information.

LEADERSHIP PUBLIC SCHOOLS – OAKLAND CAMPUS

**SCHEDULE OF INSTRUCTIONAL MINUTES
For the Year Ended June 30, 2006**

	2005-06 Minutes		Number of Days Traditional Calendar	Status
	Requirement	Actual		
Grades 9 through 12	64,800	66,201	175	In compliance

See the accompanying notes to supplementary information.

LEADERSHIP PUBLIC SCHOOLS -- OAKLAND CAMPUS

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2006**

	<u>Second Period Report</u>	<u>Annual Report</u>
AVERAGE DAILY ATTENDANCE:		
Grades 9 through 12	<u>88.28</u>	<u>87.69</u>
SUPPLEMENTAL HOURS:		
Total Pupil Hours	<u>4,691</u>	<u>5,654</u>

See the accompanying notes to supplementary information.

LPS-College Park Facilities Plan

LPS is currently located in an OUSD facility, Building 100 at Castlemont High School, under a facilities lease agreement as an internal charter. In the 2007-08 school year, LPS will continue to occupy this facility, but under a Proposition 39 Agreement. LPS wishes to enter into a long-term facilities use agreement with the District that meets the needs of both parties. The long term vision for facilities, as agreed by both OUSD and LPS, is to move LPS off the Castlemont High School Campus (presumably for the 2008-09 school year) to another comparable school site. The School wishes to locate in or near central Oakland in order to be easily accessible to the School's target population.

LPS recognizes the difficult burden Proposition 39 places on school districts, and the School will approach Proposition 39 discussions in a spirit of partnership. While the School will continue to submit a Proposition 39 facility request and supporting documentation prior to the October 1 deadline, LPS would welcome a discussion well in advance of the statutory deadlines. Under Proposition 39 regulations, the District is required to provide a final facilities offer on or before April 1 of each school year.

Currently, other LPS campuses are also successfully occupying Proposition 39 facilities in Richmond, Hayward, and San Jose, at a cost ranging from \$38,000 to \$120,000 per year (the latter figure, which is significantly higher than normal Proposition 39 rates, was agreed to as part of a 10 year facilities partnership with East Side Union High School District). Even at the high end, these figures represent significant savings when compared to the cost of leasing or developing a non-district school site. The low cost of Proposition 39 facilities will allow the School to devote the maximum possible resources to the educational program.

Our needs for classroom and non-classroom space will grow as the school grows, starting with one grade only in year 1, and growing to serve up to 500 students in grades 9-12 in years four and beyond. Our projected classroom needs are 19 classrooms in 2007-08, and 26 classrooms in 2008-09 and beyond. The School will also need access to a variety of specialized teaching space including but not limited to science labs, computer labs, and art room, a library, a gymnasium, a multi-purpose room or auditorium, a cafeteria, athletic fields, administrative offices, storage space, parking, and staff and student restrooms. At full size, the total square footage needs of the School will be approximately 50,000 SF, or 100 square feet per student.

While LPS intends to occupy an OUSD facility under Proposition 39, the School has also conducted a search for appropriate alternative school sites. LPS has developed detailed site requirements including square footage estimates and criteria for site selection. These site selection criteria include: proximity to our target population's residential areas, proximity to transportation arteries, neighborhood safety, site environmental safety and appropriate history of prior use, and availability of nearby athletic and recreational facilities. The School has identified potential commercial properties that may be suitable as future school sites and will continue to search for other viable alternative sites.

Because the School plans to occupy school district facilities under Proposition 39, the School will adopt OUSD's building maintenance and related facilities policies. The specific responsibilities of the School and District with regard to the facilities will be clarified in a mutually acceptable facilities use agreement. Should the School occupy alternative, non-district facilities in the future, we will provide maintenance and facilities policies for review and approval by the charter authorizer prior to opening.

LPS FACILITY REQUIREMENTS

Leadership Public Schools

YEAR ONE FACILITY REQUIREMENTS

For year one of an LPS school's operation, facilities must have the following elements:

- Approx. 12,000 square feet of space
- 7 classrooms (800-950 sf); one of which is to be outfitted as a science classroom with access to water
- Private office with a conference table for the Principal
- Student Services Center: Open cubicles or work area for the Dean, Resource Specialist, and Technology Coordinator.
- Main Office: Open cubicles or work area for the Office Manager and Enrollment Coordinator with dedicated outlet for copier.
- One meeting room with 12 person conference table and chairs
- Adequate space for admin and copier equipment
- Separate staff and student restroom facilities
- Access to Multi-purpose space for school assemblies and food service
- Access to District athletic facilities, gym, fields, etc.
- Access to outdoor open space
- Closed campus and Dedicated Entry

TYPICAL CLASSROOM REQUIREMENTS

Classrooms should have:

- (3) 4' x 8' whiteboards with marker rail
- (1) 4' x 8' corkboard
- Blinds or shades at windows to control light
- (30) student desks and chairs
- (1) teacher's desk, chair, and lockable filing cabinet
- (1) counter height bookshelves, two- three shelves high
- (1) Projection Screen
- (4) Computer Tables and chairs
- (1) Phone handset, (4) data connections
- Intercom and Bell System
- Wall Clock
- (2) waste baskets
- (1) fire extinguisher

TYPICAL SCIENCE CLASSROOM REQUIREMENTS

Science Classrooms should be approx. 1,000 – 1,200 sf. and have:

- (3) 4' x 8' whiteboards with marker rail
- (1) 4' x 8' corkboard

- Blinds or shades at windows to control light
- (15) 2-person lab tables with epoxy lab surface, standard height with book boxes
- (30) student desks
- (1) chemical resistant dump sink with lockable base cabinet storage below and wall mounted drying rack
- (1) teacher's desk, chair, and lockable filing cabinet
- (1) counter height bookshelves, two- three shelves high
- (1) Projection Screen
- (4) Computer Tables and chairs
- (1) Phone handset, (4) data connections
- Intercom and Bell System
- Wall Clock
- (2) waste baskets
- (1) fire extinguisher

Chemistry classrooms should also have:

- (1) eyewash
- (1) fume hood
- (1) lockable chemical cabinet for flammables and corrosives
- (1) duplex outlet per lab table
- (1) additional chemical resistant dump sink with lockable base cabinet storage below and wall mounted drying rack
- (1) fire blanket

YEAR TWO FACILITY REQUIREMENTS

Facilities must meet the following additional space requirements for year two:

- Approx. additional 12,000 square feet for year two (13 classrooms total, inc. two science classrooms- one dedicated to chemistry)
- Computer lab
- Teacher's workroom with dedicated outlet for copier
- Additional plumbing fixtures as required by code

TYPICAL COMPUTER LAB REQUIREMENTS

Computer labs should be approx. 1000sf and have:

- (3) 4' x 8' whiteboards with marker rail
- (1) 4' x 8' corkboard
- Blinds or shades at windows to control light
- Adequate ventilation or Air conditioning
- (15) 2 person computer tables with grommets and wire management
- (30) student chairs
- (1) teacher's desk, chair, and lockable filing cabinet
- (1) counter height bookshelves, two- three shelves high

- (1) Projection Screen
- (1) Phone handset, (32) data connections
- (1) Rolling Projector Cart
- (1) Network Printer
- Intercom and Bell System
- Wall Clock
- (2) waste baskets
- (1) fire extinguisher

YEAR THREE FACILITY REQUIREMENTS

Facilities must meet the following additional space requirements for year three:

- Approx. additional 14,000 square feet for year three (19 classrooms total, inc. three science classrooms- one dedicated to chemistry)
- Counselor's Office
- Athletic Director's Office
- Expanded multi-purpose room- min. 8,000 sf. with a stage at one end
- Additional plumbing fixtures as required by code

YEAR FOUR FACILITY REQUIREMENTS

Facilities must meet the following additional space requirements for year four:

- Approx. additional 12,000 square feet for year four (26 classrooms, inc. three science classrooms- two dedicated to chemistry)
- Additional Computer lab
- Book and Media Library
- Additional plumbing fixtures as required by code

Facility Requirements Summary Table

	# of Students	# of Staff	Classrooms			Computer Lab	Offices	Total Usable Square Footage
			Standard	Science Lab	Total			
Year 1	125	12	6	1	7	0	4	12,000
Year 2	250	18	11	2	13	1	4	24,000
Year 3	375	26	17	2	19	1	6	38,000
Year 4	500	32	23	3	26	2	6	50,000

LEARN. LEAD. SUCCEED.



**LEADERSHIP
PUBLIC SCHOOLS**

LEADERSHIP PUBLIC SCHOOLS, INC.

EMPLOYEE HANDBOOK

September 20, 2004

LEADERSHIP PUBLIC SCHOOLS, INC. EMPLOYEE HANDBOOK

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WHO WE ARE

THANK YOU FROM OUR FOUNDER AND CEO

On behalf of the LPS's Board of Trustees and our growing community of students, parents, teachers and staff, thank you for joining our team! We believe you can make a great contribution to communities of need. As embodied in the Leadership Way, your success is key to achieving our organization goals. We have a challenging and bold vision, and, like the Peace Corps, this may be the "toughest job you'll ever love." Yet, as a developing organization, you have an opportunity to shape the things to come. Welcome to the adventure! Sincerely, Mark Kushner

INTRODUCTION

As a Leadership Public Schools, Inc. ("LPS") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success and the success of our students. We trust that you will find your employment with LPS to be both challenging and rewarding.

LPS recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference not only in shaping the lives of our students, but in contributing to the effectiveness of our Leadership community. Toward this end, we encourage you to engage in open communication about any aspect of your employment with LPS.

The LPS Employee Handbook ("Handbook") is divided into seven sections. **Part One** contains a brief history of LPS, an explanation of LPS's nonprofit governance structure, an overview of the role of the Home Office, and a brief background of charter schools. **Part Two** presents "The Leadership Way," which summarizes our mission, culture and values. **Part Three** covers our professional expectations, and our support and evaluation process. **Part Four** addresses personnel information regarding payroll, benefits, and time off. **Part Five** covers additional important personnel policies and legal issues. **Part Six** addresses important operational considerations. **Part Seven** contains an acknowledgement form that must be signed by all employees. Please see the LPS Student Handbook for additional information regarding school rules, procedures and support for students.

This Handbook is intended for your use as a ready reference. Above all, we hope that the information contained will be useful to you. It is also, for legal purposes, an employee handbook. This means that certain legal language needs to be included. For example, nothing in this Handbook is intended to or shall alter in any way the policy of "at will" employment that LPS maintains with its employees. And from time to time the policies and practices described in this Handbook will need to be revised. Accordingly, LPS reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. As policies are revised, updated pages will be distributed to you. We do not intend this to negatively impact the positive sense of community that exists among the faculty, staff, and administrators.

LEADERSHIP PUBLIC SCHOOLS HISTORY

Leadership Public Schools, Inc. ("LPS"), a not for profit school development organization, was founded in 2002 by experienced educators and entrepreneurs to develop quality public charter high schools. LPS serves ethnically and economically diverse student bodies and its schools are located in or near low-income neighborhoods. Enrollment in any one school is limited to 500 students in grades 9-12.

LPS is headed by Mark Kushner, the founder of San Francisco's Leadership High School (a separate organization), one of the first start-up charter high schools in California and one of the most successful serving poor and minority students.

LPS is a rapidly growing organization, with plans to start numerous small high schools across California. In addition to receiving the bulk of our funding from the government, we are supported by a network of generous donors and foundations including the New Schools Venture Fund, the Pisces Foundation, the Walton Family Foundation, the Rosenberg Family Foundation, and others.

OUR GOVERNANCE STRUCTURE

LPS is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)3 organization. All LPS schools operate as part of this one organization and all LPS employees are employees of this one non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct LPS's internal operating policies and procedures. LPS has the freedom to establish its own policies and procedures, as long as they comply with the LPS charter and applicable law. LPS is subject to portions of the education code governing public schools, but has considerably more flexibility than a typical public school.

The leader of each school is the school Principal. All school staff report to the Principal, typically through department chairs who act as the Principal's direct reports, though individual Principals have the flexibility to develop their own reporting structures. The Principal, in turn, reports to the CEO of Leadership Public Schools and/or an Education Vice President in the Future. Each Principal will work with and receive guidance on local issues from a School Advisory Council ("SAC"), comprised of parents, teachers, students, and community members.

The LPS Board of Trustees is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of LPS. The Board is responsible for dealing with the strategic policies that effect the organization, as well as approving budgets, policies, and other important decisions. The Board is organized into several committees, including the Executive Committee, Operations and Finance Committee, Development Committee, and Education Committee. The Board is composed of a broad cross-section of the school community and community-at-large and, in addition to professionals and community leaders, may include selected nominees from the LPS faculty, LPS Student Government, the LPS Parents' Association, and LPS alumni.

ROLE OF THE LPS HOME OFFICE

The LPS Home Office provides support and assistance to each school, and helps disseminate LPS's values, programs, norms, and high standards. The Home Office focuses on:

- Ensuring quality,

- Facilitating learning across the network based on best practices, site innovation and research,
- Guiding new school creation, including writing charter petitions, negotiating school district relationships, and building community partnerships,
- Providing centralized services and support, including professional development, curriculum development, enrollment-outreach, startup fundraising, human resources, recruiting, payroll, accounting, facilities development, government compliance, technology planning, and purchasing.

LPS combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale or support our educational mission by enabling Principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand alone charter school would be able to afford or acquire on its own. The Operations Guide provides additional information on the roles and Home Office responsibilities

LEADERSHIP NETWORK

The Leadership Public Schools network is designed to help students, teachers and parents by insuring that best practices bubble up to the top of both discussion and practice at individual network school sites. Best practices will be a primary focus of staff development. The Leadership network enables individual schools to better communicate with districts. Network partners are able to avoid "back office" support issues that school systems and individual schools must often address (i.e. politics, facilities operations and overall fundraising.) The power of the network ensures financial sustainability of individual schools and flexibility in meeting challenges as the organization grows.

CHARTER SCHOOLS BACKGROUND

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 15 years old!

In 1991, Minnesota was the first state to approve charter school legislation. California was the second in 1992, followed by Massachusetts. As of this date, forty-one states including the District of Columbia now have charter school laws, although some state laws effectively make it difficult to start these schools. From one school in 1992, there are now approximately 2,996 schools operating nationwide, serving over 698,000 students in 2003-2004.

What is a charter school? A charter school is a tuition-free independent public school working within the public school system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like LPS, and is usually sponsored by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring school board and charter organizers. The charter establishing each such school

is a performance contract detailing the school's program, goals, students served, methods of assessment, and ways to measure success.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

Some of the goals of the charter school movement are to:

- Increase opportunities for learning and access to quality education
- Create choice for parents and students within the public school system
- Provide a system of accountability for results in public education
- Encourage innovative teaching practices
- Create new professional opportunities for teachers
- Encourage community and parent involvement in public education
- Leverage improved public education broadly

For additional information on charter schools, please visit the following websites:

- California Charter School Association www.charterassociation.org/
- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- US Department of Education Charter Schools Site: www.uscharterschools.org
Look for the profile of Leadership High School: click on "Resource Directory," then on "Startup and Assistance," then on "Case Study of a Charter School."
- Charter Schools Development Center: www.cacharterschools.org

I. THE LEADERSHIP WAY

VISION, MISSION, AND VALUES

Our Vision

Our vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

Our Mission

Our mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

Leadership Values

COMMITMENT: All students, staff and members of the LPS community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by:

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

RESPECT: All students, staff and members of the LPS community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by:

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- Seeking first to understand before seeking to be understood,
- Assuming good intentions,
- When possible, resolving our own conflicts, going to the “source” (the person involved) rather than complaining to others, and
- Supporting each other when needed.

RESPONSIBILITY: All students, staff and members of the LPS community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.

VALUING OUR STUDENTS AND OUR EMPLOYEES: The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by:

- Supporting the learning of our employees with ample professional development;
- Providing nurturing, personalized attention to our students and their families;
- Evaluating students and employees with clear, careful and fact-based evaluation processes;
- Offering competitive wages and benefits to employees;
- Having fun and celebrating success; and

- While seeking to deliver an ambitious mission, striving to create balance and respect the lives people have outside LPS.

HARNESSING THE POWER OF THE LEADERSHIP NETWORK: A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significantly startup, operational and educational support.

We help build a strong network of schools by:

- Focusing on student and school performance;
- Disseminating the innovations and lessons learned across the network;
- Encouraging students, parents, and all staff to use the network for learning;
- Forging strong relationships between the Home Office and the schools,;
- Maintaining a strong customer service ethic at the Home Office;
- Making decisions with the maximum appropriate involvement of affected constituencies; and by
- Being careful stewards of our resources.

SIX PILLARS OF EDUCATIONAL EXCELLENCE

The success of our schools is built on six design pillars of educational excellence:

- **High Expectations:** All students take college preparatory coursework and graduates fulfill requirements for admission to the University of California. Students are expected to adhere to high standards of student behavior.
- **Significant Support:** Small schools, small class sizes, four year advisory program, and strong academic, social and college support programs.
- **Student Leadership:** School wide four-year leadership development program enabling *all* students to take responsibility for their lives and improve their community.
- **Talented Staff Sustained by Extensive Professional Development:** Our schools improve their performance with weekly collaboration and staff development time, and 15 staff development days, all focused on teaching and learning.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission.
- **Focus on Results:** Our schools relentlessly focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement.

II. STAFF PROFESSIONALISM

GENERAL PROFESSIONAL EXPECTATIONS

As a charter and reform-minded network of schools, LPS requires staff roles to be different than some traditional schools. LPS teachers and administrators will, at times, assume and incorporate new roles such as student advisor, organizational leader, peer coach (as well as student coach), problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of LPS. LPS Staff will:

- Follow the Leadership Way including the norms listed in the Leadership Values.
- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events. While LPS operates leadership schools and student political and community involvement is encouraged, staff should be careful to find appropriate activities for LPS students that do not adversely affect students academically.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports)
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.

LPS takes professional expectations seriously as we want to create a positive place to work and learn. Please note that a material violation of the standards laid out in this Employee Handbook, and in particular any of the general or specific professional expectations, may result in administrative support,

interventions such as verbal warnings or written notice, suspension with or without pay, and/or termination of employment. Any such action does not alter the at-will nature of employment at LPS.

Finally, LPS adheres to a set of personal and organizational values embodied in a document entitled "The Leadership Way" (included above in Section II). These are the shared values of our community and it is important that we all strive to uphold them.

Job Duties

When you begin working at LPS, your supervisor will review your job description, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. LPS depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at Leadership Retreats, All School Meetings, Advisories and other school events/activities. In addition, teachers are expected to share responsibility for attending Parent Association meetings, chaperoning dances, advising clubs, and participating on school committees.

SUPPORT, EVALUATION AND INTERVENTION

The support, evaluation, and intervention process for LPS faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. The first few years of LPS will only have a truncated version of this process; as we grow, we expect this process to evolve. The process will involve three components that directly relate to each other, but also function independently of each other. These three components are Ongoing Support, Evaluation, and Intervention. Home Office Staff will also use these structures for Support, Evaluation and Intervention adapted for administrative functions. The Home Office formal evaluation process will typically occur annually.

Ongoing Support

LPS believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

LPS is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations ("peer coaching") and other protocols.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal, Department Chairs and Director of Curriculum (with other Home Office staff in the future) will work with faculty and staff in their Department or Team to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, conferences, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with the Bay Area Coalition for Equitable Schools and other partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge. Faculty and staff will report on these activities in their periodic self-assessments.

Evaluation

SELF-ASSESSMENTS

Faculty and staff will write self-assessments each year.

These self-assessments are intended to encourage self-reflection and commitment to self-improvement, as well to provide more teacher voice in the evaluation process. The individual's self-assessment will be placed in their personnel file with the formal evaluation described below. Faculty and staff will be expected to reflect on and use the following to inform their self-assessments:

- Professional goals,
- Peer Coaching experiences and documentation (when implemented), and
- Student evaluations (or evaluations by relevant group).

While LPS will offer faculty and staff writing prompts to support them in writing their self-assessments, faculty and staff will be asked to supply evidence that aligns with their self-assessments and should anticipate the following strands in their self-assessments:

- Classroom practice, including any noteworthy lessons about curriculum or pedagogy, (or other relevant professional practice)
- Student achievement with a focus on results (e.g. standards-based results for teachers)
- Reflection on your role as an advisor
- Leadership (within your department, Committee, etc.)

FORMAL EVALUATIONS:

Formal evaluations for teachers will typically take place annually during a teacher's first two years, and then every other year or as needed (as determined by LPS in its sole discretion). Other staff evaluations will typically be conducted on an annual basis. Written evaluations of teachers will be completed by the Principal and Department Chairs (when appointed) and be distributed during the final quarter of the academic year. Written evaluation of other staff will be completed by their respective supervisors and distributed during the final quarter of the academic year. If practicable or specifically requested, the Principal (or appropriate supervisor) will meet with the faculty or staff member to discuss the evaluation. The person's self-assessment, as well as any informal observations or formal supervision notes created since the previous evaluation, inform this meeting. In the future, it is envisioned that the Home Office, Principal and Department Chair will collaborate and create a final analysis/evaluation which will be signed by the Principal, Department Chair and teacher, attached to the person's self-assessment and copied for the person's reflection and personnel file. Final evaluations will be placed in the person's personnel file. The person being evaluated may add additional comments for the file if desired.

Intervention

All LPS faculty and staff are expected to work to create a positive atmosphere. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner. The following intervention process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this intervention policy does not apply to: (1) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook, or (2) other situations requiring immediate response as determined in LPS's sole discretion. The Human Resources Director will act as the point person in the intervention process.

1. Go to the source. This means going directly to the person with whom you have an issue of concern. Ask clarifying questions and attempt to resolve the issue. IF NOT SUCCESSFUL, then ...
2. Document your efforts and considering using a voluntary Intervention Team. This step is intended to support the person involved in resolving the issue by using a voluntary Intervention Team. The Intervention team will be comprised of the peer coaching teams when they are implemented, and/or a team of several teachers chosen by the person being supported by the Intervention process if the peer coaching teams are not yet implemented. All discussions should be treated as private and confidential, and should not be discussed by members of the Intervention Team outside of the team, except for discussion as needed with the Principal, Department Chair, LPS Director of HR and other members of the Home Office dealing with personnel issues.

It is a voluntary step in the process and, if the person involved does not wish to share the issues of concern with the members of an Intervention Team, the person may proceed directly to Step #3, below. If the person involved wishes to proceed with this step, the peer coaching team should be consulted to determine if all concerned want to form an Intervention Team. If three or more people from the peer coaching team wish to be involved, they will form an Intervention team. If there are not three or more people who wish to do so, the peer coaching team (with the consent of the person involved) will find three other people to form an Intervention Team. In no event will a member of the Intervention Team be the subject of the complaint. Once formed, the Intervention Team will develop goals, a plan and a timeline with the person involved. This process will be documented by the Intervention Team and a copy will be provided to the Principal and LPS Director of HR. IF NOT SUCCESSFUL, then...

3. Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team after Step #1, or the Intervention Team described in Step #2 transfers responsibility and documentation to an Administrative Team (including the Principal and possibly the Dean and supervising Department Chair). This team will follow the same process of developing goals, a plan and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the LPS Director of HR. IF NOT SUCCESSFUL, then...
4. The Principal may need to take action. The Principal, with possibly the Dean, Department Chair and/or Director of HR or designee, will meet with the faculty or staff member to give the faculty or staff member a chance to present his or her position. The faculty or staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After consultation with the LPS Director of HR, and General Counsel when appropriate, the Principal, with advice from the Dean and appropriate Department chair when requested by the Principal, will make a decision, including and up to suspension and/or discharge of the involved employee.

NOTE: because the Principal and Dean are involved in the last two steps of the intervention process, there is a similar but slightly different process when these employees are the subject of the complaint. The Home Office will use a similar process.

The process for issues involving the Principal is as follows.

First, go to the source (Principal) for attempted resolution.

Second, contact the supervisor at the Home Office or CEO. The supervisor or CEO will decide, much like the faculty and staff process, whether to create a voluntary Intervention Team.

If this effort is unsuccessful or if the person involved does not want a voluntary Intervention Team, the supervisor or CEO will consider further action.

The process for the Dean is similar.

First, go to the source (Dean) for attempted resolution.

Second, contact the Principal if this is unsuccessful. The Principal will decide, much like the faculty and staff process, whether to create a voluntary Intervention Team.

If this is unsuccessful, the Principal will consider further action with the Home Office, and make a decision..

The same is true if there is an issue with a person from the Home Office.

First, go to the source and, only if the matter remains unresolved, go to the supervisor.

In the case of the CEO, after going to the source (CEO), contact the Chair of the Board of Trustees.

Note: This intervention process does not change any LPS employee's employment status, which remains at-will at all times. Nor does it guarantee any rights or process prior to a disciplinary decision or termination of employment.

III. PAYROLL, BENEFITS, AND TIME OFF

EMPLOYEE CLASSIFICATIONS

For salary administration purposes and to determine eligibility for certain employee benefits, LPS assigns employees to one or more of the following employment categories:

School-Year Staff

School-Year staff typically works a 190 day work year. School-Year staff typically does not have scheduled work days between mid-June and mid-August. This category generally includes all teachers and counselors, as well as some other school-site staff.

Year-Round Staff

Year-Round staff typically works a 12 month work year. This category includes all Home Office staff, as well as the Principal(s), Dean(s) and other school-site staff including the School Office Manager(s).

Full-Time Staff

Staff working 32 or more hours per week or who teach four or more regular courses or equivalent commitments per semester are considered Full-Time staff, and are eligible for LPS' employee benefit programs.

Part-Time Staff

Staff working less than 32 hours per week or who teach less than four regular courses or equivalent commitments per semester are considered Part-Time staff, and are not eligible for health benefits. Part-time staff working 20 hours per week or more is eligible for pro-rated time off benefits.

Temporary Staff

Temporary staff is those working for less than 90 days. Temporary staff is not eligible for certain benefits, including health insurance, or paid time off.

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time and submit that record to Payroll each month.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees, in certain jobs such as office manager, are generally paid on a salary basis, and eligible for overtime for hours worked over 40 in a week. Overtime must be approved in advance by your supervisor and recorded on the time record for payroll each month.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are general paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in your job description.

WORK SCHEDULE

Following are work schedule expectations for all staff. There are some staff (e.g., receptionists, custodians) whose specific job requirements demand their presence at other times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and staff members are expected to be present.

School Staff Arrival Time

School-site staff is expected to be at school every work day at least 15 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the School Office Manager and the "Sunrise Literacy Class Teacher," may be required to be on campus earlier because of their specific job responsibilities.

School Staff Departure Time

Unless otherwise indicated or required, teachers are expected to be at school until 30 minutes after classes end. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other staff (including Home Office staff) and administrators are expected to be at the school (or office) until 5:00 p.m., although later hours may be needed fairly often.

Home Office Arrival and Departure Time

Home Office staff is generally expected to be in the office from 9 a.m. to 6 p.m. unless arrangements are approved by one's supervisor. Longer hours may be required from time to time, although some of these hours could be completed elsewhere.

Total Work Days (School-Year Staff Only)

Full-time School-Year staff members are expected to work at least 190 school days per academic year. This typically includes 175 days of school and 15 staff development days. Certain administrators and staff, such as department chairs, are expected to work additional days. This may include several days at the beginning and end of Winter Break, and additional time during the summer before the teachers return.

PAYROLL INFORMATION

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance.

For non-exempt, hourly, temporary, or part-time employees (including substitute teachers), as well as full-time employees performing approved extra duties, timesheets should be kept from the 16th day of the month to the 15th day of the following month. Timesheets should be submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved timesheet to the Home Office for processing). You are responsible for accurately recording your time on your timesheet. Falsification of any time records is cause for disciplinary action, up to and including termination.

If you believe there is a mistake on your paycheck, please contact the Senior Accountant at the Home Office immediately.

Overtime Pay

As necessary, employees may be required to work overtime with the supervisor's approval in advance. However, only non-exempt employees are eligible to receive overtime pay for approved hours worked over 8 hours a day; or over 40 hours in one (1) week.

Meal and Rest Periods

As required by law, for those non-exempt employees working five (5) hours/day or more, you are entitled to a 30 unpaid minute meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work.

Automatic Payroll Deposit Option

LPS offers automatic payroll deposit for all employees, and strongly encourages all employees to participate. Your paycheck will be deposited on or before the last business day of each month. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least 15 days before the pay period for which you would like the service to begin. The automatic deposit should begin with the second payroll following your submission of the cancelled check. You should carefully monitor your payroll deposit statements for the first two pay periods after the service is set up.

To stop automatic payroll deposit, notify the Home Office in writing at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the notification, provided it is received no later than 15 days before the end of the pay period.

Reimbursement of Expenses

Employees must obtain approval prior to incurring expenses on behalf of LPS, to ensure the expenses are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts and submitted to the Senior Accountant at Home Office.

LPS will reimburse employees for reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the IRS approved mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace.

Our LPS Operating Guidelines contain more detailed information on our reimbursement and travel policies. If you have any questions about LPS's expense reimbursement policy, please contact the Home Office.

Employee Referral Bonus Program

We are always looking for outstanding employees and greatly appreciate recommendations made by existing employees. If you recommend someone who has not previously been introduced to LPS, and he/she is hired on a full-time, regular basis, you are eligible to be paid a recruiting bonus. The current referral fee is \$500; to be paid on the payday that immediately follows the new employee's 90th day of service. Human Resource employees, Principals, and the CEO are not eligible to receive this bonus, nor are hiring managers of open positions. Thus, you may not receive a bonus for referring a candidate for a position that reports to you directly. The dollar amount of the bonus, along with the program in general, may be changed at any time depending upon existing market.

COMPENSATION

It is important to us that our compensation levels reflect the capabilities of our employees. It is LPS's objective to attract and retain talented and dedicated employees. LPS desires to pay all regular employees' wages and salaries that are competitive with other non-profit employers and local school districts. LPS has a teacher compensation system that incorporates traditional public school district schedules and introduces skills-based and performance-based pay layered on top of this traditional structure. This compensation structure is constantly being improved.

GROUP BENEFITS

LPS is committed to providing competitive benefits. Given the rising cost of health care, employee contributions, benefits, and choices offered are likely to change from year to year. The benefits outlined below apply to the 2004-05 school year.

The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time working in excess of 32 hours per week.) Health benefits eligibility begins the first of the month following hire date. You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. If you have questions regarding any of these benefits, please contact the Human Resources Director. Also, please refer to the separate LPS benefits summary for more information. If there is any conflict between this Handbook and the official Summary Plan Descriptions (SPDs) or plan documents, the official SPDs and/or plan documents will govern. Copies are available for your review from Human Resources.

Health Insurance

Health insurance is currently provided through Blue Cross of California. A variety of HMO and PPO options are offered. Employee contributions vary based on the plan selected, demographics, and whether the employee's spouse, domestic partner, and/or dependents are covered. You may elect deductions from your paycheck for these premiums on a pre-tax basis. In accordance with IRS regulations, premium payments for qualified domestic partners may not be made on a pre-tax basis.

Dental Insurance

Dental benefits are provided by Delta Dental. Employee contributions vary based on whether the employee's spouse, domestic partner, and/or dependents are covered. Currently there is no charge for employee-only coverage and small charges for coverage of dependents. These charges may be deducted pre-tax from your paycheck.

Vision Insurance

Vision benefits are provided by Vision Service Plan (VSP). LPS currently covers the entire cost of the vision plan for employees and their dependents.

Disability Insurance

All employees participate in California State Disability Insurance. The state designated amount is deducted from your paycheck.

You are eligible to enroll in Disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. Partial salary replacement begins after a 7 day waiting period for Short-Term Disability or a 90 day waiting period for Long-Term Disability. Please see the Summary Plan Description and/or the Human Resources Director for details.

Life Insurance

Life and Accidental Death and Dismemberment Insurance from Standard Insurance is payable up to \$50,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

Commuter Checks

Commuter checks are vouchers that may be used to purchase public transit tickets, such as bus, train, ferry and, BART tickets. Employees may purchase Commuter Checks through pre-tax payroll deductions. Employees may enroll in this program on a quarterly basis. Once enrolled, you will be assumed to continue in the program until you notify Human Resources in writing of your intention to discontinue.

Section 125 Premium Only Plan

LPS offers a "Section 125 Premium Only Plan," which allows employee contributions for health benefits to be taken out pre-tax. Employees must submit the required paperwork in order to participate in the plan. The plan is free of charge to all staff.

Note: All employee insurance benefits are subject to employee's timely and accurate submission of all required paperwork. Benefits generally begin the month after the start date, provided all forms are complete and submitted on time.

OTHER COVERAGE

Domestic Partners Coverage

To recognize non-traditional family arrangements, LPS offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant partner of either gender under our medical and dental plans. "Domestic partner" is defined as a person with whom the employee's life is interdependent for a minimum period of time, with whom the employee shares a mutual residence and has registered with the Secretary of State as domestic partners.

Paid Family Leave Insurance

California employees may file a claim for up to six (6) weeks of Paid Family Leave (PFL) benefits with the Employment Development Department (EDD) within a 12 month period to care for a seriously ill dependent or bond with a new child. This leave is sponsored within the State Disability Insurance (SDI) program and funded through mandatory employee contributions.

Workers' Compensation

LPS maintains a workers' compensation insurance policy for the benefit of all LPS employees with the Alliance of Schools for Cooperative Insurance Programs ("ASCIP"). This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of their injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for LPS should report the incident to their supervisor and to the Human Resources immediately. The Home Office will make a record of the incident and provide instructions on filing a claim. You are required to go to the LPS designated medical clinic to receive medical attention unless you pre-designate a physician with Human Resources.

Workers' compensation coverage is effective immediately upon the occurrence of an injury; sick leave may be used during the waiting period in work-related injury cases. In the event of a lost time injury, an employee's regular salary will be discontinued and subsequent compensation will be made through the workers' compensation policy.

Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with LPS. Eligibility for unemployment compensation is determined by the State Employment Development Department and not LPS.

RETIREMENT

LPS currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Non-teaching staff are automatically enrolled in the LPS 401(a) Retirement Plan. Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System (CalSTRS or STRS). In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at LPS.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in either STRS or the 401(a) Plan.

However, membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

LPS 401(a) Retirement Plan

LPS provides a highly competitive "defined contribution" retirement plan for all employees who do not participate in STRS. The employee contributes 8% of salary towards the plan and LPS contributes an equal matching amount. The LPS contribution is subject to vesting over a five year period. Employees select among about twenty investment options using either a phone-based system or the plan website. The value of the each employee's retirement account depends on the performance of the investments each employee chooses.

California State Teachers Retirement System

For eligible staff, LPS offers STRS, a "defined benefit" retirement plan which covers most California public school teachers. Employees contribute 8% of salary, and LPS contributes 8.25% of salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the members years of service and salary. Complete information on STRS is available at www.calstrs.com.

Voluntary Supplemental Retirement Plan (Section 457 Plan)

LPS offers an additional voluntary retirement plan for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at \$13,000 per year). Employees can select investment options and manage their account using the same website as the 401(a) plan described above.

Social Security

LPS does not participate in Social Security, since it offers alternatives that are considered equivalent or better.

TIME OFF

Scheduled Holidays

LPS observes the following 12 holidays for all staff:

- January 1 – New Year's Day
- Martin Luther King Jr.'s Birthday
- Presidents Day
- Memorial Day
- Independence Day
- Labor Day
- Indigenous Peoples/Columbus Day
- Veteran's Day
- Thanksgiving Day

Friday after Thanksgiving Day
 December 25 – Christmas Day
 December 31 – New Years Eve

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, LPS may close on another day or grant alternative time off instead of closing. Holiday observance will be announced in advance.

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to avoid absences on days preceding or following vacations or long weekends. We strongly discourage the families of LPS students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours.

Staff have an obligation to make sure their responsibilities are covered, including arranging substitutes, if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day).

PAID TIME OFF: YEAR-ROUND STAFF ONLY

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for timesheets (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Exempt staff must report time off in full day increments. Non-exempt staff must report time off in hourly increments.

Year-Round staff is entitled to 28 days of Paid Time Off ("PTO") for each year of active service. PTO can be used for sick leave, personal necessities, and vacation. Year-Round staff does not receive separate allowances for sick leave or personal necessity days. Year round staff accrues PTO on a monthly basis. PTO accrues while on certain medical leaves, FMLA, CFRA, and PDL, but not during other unpaid leaves. (Please refer to the following Leave Policies section.)

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence, or termination of employment. PTO does not accrue during absences without pay or leaves of absence. PTO accrues monthly, on a pro-rated basis. Temporary or part-time employees working less than 50% do not accrue PTO. Part-time staff working more than 50% receives pro-rated time off.

PTO can accrue up to a maximum of 42 days. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO accrual will begin again. LPS does not grant PTO compensation for any period of time during which the accrued PTO compensation was at the cap.

We encourage Year-Round staff to take PTO annually.

The school schedule and work flow determine permissible PTO periods, for which employees may need to defer or otherwise adjust accordingly. In addition, staff may be required to use PTO time during extended School breaks (e.g., Winter Break, Spring Break). The actual number of available work days in these breaks will vary according to the School calendar.

Employees may not take or borrow PTO before it is accrued, except with the express, written approval of the Human Resources Director. The employee will be required to sign a written agreement, authorizing deduction from the final paycheck if termination occurs with a negative PTO balance. Employees on unpaid leave or leave of absence do not accrue PTO time. If a holiday occurs during your PTO period, it will not be considered a PTO day.

An employee whose employment terminates will be paid for accrued unused PTO days on a pro rata basis, at the rate of pay in effect on the date of termination.

Employees must notify their supervisors as early as possible of their intention to use PTO days. Normal PTO requests (e.g., for vacations) should be made at least three weeks in advance and must be approved by your supervisor. Employees are responsible for keeping track of their PTO usage. Supervisors must report employees' use of PTO days to the Home Office.

SCHOOL-YEAR STAFF

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for timesheets (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

PERSONAL NECESSITY DAYS: SCHOOL-YEAR STAFF ONLY

All full-time School-Year staff is entitled to three paid personal days off per year for any reason. Staff working more than 50% time is eligible for pro-rated personal leave. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Senior Accountant at Home Office.

All personal days are granted on the first day of the school year. Accrual of personal days is capped at four days, and once this cap is reached, staff will not accrue additional personal days until some personal days are used. Only when an employee terminates his or her employment will unused personal days be paid, at the rate of pay in effect on the date of termination.

Teachers must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend). If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis.

SICK LEAVE: SCHOOL-YEAR STAFF ONLY

In order to help prevent employees' loss of earnings that may be caused by accident or illness, LPS provides paid sick leave to School-Year staff. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time School-Year staff are entitled to seven (7) days paid sick leave per year, granted at the beginning of the employment year. Temporary and part-time employees are not entitled to sick leave benefits. Staff working more than 50% time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave.

Employees may use up to half of their annual accrual of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

LPS reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee. Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any accrued but unused sick leave at the close of any calendar year or at the time of termination.

LEAVE POLICIES

Family and/or Medical Leave of Absence

Eligible employees may be entitled to unpaid job-protected family or medical leaves of absence under Family Medical Leave Act (FMLA) or California Family Rights Act (CFRA) if they are unable to work due to their own serious medical condition or the serious medical condition of a family member. Accrued paid time off or sick leave may be used during these leaves. Health insurance continues through paid time off. Employees are eligible through COBRA to continue their insurance coverage during unpaid leave.

Employees are eligible if they have been employed for twelve (12) months, and worked at least 1,250 hours during the twelve months prior to the commencement of the leave. The twelve weeks of leave will be measured on a twelve month rolling period dating back from the time you requested the leave.

Employees are eligible for one or more unpaid family care or medical leaves; however, the total amount of leave taken cannot exceed twelve workweeks in any twelve month period. Leave because of a serious health condition, including pregnancy-related disabilities, may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced work schedule (reducing the usual number of

hours you work per workweek or workday) if medically necessary. Employees may also be eligible for intermittent leave for birth or placement of a child.

FAMILY LEAVE

Leave can be taken for the birth of a child, placement of a child for adoption, or placement of a child for foster care for up to twelve (12) weeks. Leave must be completed within twelve (12) months of birth, adoption, or foster placement. PTO, personal or sick leave may be used during Family Leave.

Employee Responsibilities During Medical Leaves

Employees must give thirty (30) days' notice if the leave is foreseeable. If leave is not foreseeable, employees must give notice as soon as it is practicable. Failure to provide thirty (30) days foreseeable notice may result in the employee being asked to delay leave for up to thirty (30) days after notice was provided.

To facilitate your return to work, we also ask that you provide us with two (2) days' advance notification of your intended return date. Failure to do so may delay your return date.

In the case of your own illness, a doctor's signed release stating that you are able to resume work must be submitted before or upon your return to work.

Should your attendance or job performance suffer during the period preceding and/or following a disability leave, we will accommodate you to the extent provided by law.

REQUIRED CERTIFICATIONS

An employee who requests family/medical leave must provide written certification from the doctor or other health care provider treating the employee or the employee's affected family member. The certification must contain:

- the date on which the serious health condition commenced;
- the probable duration of the condition;
- an estimate of the amount of time that the health care provider believes the employee needs for his/her own illness or to care for the affected family member; and
- a statement that the seriousness of the family members' health condition warrants the participation of the employee during a period of treatment or supervision or, if the leave is for the employee's own health condition, a statement that the employee is unable to perform the functions of his/her position.

RESTORATION TO POSITION

Upon completion of a family/medical leave, employees will be reinstated to their original position or to an equivalent one if such position is available. If, due to your own medical circumstances, you are no longer able to perform your original job, we will attempt to transfer you to alternate suitable work, if available.

COORDINATION OF BENEFITS

For non-exempt employees, sick time will be charged in quarter-hour, hour, and full-day increments. Exempt employees will be charged sick or vacation time only in full-day increments. If you are receiving

California state disability benefits and/or benefits under the group disability plan, your accrued leave will be used only to supplement those benefits.

While you are on a paid family/medical leave of absence, we will continue your group health insurance benefits under the same terms as provided while you were an actively working employee, for up to a maximum of twelve (12) weeks' leave during any one (1) year period for care of a family member, or twelve (12) weeks for your own illness. If you do not return to work following this leave, you will be expected to repay these premiums. If your leave extends beyond the designated periods, you will be offered the opportunity to purchase continuing coverage under COBRA continuation rules.

Other accumulated benefits, including, for example, retirement, sick pay, and PTO pay, shall be preserved at the level accrued as of commencement of the leave, but shall not accrue further during any unpaid leave period.

During a period of disability, you may be eligible for California state and/or LPS disability benefits. Please refer to the applicable plan documents for details on eligibility, benefit amounts, and other particulars.

Pregnancy Disability Leave

LPS will grant an unpaid leave of absence to employees disabled due to pregnancy, childbirth, or related medical condition. An approved pregnancy disability leave will be granted for up to a total of four (4) months during which time you must be medically disabled as determined by your physician. You are required to give as much advance notice as possible of your pending need for a pregnancy disability leave of absence.

Please inform your supervisor as soon as possible of the date you and your doctor anticipate that you will begin your leave. To request a pregnancy disability leave that begins more than four (4) weeks prior to your anticipated delivery date, you must submit a doctor's statement of disability to your supervisor. Your job status will be protected in that we will make every effort to hold your position open, or return you to a similar position if one is available for which you may be qualified.

You can use any accrued personal time or other accrued paid time off as part of your pregnancy disability leave before taking the remainder of your leave on an unpaid basis. The substitution of any paid leave will not extend the duration of your pregnancy disability leave.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by the Human Resources Director, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. Personal days or PTO may be used in the event of a death of others not listed.

Time Off for Schoolchildren

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. LPS may require proof of your participation in these activities. You may use accrued

vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

Military Leave of Absence

If you are a full-time employee and are inducted into the U.S. Military, Reserves, or California National Guard, you will be eligible for unpaid military leave of absence. LPS will comply with all applicable laws regarding veterans' reemployment. Military leave is unpaid, your benefits will continue as required by law, and you will not accumulate paid leave during your absence. You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for coverage during this absence. Upon application within the appropriate time period after your date of discharge from military service, you will receive the then-current rate of pay and benefits.

Domestic Violence Leave

Victims of domestic violence may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. LPS may require proof of your participation in these activities. You may use accrued vacation or sick leave or time without pay. When possible, give your supervisor reasonable notice.

Jury and Witness Duty

Staff should notify their supervisor and the Human Resources upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff are also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. LPS permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, LPS will continue your salary or pay during jury service for a maximum of five business days.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. LPS requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Human Resources.

IV. PERSONNEL POLICIES

AT-WILL EMPLOYMENT STATUS

All employment at LPS is on an at-will basis. That means that either the employee or LPS may terminate employment at-will with or without cause and with or without notice at any time. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of LPS has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the CEO, or the Board of Trustees, has the authority to make any such agreement, which is binding only if it is in writing.

The CEO or Human Resources Director and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

For School-Year employees, salary agreements are generally agreed on an annual basis and are renewed in approximately March or April of the preceding academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by January 1, and certainly no later than February 1. This Handbook is not intended to create an "express" or "implied" employment contract that is inconsistent with the fact that you and LPS have entered into an at will employment relationship.

EQUAL OPPORTUNITY EMPLOYER

Leadership Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to hire the best available people for each job. LPS cultivates a work environment that encourages fairness, teamwork and respect among all employees. We are firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. Employment decisions are based without regard to race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other consideration made unlawful by federal, state, or local laws.

LPS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of LPS and prohibits unlawful discrimination by any employee of LPS.

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

ANTI-HARASSMENT POLICY

LPS is proud of its collegial work environment where every person is treated with respect and dignity. Everyone has the right to work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including sexual harassment. At LPS, harassment, whether verbal, physical, or environmental, is unacceptable and will not be tolerated. Any employee who violates this harassment policy is subject to discipline up to and including discharge.

LPS is committed to providing a work environment free of unlawful harassment. LPS policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. The LPS anti-harassment policy applies to all persons involved in the operation of LPS and prohibits unlawful harassment by any employee of the organization. It also prohibits harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors;
- Conduct having the effect of creating an intimidating, hostile or offensive working environment; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed:

- Submit a written complaint to your supervisor, your Principal, or Human Resources Director in the Home Office as soon as possible after the incident.
- Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses.
- Supervisors will immediately refer all harassment complaints to the Human Resources Director.
- LPS will immediately undertake an effective, thorough, discrete and objective investigation of the harassment allegations.
- All information disclosed during the course of the investigation will remain confidential, except as necessary to conduct the investigation and take any remedial action, and in accordance with applicable law.

If LPS determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by LPS to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. LPS will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

LPS encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

OPEN DOOR POLICY

Suggestions for improving LPS are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the VP Operations or Human Resources Director, who will investigate and provide a response or explanation. We encourage you to bring the matter to the VP Operations or Human Resources Director as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and LPS, cannot guarantee that every problem will be resolved to your satisfaction. However, LPS values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

CHILD ABUSE REPORTING REQUIREMENTS

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

PERSONAL INFORMATION

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify the Human Resources immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

INSPECTION OF PROPERTY

For the safety and security of our community, LPS reserves the right to inspect its own property, as well as of any of the personal property of its employees on work premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they should not have a reasonable expectation of privacy with regards to LPS property and personal property while on LPS premises.

ADMINISTRATIVE PAPERWORK

Staff is responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

CONFIDENTIALITY AND PROPRIETARY INFORMATION

The security of LPS property is of vital importance to LPS. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding LPS, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

CONFLICTS OF INTEREST

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of LPS, which impairs an employee's ability to exercise good judgment on behalf of LPS, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

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

Should two employees who work together or supervise each other enter into a personal, non-work-related relationship, one or both employees may have to be transferred. If you are involved in any relationship that might have an impact on the workplace, please speak with your supervisor or the Human Resources Director.

DISCIPLINE AND RULES OF CONDUCT

LPS expects all employees to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit integrity at all times. Employees must comply with LPS policies and procedures, and observe the highest standards of professionalism. When an employee violates LPS rules, it is cause for concern and action.

How LPS chooses to administer employee discipline in particular cases in no way alters or limits the at-will employment relationship. LPS may choose to exercise its discretion to use forms of discipline that are less severe than termination, depending on the circumstances. Although one or more of these steps may be taken in connection with a particular employee, no particular order or system is required, and LPS may

or may not adhere to a "progressive" series of disciplinary actions. LPS has the discretion to use whatever form of discipline it believes is appropriate under the circumstances.

DRUG AND ALCOHOL ABUSE

It is LPS's policy to maintain a drug and alcohol-free workplace. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to LPS. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes LPS to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on LPS property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on LPS property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible termination. In addition, LPS will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. LPS also may bring the matter to the attention of appropriate law enforcement authorities.

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

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

LPS will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. LPS is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is LPS obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect LPS' treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

On occasion, the LPS CEO or the school Principal may authorize the use of LPS premises for celebrations or gatherings wherein alcohol is served. Employees participating in these gatherings are expected to show good judgment and reasonable behavior with respect to alcohol.

LACTATION ACCOMMODATION

LPS will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee.

We will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. LPS may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Human Resources Director for additional information.

RECYCLING, WASTE PREVENTION, AND CONSERVATION

LPS actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to prevent waste, conserve resources, and recycle reusable materials.

RELATIVES

We have no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct or indirect supervisory relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

WORKPLACE VIOLENCE

LPS is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

NEWS MEDIA CONTACTS

Employees may be approached for interviews or comments by the news media. Only people specifically designated by the CEO or Principal may comment to news reporters on LPS policy or events relevant to LPS.

SMOKING

Smoking is not allowed in or on the grounds of any LPS facilities.

PARKING

Employees may park their vehicles in permissible public areas in the vicinity of LPS facilities. Employees may not use loading zones or parking areas specifically designated for LPS vehicles. LPS is not responsible for any loss or damage to employee vehicles or contents while parked during LPS sessions, nor is it responsible for employees' parking violations.

SOLICITATION AND DISTRIBUTION OF LITERATURE

In order to ensure efficient operation of LPS' business and to prevent disruption to students and employees, we have established control of solicitations and distribution of literature unrelated to LPS business on LPS property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by LPS may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO.

HEALTH AND SAFETY

LPS has adopted policies and procedures to promote a safe workplace and protection from injuries while on the job. You are expected to do your part by keeping your work area free of potential hazards, complying with LPS's safety rules and policies, and immediately reporting any unsafe conditions to your supervisor or the Home Office.

If you are injured or experience discomfort in the course of your employment, notify the Human Resources Director immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately.

We are proud of our facilities and believe that having a pleasant place to work is an important part of maintaining job satisfaction. We believe that our employees share in this belief and it is for that reason that we ask everyone to do his or her fair share in keeping our work areas, offices, meeting areas, classrooms, conference rooms, and eating areas neat and attractive. If you consume food or beverages at your desk, or in a classroom, meeting room, or conference room, it is your responsibility to dispose of the related trash.

All employees are responsible for ensuring that students respect LPS premises in promptly disposing of food and beverage trash.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible, and either "lock" or shut down your computer.

Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately call 911 and then notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities. Also, immediately notify your supervisor and the Home Office when keys, security fobs, or identification badges are missing.

SEPARATION OF EMPLOYMENT

Termination Documentation

A Personnel Action Form signed by the departing employee's supervisor will authorize the employee's official termination and final paycheck. Non-exempt employees must submit time cards recording their work through their termination date in order to be paid.

Exit Interview

Employees who leave LPS for any reason, including at the end of a contract year, may be asked to participate in an exit interview. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with LPS. At the time of the exit interview or before, the employee is expected to return all LPS-furnished property, such as keys, computer equipment and ID cards.

During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the LPS can make. Certain information may be considered confidential. An exit interview will be scheduled with the Human Resources Director.

Insurance Conversion Privileges

Your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with LPS or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address.

Employees will receive distribution information regarding the LPS retirement plans from Human Resources during your exit process.

Staff Resignation Process

Although an employee may resign at any time, with or without advance notice, she or he is requested to offer as much advance notice as possible for the sake of the students and the best interests of the school. At a bare minimum, two (2) weeks notice should be offered so that plans and/or a replacement may be found. It is at LPS's discretion whether the offered resignation notice period is accepted or whether the resignation and exit is effective immediately. The resignation notice should be submitted in writing to your supervisor and to Human Resources Director.

LPS may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

All LPS-owned property, including vehicles, computers, instructional materials, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

V. OPERATIONAL CONSIDERATIONS

More details on operational considerations are included in the LPS Operations Guide.

EMERGENCY PLANS

LPS's emergency plan is intended to provide general instructions and guidelines for the protection, safety and well being of students and staff in an emergency. The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and employees. Do not hesitate to call 911 in the event of an emergency. Please review the Emergency Plan carefully, and familiarize yourself with the roles and responsibilities in the event of an emergency.

SCHOOL FACILITIES AND SECURITY

LPS facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security related information.

VOLUNTEERS

LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event or chaperoning.

As required by state law, any volunteers in significant contact with students are **REQUIRED** to undergo fingerprinting and a background check through the school district or the Department of Justice. All volunteers must also sign a "hold harmless" form which is available from the Home Office or the School Office Manager. This is extremely important for the safety of our students. Parents of our students, however, are exempt from this "hold harmless" agreement.

STUDENT FILES

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of LPS, the school will not release the files without written notification from the requesting school.

TECHNOLOGY AND SECURITY OF PASSWORDS

LPS provides an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting LPS business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of LPS. These systems are to be used solely for business related purposes. LPS does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. LPS has software and systems in place that are capable of monitoring and recoding all network traffic to and from any computer employees may use. LPS reserves the right to inspect any and all files stored in all areas of the LPS network in order to assure compliance with this and other policies.

LPS relies on PowerSchool, a student information system, and other software to run mission critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to PowerSchool, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account.

Employees must acknowledge their acceptance of LPS Acceptable Use Policy in order to use LPS technology resources.

VI. ACKNOWLEDGEMENT

PLEASE READ THE LPS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR HUMAN RESOURCES DIRECTOR WITHIN ONE WEEK OF RECEIVING THE HANDBOOK.

Employee Name: _____

I acknowledge that I have received and read a copy of the LPS Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following LPS policies regarding: anti-harassment; discrimination policy; child abuse reporting; alcohol and drug abuse; and technology use.

I understand that my employment with LPS is not for a specified period of time and LPS can terminate me or I can resign at any time for any reason, with or without cause or notice. I know that this at-will relationship can only be modified in writing signed by the CEO of LPS, and that no other supervisor, manager, or other employee can alter the foregoing.

I understand LPS reserves the right to revise, delete, and/or add to the provisions of this Staff Handbook. All such changes must be in writing.

Finally, I understand that the foregoing agreement is the sole and entire agreement between me and LPS concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _____

Signed: _____

This Acknowledgement will be placed in the employee's personnel file.

School Site Job Descriptions July 2005

TEACHER

A Teacher at LPS serves as a primary instructor of academic courses, a key developer of skills and strategies for critical thinking and problem-solving among students, and a chief nurturer of positive values, leadership values, and self confidence among students. Teachers are school year employees reporting to the Principal and/or Department Chairs.

Responsibilities

Design Learning Experiences for All Students

- Develop and implement a curriculum aligned with the California standards
- Organize instruction in accord with the philosophy and structures of LPS
- Utilize differentiated instructional strategies to meet the learning styles and developmental levels of students
- Continually augment one's own discipline-specific knowledge

Engage and Support All Students in Learning

- Treat students with dignity and care
- Demand critical thinking
- Place the students at the center of the learning experience
- Make regular professional contact with the parents/guardians of students, responding to all inquires promptly

Assess Student Learning

- Monitor student understanding and adjust instruction accordingly
- Utilize clear standards-based grading criteria
- Maintain careful and timely records of student progress and issues

Develop and Sustain an Effective Environment for Student Learning

- Maintain a classroom environment that encourages focused exploration
- Manage student behavior appropriately and effectively
- Attend school events; e.g. overnight leadership retreat, parent conferences enrollment outreach sessions, some parent association meetings
- Commit the necessary time and energy to fulfill professional responsibilities

Qualifications

- Commitment to working with a diverse population in an urban school
- High expectations for all students
- Academic expertise; preferably an advanced degree
- A California teaching credential
- Experience with curriculum design
- Experience in teaching with varied instructional strategies
- Confidence managing a heterogeneous classroom

- Experience with collaborative work
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

ADVISOR

Most teachers and administrators in a Leadership Public School serve as advisors. The primary responsibility of an Advisor is to build and sustain relationships with a group of students and serve as their advocate within the school and community. Advising groups embody small communities within the school wherein students receive support and guidance in both academic and social realms. Each Advisor teaches one section of the Leadership Advisory course.

Responsibilities

- Teach the Leadership Advisory curriculum
- Contribute to the development and revision of the Leadership Advisory curriculum
- Provide prompt academic and social interventions
- Participate in team meetings regarding advisees and communicate the outcomes with dean and principal
- Be the point person for information on advisees, e.g. informing other teachers of student progress and concerns
- Review advisee transcripts to ensure students are on-track
- Provide advisees & their parents with repeat-credit needs for failed courses, etc.
- Graduation checklist—keep current credit and course requirement lists for each advisee
- Review standardized test scores with students
- With other Advisors, promote various college fairs
- Build relationships with parents through regular meetings and phone conversations at least once per semester
- Document meetings with students and conferences with parents

PRINCIPAL

The Principal is the overall school leader in each of our communities, developing and implementing programs, guiding the administrative cabinet, working with students and families, and mentoring and evaluating teachers. The Principal is a year round employee reporting to the CEO.

Responsibilities

General administration, management and leadership of school site

- Oversee daily running of school
- Address discipline/behavior issues with Dean of Student Life as leader
- Oversee student support programs
- Respond to daily crises
- Facilitate scheduling
- Manage attendance
- Manage budgets
- Coordinate relationship with the home office
- Engage in strategic planning

Instructional Leadership

- Guide professional development
- Use of data to improve teaching and learning
- Coach teachers
- Support the implementation of curriculum
- Facilitate and support course-specific and standardized assessment

Human Resources

- Hire faculty and staff
- Manage faculty and staff
- Build a team
- Evaluate faculty and staff
- Mentor future principals

Community Relations

- Build relationships with families and local institutions
- Build relationships with local district
- Coordinate public relations (media)
- Fundraise

Qualifications

- Commitment to working with a diverse population in an urban school
- High expectations for all students
- Unwavering focus on results
- At least 2 years of educational administrative experience, preferably as a principal or vice principal of an urban high school
- Academic expertise; preferably an advanced degree
- Experienced instructional leader, with curriculum, pedagogy
- Experienced leader for classroom management and student discipline matters
- Excellent communicator and facilitator
- A commitment to reflective practice
- Ability to organize, prioritize, and efficiently accomplish managerial tasks
- Ability to speak Spanish in schools with predominantly Latino/a populations
- Commitment to supporting a diverse and multicultural staff
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

DEAN OF STUDENTS

The Dean of Students is a key member of the school's leadership team, serving as part of the administrative cabinet, working with the community, and mentoring teacher-advisors. This individual's primary responsibility is to guide students' growth from adolescence to young adulthood. The Dean of Students is a year round employee reporting to the School Principal.

Responsibilities

Foster a Caring School Environment

- Work with students and the school community to create a safe and supportive academic culture
- Review and implement discipline policies
- Monitor system for recording student disciplinary behavior and actions
- Work with teachers on effective approaches to classroom management
- Monitor student attendance and recommend appropriate responses

Manage the Academic Support Program

- Monitor student performance and make recommendations regarding specific and tailored support
- Monitor student credits and college requirements
- Coordinate diagnostic and placement tests
- Communicate with families regarding academic issues

Coordinate Student Activities

- Develop, support, and monitor student activities
- Design and facilitate student retreats and other field trips
- Build community support for student activities
- Work with the Athletic Director to develop and support the sports and P.E. programs

Forge Connections with the Broader Community

- Build partnerships with regional community organizations
- Develop and sustain relationships with future, current, and alumni parents
- Serve as a liaison to the Parent Guardian Association
- Assist with enrollment

Qualifications

- Commitment to working with a diverse population in an urban school
- High expectations for all students
- High school teaching and leadership experience
- Academic expertise; preferably an advanced degree
- Excellent communicator and facilitator
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

ACADEMIC DEAN

The Academic Dean is a key member of the school's leadership team, serving as part of the administrative cabinet, designing educational systems and processes, and developing teachers and staff. This individual's primary responsibility is to support the scholarly growth of students. The Academic Dean is a year round employee reporting to the School Principal. This position is dependent on availability of funding and therefore not included in the multi-year budget projections. The responsibilities will be distributed to the Principal, Dean of Students, and Teachers if sufficient funding is not available.

Responsibilities

Support Curriculum Development and Implementation

- Coordinate, along with the Home Office, the design of the curriculum
- Research and disseminate curriculum resources for teachers
- Assist with the use of curriculum development software
- Work with Department Chairs to design collaborative experiences around curriculum and assessment

Coordinate the Leadership Advisory Course

- Schedule and support the development and implementation of the Leadership Advisory course
- Develop and facilitate professional development
- Disseminate information to staff and students about relevant resources and opportunities
- Support the planning and implementation of teacher-led service-learning projects
- Coordinate and track student fulfillment of community service requirements
- Monitor all Leadership Advisory events and activities, documenting student participation and feedback

Manage Registration and Scheduling

- Develop and maintain the master schedule, in conjunction with the Principal and Home Office
- Facilitate course registration in the late Spring and Summer
- Coordinate schedule changes throughout the year
- Evaluate transcripts and other information on incoming ninth graders and transfer students
- Facilitate the input of personal and demographic data
- Assist with enrollment

Facilitate Standardized Assessments

- Manage the administration of STAR tests
- Develop and present reports on standardized test results
- Work with the home office staff and Principals to determine implications of data
- Support the technological components of the assessment processes

Qualifications

- Commitment to working with a diverse population in an urban school
- High expectations for all students
- High school teaching and leadership experience

- Academic expertise; preferably an advanced degree
- Excellent communicator and facilitator
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

COUNSELOR

The Counselor is a key member of the school's leadership team, serving as part of the administrative cabinet, working with the community, and supporting teacher-advisors. This individual's primary responsibility is to provide care and support for students. The Counselor is a school year employee reporting to the Principal.

Responsibilities

Counseling

- Provide individual counseling to students
- Provide sensitive services (e.g. reproductive health consultation) for students
- Facilitate peer mediations
- Consult with special education providers
- Provide short-term family counseling
- Develop and maintain relationships with community support programs
- Provide community counseling referrals to students and families
- Report, and support staff in reporting suspected child neglect or abuse to CPS
- Conduct home visits when needed
- Develop and maintain a case management system
- Assist with academic and discipline interventions

School and Network

- Work with the administrative team to develop crisis intervention plans
- Collaborate with LPS network counselors
- Assist in the planning and coordination of *Week Without Walls*
- Coordinate occasional professional development trainings; e.g. conflict resolution, Child Protective Services trainings, student health issues
- Work collaboratively with the Dean of Students

Qualifications

- Commitment to working with a diverse population in an urban school
- High expectations for all students
- Academic expertise; preferably an advanced degree
- Experience counseling students individually and in groups
- Experience working with parents and families
- Experience with community resources referrals
- Experience with collaborative work
- Excellent communicator and facilitator
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

COLLEGE COUNSELOR

The College Counselor is a key member of the school's leadership team, serving in the administrative cabinet, working with the community, and supporting teacher-advisors. This individual's primary responsibilities are to foster a college-going environment and support students' successful transition to college. The College Counselor is a part-time, school year employee reporting to the Principal.

Responsibilities

- Build and sustain a culture of attending college
- Assist students in navigating the college application process
- Educate and support advisors as they become college counselors for their advisees
- Organize and facilitate college application and financial aid workshops for students and parents
- Develop and distribute college application calendars and newsletters
- Oversee maintenance of College Center materials
- Revise and manage College Planning Handbook for students and parents
- Coordinate visits by college representatives
- Coordinate college scholarship programs
- Track college applications and acceptances, and coordinate data for school use
- Oversee UC course approval and submission
- Coordinate & facilitate standardized test prep classes for students
- Advise in interpreting standardized test scores
- Engage with local district counselors to ensure LPS students access to all available programs
- Maintain external relationships to bring services or opportunities to the school

Qualifications

- Commitment to working with a diverse population in an urban school
- High expectations for all students
- Academic expertise; preferably an advanced degree
- Experience counseling students individually and in groups
- Experience working with parents and families
- Experience with community resources referrals
- Experience with collaborative work
- Excellent communicator and facilitator
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

REGISTRAR

The Registrar is a key member of the school's leadership team, serving as part of the administrative cabinet, working with the home office and outside agencies, and supporting teacher-advisors. This individual's primary responsibility is to develop and maintain student information and assessment systems. The Registrar is a part-time assignment.

Responsibilities

- Develop and maintain the master schedule, in conjunction with the Principal and Home Office
- Facilitate course registration in the late Spring and Summer
- Facilitate schedule changes throughout the year
- Evaluate cumulative folder and transcripts of incoming ninth graders and transfer students
- Facilitate the input of personal and demographic data
- Input and manage data from external sources (e.g., STAR testing)
- Assist in enrollment

Qualifications

- Experience with spreadsheets and databases
- Focus on detail and accuracy
- Computer skills including queries
- Project management
- Academic expertise; preferably an advanced degree
- A commitment to both excellence and equity
- Two years experience in an urban district
- Experience with collaborative work
- Excellent communicator
- Strong commitment to the LPS mission and values
- Ability to work under pressure and adapt easily
- Comfortable with a start-up environment: fast growth and flexible roles

Note: Included in Academic Dean Job Description

LEADERSHIP ADVISORY COORDINATOR

The Leadership/Advisory Coordinator is an integral member of school site staff, supporting the implementation of the Leadership/Advisory Curriculum, planning and implementing student activities, and facilitating the dissemination of resources and information to Leadership/Advisory teachers. The objective of the Leadership/Advisory Coordinator is to maximize the quantity and quality of opportunities students have to learn about and exercise leadership. The Leadership Advisory Coordinator is a part-time assignment. This position is dependent on availability of funding and therefore not included in the multi-year budget projections. The responsibilities will be distributed to the Principal, Dean of Students, and Teachers if sufficient funding is not available.

Responsibilities

- Schedule and support the implementation and improvement of the Leadership/Advisory course curriculum
- Develop and facilitate professional development for Leadership teachers/Advisors
- Disseminate information to staff and students about relevant resources and opportunities
- Support the planning and implementation of teacher-led service-learning projects (e.g. identify placement sites, help secure transportation, etc.)
- Coordinate and track student fulfillment of community service requirements
- Document all Leadership/Advisory events and activities, including contacts, schedules, and resources, as well as student participation and feedback

Qualifications

- Academic expertise; preferably an advanced degree
- Experience developing curriculum
- A commitment to both excellence and equity
- Two years experience in an urban district
- Confident in managing student behavior
- Experience with collaborative work
- Excellent communicator
- Strong commitment to the LPS mission and values
- Comfortable with a start-up environment: fast growth and flexible roles

Note: Included in Academic Dean Job Description

DEPARTMENT CHAIR

The Department Chair is a key member of the school's leadership team, serving as part of the Principal's academic cabinet, working with teachers within the school, and interfacing with the broader LPS community. All teachers are deeply involved in the work of the department; the role of the Chair is to guide this group of teachers in their quest for educational excellence. The Department Chair reports to the Principal. The Chair position is reviewed on a yearly basis.

Responsibilities

- Mentor and support department members
 - Convene regular department collaboration meetings
 - Meet individually with teachers
- Provide resources, literature, and professional development activities for teachers
- Participate in the teacher evaluation process
- Work with Department Chairs from other schools, the school-site Curriculum Coordinator, consultants, and the Director of Curriculum to develop and review school site and network-wide curriculum
- Develop curricular and instructional resources
- Manage the departmental budget and department supplies and materials
- Contribute to the development and presentation of professional development exercises
- Develop and monitor individual professional growth plans in concert with teachers and the Principal
- Develop, with Principal, a professional growth plan for yourself, which includes enhancing school-wide and discipline-specific leadership skills

Departments

- History and English: includes Academic Literacy and Supplemental ELD and Reading
- Math and Science: includes Supplemental Math
- Spanish

Qualifications

- Experience facilitating curriculum development and implementation
- Experience designing professional development
- Understanding of the current thinking in the field of education and within a specific discipline
- Ability to guide diverse groups of individuals
- Ability to create trusting relationships with administrators and teachers
- Ability to organize, prioritize, and efficiently accomplish managerial tasks
- Competence with budgetary processes

SCHOOL OFFICE MANAGER

The School Office Manager supports the Principal by performing complex, specialized clerical activities to manage the school office. He/she prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains student and attendance information systems; distributes mail; answers phones and responds to inquiries. The School Office Manager is a fulltime, salaried non-exempt, year round position reporting to the Principal.

Representative Duties

- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluation and other confidential correspondence)
- Manages all aspects of attendance and student records (set up and maintain student database and attendance records)
- Maintains calendar for principal and school
- Handles schedules and juggles multiple priorities and tasks
- Screens principal's mail and responds to all mail which can be handled at clerical level
- Prepares and processes principal's correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
- Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents
- Duplicates and distributes a variety of records, reports and other materials as directed
- Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or directs to appropriate resource
- Facilitates communication among staff, students, district personnel and others as required
- Maintains inventory of office and school supplies: requisitions, receives and distributes materials and supplies according to established procedures
- Manages substitute teacher process
- Demonstrates knowledge of and support for LPS mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.
- Performs related duties as assigned

Essential Qualifications

- AA degree or equivalent work experience
- Five years of experience in a fast-paced administrative support position, experience in a school front office preferable
- Proficiency with Microsoft Office
- Spanish fluency
- Efficient office management capacity
- Gracious receptionist and telephone techniques and etiquette
- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary
- Professional attitude and appearance to meet school standards

- Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy
- Establish and maintain cooperative and effective working relationships with others
- Make mathematical computations quickly and accurately
- Meet schedules and time lines
- Interpersonal skills using tact, patience and courtesy.
- Ability to work effectively with constant interruptions
- Physical ability to operate a computer keyboard and office equipment
- Physical ability to lift light objects, kneel, bend and reach overhead

LPS Home Office Services

The LPS Home Office provides significant support services to each LPS school, during both the startup and ongoing phases of the school's operations. The Home Office has seven major responsibilities: (1) opening new schools; (2) supporting existing schools; (3) facilitating professional development; (4) managing key components of curriculum, instruction, evaluation and assessment; (5) fundraising; (6) successful replication and quality management; and (7) disseminating aspects of our model and cooperating with other educators and districts.

In many cases, there will be shared responsibility between the Home Office and the School for accomplishing various tasks, such as the creation of an annual budget or the hiring of a new teacher. LPS has outlined such responsibilities and processes in great detail in the LPS Operations Guide, and invests significant time and resources in professional development to prepare school leaders and staff for work within the LPS network.

The Home Office will support LPS-College Park in a variety of ways, including but not limited to the following services. LPS currently allocates 7% of the School's state and federal funds to defray the cost of these services.

- Finance and Accounting
 - Accounting (MIP fund accounting software)
 - Budget development and monitoring
 - Internal and external financial reporting
 - Payroll administration
 - Retirement plan management and administration
 - Attendance reporting
 - Audit coordination
 - Purchasing (mainly a school site function)
 - Expense reimbursement
 - Consolidated Application for state and federal funds, and applications for other government funding programs
 - Cash flow financing, including CDE Revolving Loan Fund applications
- Human Resources
 - Staff recruiting and position control
 - Benefits procurement and administration
 - Criminal background check and negative TB test verification
 - Credentialing
 - Staff handbook development and updates
 - Evaluation and compensation systems

- Human Resources database services
- Technology
 - Student Information System procurement and administration
 - Volume licensing agreements and procurement
 - Technology plan development
 - Implementation of LPS-wide and school technology infrastructure
 - E-rate application and compliance
 - Technology standards, acceptable use, and CIPA compliance
 - Atlas curriculum sharing software
 - Website development and maintenance
 - Technical support and training
- General School Operations Support
 - Transportation
 - Security
 - Food services
 - Mandated cost reimbursement
 - School district relations
 - Enrollment outreach support
 - Special Education and Section 504 compliance support
- Facilities and Safety
 - Emergency and safety procedures
 - Facilities identification and development
 - Major maintenance and repair
 - Proposition 39 negotiations
- Legal Services
 - Contracts
 - Charter development
 - Dispute resolution and litigation
- Educational Program Support
 - Research and assessment
 - Curriculum development
 - Curriculum coaches
 - Staff development

- Oversight and program support for English Language Learners and students with disabilities
- No Child Left Behind compliance
- Principal coaching
- Accreditation
- Textbook adoption
- LEA Plan development
- Categorical Program Monitoring (Coordinated Compliance Review)
- Fundraising
 - Start-up funding
 - CDE start-up grant applications
 - Assistance with ongoing enrichment fundraising efforts
- Press Communications

LPS College Park Student and Family Handbook



**LEADERSHIP
PUBLIC SCHOOLS**
LEARN. LEAD. SUCCEED.



*Home of the
College Park Knights*

*8601 MacArthur Blvd., Building 100
Oakland, CA 94605*

Phone: 510-633-0750 Fax: 510-291-9783

www.leadps.org/oakland.html

LPS College Park
Student/Family Handbook

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Welcome to LPS College Park!



Dear College Park Family:

Welcome to LPS College Park, a school committed to high performing students, high performing classrooms and becoming a high performing school!

I am thrilled that you have chosen LPS College Park as your child's high school, and I thank you for joining our dynamic learning community. We believe that your child's time with us will be satisfying and productive, both academically and personally, preparing them for the opportunities and challenges they will face throughout their lives.

Our commitment to you is to provide a safe environment that focuses our energy and resources on lovingly and strategically preparing your child to succeed in a 21st-century 4 year college and beyond. We also place a strong emphasis on teaching valuable leadership skills that will empower students to individually and collectively transform our community! Further, there are many activities available to help make your child's high school years an enjoyable experience!

We have high expectations for our students in all academic areas and behavior. Our students are expected to follow all school-wide expectations, come ready to focus on learning everyday, complete all required assignments, seek assistance when they need help and give respect to their peers and all LPS College Park staff. Further, daily attendance and punctuality is important for your child's academic success.

This handbook is designed to be a handy reference guide for your routine questions about school procedures and about what LPS expects of you and your child during your high school career. This guide may be revised as needed.

We thank you in advance for support our vision, philosophy and guidelines. As we work together, our children will receive a quality education at LPS College Park. We look forward to a very successful year!

Welcome again!

Andrew Gordon, M.S.,
Principal

LPS College Park School Hours

Monday, Tuesday, Thursday
7:50 a.m.-3:58 p.m.

Wednesday
7:50 a.m. – 3:55 p.m. (**9th Grade Clubs and 10th Grade P.E. from 3:00-3:55**)

Friday (Early Release Day)
7:50 a.m.-1:50 a.m., Grade 9
7:50-2:55 a.m., Grade 10 (**10th Grade P.E. from 2:00-2:55**)

LPS College Park Staff

Principal: Andrew Gordon
Dean of Students: Kwasi Reed
School Office Manager: Hulda Monterrosa
Office of Admissions Coordinator and Counselor: Juan Vera
Technology Coordinator: Mikiko Ramirez
Special Education: Laura Leones

Algebra: Joseph Davis
Algebra: Tonjalyn Ford
Biology: Clyde Byrd
English: Zenaida Aguilera
English: Michael McCaffrey
Geometry/Algebra 2: Starr Emana
History: Kandle Fraser
History: Katie Messina
Physics: Thanh Le
Spanish: Salvadora Landaverry

The Leadership Way: Vision, Mission, Values & Six Pillars of School Design

OUR VISION

LPS College Park's vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

OUR MISSION

LPS College Park's mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools in which we:

- Prepare our students to succeed in college and beyond
- Develop effective student leaders
- Partner and share best practices with school districts to strengthen both ourselves and other public schools

OUR FIVE LEADERSHIP VALUES

COMMITMENT

All students, staff, and members of the LPS College Park community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts. We show this commitment by:

- Working hard
- Persisting in overcoming personal and societal obstacles when needed
- Following our commitments and agreements
- Striving for both continual improvement and excellence

RESPECT

All students, staff, and members of the LPS College Park community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools. We show respect by:

- Acting with honesty and integrity
- Valuing the diversity of our community
- Seeking first to understand before seeking to be understood

- Assuming good intentions
- When possible, resolving our own conflicts by going to the "source" (the person involved) rather than complaining to others
- Supporting each other when needed

RESPONSIBILITY

All students, staff, and members of the LPS College Park community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by:

- Accepting responsibility for our own behavior
- Avoiding blaming others and instead looking for solutions
- Stepping in to help others when needed
- Taking responsibility for both our own learning and the learning of others

VALUING OUR STUDENTS AND EMPLOYEES

- Supporting the learning of our employees with ample professional development
- Providing nurturing, personalized attention to our students and their families
- Evaluating students and employees with clear, careful and fact-based evaluation processes
- Offering competitive wages and benefits to employees
- Having fun and celebrating success
- While seeking to deliver an ambitious mission, striving to create balance and to respect the lives people have outside of LPS College Park

HARNESSING THE POWER OF THE LEADERSHIP NETWORK

A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significant startup, operational and educational support. We help build a strong network of schools by:

- Focusing on student and school performance,
- Disseminating innovations and lessons learned across the network,
- Encouraging students, parents, and all staff to use the network for learning,
- Forging strong relationships between the Home Office and the schools,
- Maintaining a strong customer service ethic at the Home Office,
- Making decisions with the maximum appropriate involvement of affected constituencies, and
- Being careful stewards of our resources.

OUR SIX PILLARS OF SCHOOL DESIGN

The successful design of all LPS schools is based on six pillars of educational excellence:

HIGH EXPECTATIONS

All students take college preparatory coursework and graduates fulfill requirements for admission to the University of California. Students are expected to adhere to high standards of student behavior.

SIGNIFICANT SUPPORT

Our small schools, small class sizes, four year advisory program, and strong academic, social and college support programs ensure that our students have every opportunity to succeed.

STUDENT LEADERSHIP

Our school-wide, four-year leadership development program enables *all* students to take responsibility for their lives and improve their community.

TALENTED STAFF SUSTAINED BY EXTENSIVE PROFESSIONAL DEVELOPMENT

Our schools improve their performance with weekly collaboration and staff development time, and 15 staff development days, all focused on teaching and learning.

PARENT AND COMMUNITY INVOLVEMENT

Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission.

FOCUS ON RESULTS

Our schools relentlessly focus on high student performance by measuring results on standardized tests and other reliable indicators, and by using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement.



LPS COLLEGE PARK ACADEMIC PROGRAM

STUDENT PLANNERS

LPS College Park expects that all students use a student planner. LPS College Park provides a planner to each student at the beginning of the school year.

The planner is an important tool to assist students with their organization and planning skills. It allows students to plan proactively for upcoming dates, including due dates for assignments, tests and evaluations, and extracurricular commitments.

The planner can also be used by parents to regularly monitor the work that students are being assigned by in each subject area. In addition, the planner can serve as a method of communication between parents and teachers.

SOME HELPFUL TIPS FOR STUDENTS FOR USING THE STUDENT PLANNER:

- As soon as you are given an assignment, record it. Include the due date and the time you will study in your planner.
- Prioritize each assignment as you receive it, and cross it out as you complete it.
- Help call your attention to test dates by entering the test into your student planner using capital letters and/or circling the date of the test. It may also be useful to plan the way(s) you will study for tests and record that plan in your student planner.
- Use your student planner to record after-school activities or meetings for extracurricular activities.

STUDENT OUTCOMES AND PREPARATION FOR COLLEGE

It is through our vision, hope and work that all graduates of LPS College Park will be life long learners and leaders. Our graduates will represent the diversity of cities where our students live, and will be able to take responsibility for their actions as they relate to their own lives, the lives of those close to them, or the life of their larger community. We strive for every student to have the opportunity to attend the college of their choice and to be prepared to succeed in college both academically and socially as a student leader.

In order to demonstrate readiness for college, our graduates must develop their skills and demonstrate that they are:

- *Effective Communicators*
- *Critical Thinkers*
- *Personally Responsible*
- *Socially Responsible*

LPS College Park will endeavor to provides the tools, support and coaching for students to master these outcomes. Before graduation, students will learn the presentation skills and should be able to communicate to others who they are, how they have grown, and what they have accomplished. Ultimately students will be expected to exhibit their achievement. Students will pursue opportunities to be leaders in this community,

and also provide us with much needed information to serve our future student leaders who will follow in their footsteps.

The Leadership Public Schools Promotion Policy, Grading Policy, and Graduation Requirements will be attached as appendices.

WEEK WITHOUT WALLS

Week Without Walls is a week when LPS College Park temporarily suspends its normal schedule and facilitates a variety of field trips/activities related to a specific educational theme developed and facilitated by teachers (e.g. art, culture, environment, hiking, college visits). Students sign up for a wide variety of offerings during this special week of study:

- Week Without Walls allows our students to take *more electives*, which supplements our rigorous schedule and requirements.
- Week Without Walls allows our students to build on the number of non-UC approved credits you can earn. Based on a 35-hour week, Week Without Walls is a required graded course.
- Week Without Walls allows our students a very powerful and *personal experience* because small groups of students get specialized and focused attention from one adult.

Week Without Walls takes place after STAR testing in May. The Week Without Walls course descriptions will be available in April, 2007.

GRADING PERIODS: REPORT CARDS AND PROGRESS REPORTS

Report cards enable students and parents to know how the student is performing in each class. Each student will receive a report card at the end of each trimester. The trimesters end on November 17th, March 9th, and June 14th.

Supplemental to the final report card at the end of each trimester, students receive mid-trimester progress reports about half way through each trimesters. For each subject, the teacher enters a letter grade, a grade for work habit, and narrative comments about the student's progress. Progress reports will be mailed out the weeks of October 2nd, January 29th and April 23rd.

ACADEMIC HONESTY

Cheating and/or plagiarism and other acts of academic dishonesty are defined as situations in which a student turns in the work of another individual while presenting it as her/his own work. This includes copying or paraphrasing published work, information from the internet, or the work of another student or a parent. Tests in class or out of class must be the student's own work, unless students are instructed otherwise by their teacher. Copying or sharing such tests constitutes cheating and will result in a failure on that test for the student(s) involved. A student has plagiarized when s/he submits work as her/his own when the work has been taken from other sources without naming that source. This can occur if a student copies all or part of a paper directly from another student, a book, or computer network. If it is determined a student has plagiarized a piece of work, the student will not receive credit for the work. **Students are encouraged to ask teachers ahead of time whenever they have questions regarding plagiarism.** After a first offense, the teacher will inform the advisor and the Principal and a conference will take place.

GRADUATION REQUIREMENTS

Please Note: Graduation Requirements may be revised in the future as determined by The State of California and Leadership Public Schools requirements.

SUBJECT	UC REQUIREMENT	LPS REQUIREMENT
English	4 Years	4 Years
History/Social Science	2 Years	2 Years
Mathematics	3 Years	3 Years
Lab Science	2 Years	2 Years
World Language	2 Years	2 Years
Leadership	None	4 Years
Technology	None	Requirement (to be determined)
Physical Education	None	2 years
Art	1 Year	1 Year
Electives	1 Year	3 Years
Senior Mastery Exhibition	None	Senior Project Requirement
High School Exit Exam	Required in California	Required In California

ACADEMIC SUPPORT

All of our students need extra help at times in order to be successful. We currently offer several types of academic support to our students. LPS teachers respond to our students' needs through their curriculum and instructional strategies, and are available to help students individually outside of class time. The Advisory system provides an advocate for each student, as well as individual academic counseling and coaching. Our "College Prep" classes, held from 7:50-8:35 a.m. on Mondays, Tuesdays and Thursdays, provide general academic support in either Language Arts or Mathematics.

ACADEMIC INTERVENTION PLANS

Academic Intervention Plans are put in place when a student is in danger of not succeeding academically at LPS College Park. The intent of an academic intervention plan is to put an academic support program in place with a clear plan of action. The student, with the student's advisor, teachers, and family, are central in identifying the student's academic goals and particular strengths and obstacles to school achievement. The four steps outlined below are focused on finding concrete solutions and strategies to help the student succeed.

Step*	Process	"Student Support Team": Who is involved?
Step 1	Initial conversation and notes about how to help the student succeed	teacher, student (parent/guardian & advisor informed)
Step 2	Conversation and signed plan	Principal, advisor, student, (input from teachers, parent/guardian(s) informed)
Step 3	Formal meeting including creation of a signed plan and evaluation date	Principal or designee, teachers, advisor, student, student's parent/guardian(s)
Step 4	Formal two-part meeting, signed contract and evaluation date (possible evaluation outcomes: success, contract extension or transfer)	Principal or designee, advisor, student, parent/guardian(s), Counselor, (teachers invited)

*Steps 1-3 can be repeated as often as needed or seems appropriate.

PHYSICAL EDUCATION

Leadership Public Schools requires students to complete the required units of physical education (PE) credit. At this point, P.E. is offered as a class twice a week (Wednesdays and Fridays) to our 10th grade students. Due to the lack of available space and required equipment, LPS has designed a PE program that supports students to meet their credit requirements in addition to providing opportunities for students to experience physical education in a variety of ways. Students can earn physical education credits in any of 4 ways:

1. Students can complete curricular PE classes offered by LPS outside of our regular academic program (i.e., dance).
2. Students can complete Week Without Walls classes that offer PE credits (i.e., camping, dance, etc.)
3. Students can complete a season with an LPS sports team. Students also have the opportunity to play for any of the Castlemont High School sports teams.
4. Students can complete the necessary requirements for a PE waiver at a formal gym or physical activity or endurance class with an adult supervisor.

Each student should engage her/his advisor in the plan they choose.

RESOURCE SPECIALIST

Leadership Public Schools has, by law, a Resource Specialist Program to serve the needs of students with Individual Education Plans (IEPs). The plans can be developed after an assessment process, which may

confirm a disability that affects a student's academic success. Students, parents or staff can refer a student for assessment based on the valid possibility of a disability. The RSP teacher at LPS College Park will focus on supporting those identified students within the context of their general education classes. Possible support structures include student and staff consultations on specific classroom accommodations, and pullout to meet specific IEP goals.

If a student or a student's family thinks more academic support is needed for the student, LPS first recommends an Academic Intervention Plan to determine accommodations a student may need. This plan can identify and recommend classroom accommodations that will support individual student learning styles. For more information please see the "Academic Intervention Plan" section of the handbook.

ACADEMIC ADVISING, ADVISORS AND THE LEADERSHIP CLASS

"Making students' education more personal is the base on which all the common principles of Essential schooling stand; and in many schools like these, advisory groupings are emerging as one way to work toward this aim. If even one teacher in a school knows a student well and cares what happens to her, the theory goes, chances increase dramatically for that student's success. Moreover, advisory groups can promote the principles of unanxious expectation, trust, and decency in students' relations with their teachers and others, both in school and outside it." (*HORACE, Volume 7, Number 1, September 1990*)

Upon entering Leadership Public Schools, students are assigned an advisor and enrolled in classes called **Leadership Advisory**. The Leadership Advisory class is required each year. The advisor serves as the first point of contact for her/his advisees when students need advice, counsel or guidance. Advisors are asked to know their advisees well enough to recognize when concerns arise, and when necessary, to call upon other adults to assist the advisor in helping advisees.

Advisors assist advisees in areas of concern, offer counsel and support, and review all course reports to monitor a student's progress. **Advisors call the parents/guardians during the school year and are the first contact for parents/guardians with questions or concerns about their child's progress at LPS.** If a student is having issues around academics, behavior or attendance, teachers will notify the advisor who will watch for patterns and arrange a follow up conference.

The advisor has four main roles:

1. Teach the Leadership Advisory Curriculum
2. Serve as Academic Advisor to monitor all graduation requirements (i.e. credits, community service, etc.)
3. Serve as central advocate for her/his advisees
4. Build community within her/his advisory and between her/his advisory and the school

Ultimately, the advisor must know her/ his advisees well by maintaining a line of communication with each advisee, his or her teachers and parents.

COLLEGE COUNSELING SERVICES

College preparedness is central to the mission and vision of LPS. Advisors will provide personal support and college guidance, while answering questions concerning class schedules, grades, credits and similar topics. These discussions will increase as students move toward their senior year. There will also be a College Counselor on staff to work with students during their junior and senior years.

Through the Leadership Advisory class and other venues, Advisors provide all students with information and eventually with assistance with college planning, including:

- appropriate high school course selection
- college admissions test preparation & registration
- the college admissions process
- financial aid information & application assistance
- college information nights for students and parents
- campus visits from college admissions & financial aid professionals

Students whose future goals include alternative education programs, career exploration, or travel may meet with their advisors to develop a post-high school plan.

COMMUNITY SERVICE

At Leadership Public Schools students are required to complete 35 hours of Community Service per academic year, for a total of 140 hours over four years as part of graduation requirements. Community Service must be performed outside of school hours. Transfer students will have a pro-rated requirement individually set by school administrators.

STUDENT LIFE - Support and Resources

The **Dean of Student Life** oversees student life outside the classroom and handles major discipline issues. In coming years, the student life department will be made up of a Counselor, an Athletic Director, a Resource Specialist Program Director, and a parent liaison.

PERSONAL COUNSELING

Each student at LPS College Park is assigned an *advisor*, who assists students with a multitude of issues accompanying adolescence, including:

- classroom concerns & academic motivation
- personal decision making
- self-concept issues
- peer and friendship concerns
- dealing with conflict & crisis
- external issues which affect school performance

Counselors offer one-on-one support and group counseling to students and their families. All students are encouraged to seek out a counselor to discuss any personal matters of importance. Students may also be referred by staff members or parents. Confidentiality is maintained with the exception of information that suggests danger to the student's well-being or the well-being of another person. Parents are not automatically notified when students meet with a counselor. LPS Counselors will also work with many community programs and services to support our students' achievement and personal growth. When students have significant needs requiring more ongoing or involved support, our Counselors may refer them to professionals outside the School. In these instances, Counselors stay involved in the student's progress.

YOUTH UPRISING/CASTLEMONT HEALTH CENTER

This year, LPS College Park is pleased to be partnering with the Youth Uprising/Castlemont Health Center. The health center is open Monday-Friday from 9:00 a.m. to 5:00 p.m. All of our students are eligible to receive services, even during the summer. Our students are eligible to see a doctor during specified times during the week by making an appointment. Doctors can provide complete physicals, sports, physicals,

immunizations, lab testing, prescriptions and advice on any health program.

The mental health staff is on call every day and can talk to students about problems, give advice, offer individual and family therapy and do groups.

The staff at the health center can:

- help families fill out and process Medi-Cal applications
- refer youth to an eye doctor to get glasses
- refer youth to a dentist for dental care

For LPS students to be able to use the health center:

- A parent or guardian should fill out and sign a consent form to treat their child
- Students should bring in their insurance information. If they don't have insurance, they can still help
- Students should bring in their social security number.

CO-CURRICULAR ACTIVITIES/CLUBS

Students are responsible for initiating and running all co-curricular activities. This includes Student Government, approved student clubs, activities, sports teams, and committees. Our Dean of Students will be responsible for coordinating all co-curricular activities and clubs.

Students at LPS run a number of clubs representing a wide range of interests and identities. Clubs provide students with opportunities to get involved in the school and to take leadership positions. Additionally, many students have gained leadership skills through the experience of founding a club. All clubs are student-initiated with an adult advisor. To start a club, students must write a proposal and submit it for approval. We welcome parent advisors – please see the Counselor and/or the Principal.

All 9th grade students are required to sign up for at least two co-curricular activities/clubs for the school year. These activities will take place on Wednesday afternoons from 3:00-3:55 p.m.

STUDENT COUNCIL

Students at LPS College Park have the opportunity to serve on the Student Council. All students attending LPS, as members of the student body, have a voice in the LPS Student Government. All students interested in candidacy for any official position must achieve and maintain a grade average of a 2.5 grade point average or higher. If at any time an official's grade drops below a "C" in any academic class, he/she will be temporarily excused from the Student Government to raise her/his grade. The school reserves the right to dismiss officials for disciplinary reasons.

Elections for Student Council officers take place in the Spring semester for the following year. Elections for 9th grade class officers take place in the fall semester of the current academic year. In 2006-07, the following are Student Government positions for which students may run:

School Officers:

School President
School Vice President

Class Officers

9th grade President
9th grade Vice President

10th grade President
10th grade Vice President

Advisory Class Representative

COLLEGE PARK AMBASSADORS

All students have the option to participate as a student ambassador for the school. Ambassadors serve as student representatives for LPS at various events including enrollment presentations, CCSA Leadership Conferences, charter school symposiums, etc. Ambassadors also host visitors, including interested parents, educators, donors and prospective shadow students. Often, student ambassadors are asked to give accounts of their experience(s) as a Leadership Public Schools student to help interested people learn more about our school. Ambassadors have also helped prepare enrollment materials in the office.



LPS COLLEGE PARK ATHLETIC PROGRAM

LPS College Park will have student initiated sports teams (e.g. boys' soccer and girls' volleyball in the fall, boys' and girls' basketball in the winter and girls' soccer and boys' baseball in the spring.) If students are interested in initiating teams in other sports, they should speak to the Dean of Student Life.

In addition, LPS College Park students will have the opportunity to play for any of the Castlemont High School sports teams (e.g. football, basketball, baseball, track).

Students will be notified of tryouts for each sport and each player must earn her/his position based on ability and attitude. Students who participate on a LPS team will receive one semester of Physical Education credit per season. Team sports allow students to set aside individual goals and accept roles as part of a team. The athlete must accept the coach's decisions and be ready to participate when called upon.

SPORTS ELIGIBILITY

Students must be both academically and athletically eligible to participate on a sports team.

Each student-athlete will consult their Advisor and the Principal as to their academic eligibility for participation in interscholastic sports. Each student is expected to:

- Maintain a 2.3 GPA in order to participate in team sports. Students who fall below this GPA will be suspended from participation until they bring their grades up
- Complete and submit all homework assignments on time
- Obtain any and all assignments missed due to participation in athletic events
- Communicate immediately with your coach, teacher and parents if you should fall behind in your studies
- Students participating on an LPS athletic team will receive one semester of Physical Education credit per season

COMPORTMENT AND SPORTSMANSHIP

All student-athletes are expected to display a respectful and courteous attitude toward peers, teachers, coaches, opponents, visitors, officials and administrators on or off campus. Any infractions will be treated as individual cases and will be judged on their own merit. The seriousness of the offense, conditions under which it occurred, and the students past record will be considered. Consequences range from suspension to expulsion from the team. Severe incidents may result in suspension or transfer from the school.

All student-athletes, while on or off campus or participating in a school or non-school function may not use, sell, distribute or be in possession of any illegal drugs, alcohol, steroids or tobacco products.

CONDUCT DURING ATHLETIC EVENTS

All athletes, spectators, and guests are expected to exhibit the ideals of good sportsmanship, ethical conduct and fair play. LPS urges all sports participants, whether they are players or fans, to show cordial courtesy to visiting teams and officials. Please respect the integrity and judgment of sports officials. Any athlete who displays unsportsmanlike conduct will be removed from the event immediately and will be referred to the Dean of Students for conduct review and consequence. Student spectators who display unsportsmanlike conduct will be asked to leave the event immediately, and will be referred to the Dean of Students for consequences. All members of the LPS College Park community are responsible for the conduct of any guest he or she invites to a school event.

ATTENDANCE

All student-athletes are expected to be in attendance all periods of the day while participating in a practice or athletic event scheduled for that day. The Principal may excuse a student-athlete for appropriate reasons. If a student-athlete violates this rule, he/she will be suspended from participation in practice and games for a total period of two (2) weeks.

APPEALS

Appeals of suspension or dismissal from participation in athletic events may be made through the Principal. There will be no appeal if you are found to be guilty of using, selling, distributing or in possession of illegal drugs, alcohol, steroids, or tobacco products.

EQUIPMENT

In some sports, athletes may be required to purchase a portion of or the entire uniform or practice uniforms; these purchases are the athlete's property. School-issued uniforms and equipment are to be worn only for contests and practice, and athletes are responsible for their maintenance. Parents/guardians/students will be charged a replacement fee for all school uniforms and equipment not returned in good condition at the end of the season.



LPS COLLEGE PARK SCHOOL POLICIES

CONFIDENTIALITY

LPS fosters close relationships between students and staff; however, in some circumstances the confidentiality between a student and teacher will not be protected. The following are instances in which teachers/staff members are legally bound to inform a parent and/or the authorities about information given during a confidential conversation or counseling session:

- When a student indicates that s/he is going to physically harm herself/himself or jeopardize her/his life
- When a student indicates s/he is going to physically harm or jeopardize the life of another or has knowledge that another's well-being is threatened
- When a student indicates s/he is being sexually, physically, or emotionally abused or is being subjected to dangerous situations or neglect

LPS COLLEGE PARK VISITORS POLICY

All visitors are welcome to LPS College Park! Please adhere to the following visitor's guidelines:

1. All visitors are subject to approval and must sign in at the office upon arrival and sign out upon departure. Upon sign-in visitors will receive a LPS badge, which they are required to wear at all times while on campus.
2. Parents/guardians are welcome at all times to LPS, but must check in at the office. Parents who are visiting classrooms are asked to check in with teachers ahead of time in case of testing, preset fieldtrips, or student presentations.
3. Students who do not attend LPS are not to be on the LPS campus during the school day unless they have a pre-arranged appointment and only by permission of the LPS Principal. They must be sponsored by a student or staff member and must have permission from the school Principal, Vice Principal, or Dean from the school they attend.
4. Former students who were transferred out or expelled due to disciplinary reasons are not allowed back on campus.
5. If a student visitor is coming to meet an LPS student after school they must wait outside the campus gates.

LPS COLLEGE PARK DRESS CODE:

The majority of parents, teachers, and school officials surveyed believe that a dress code is a positive and creative way to enhance the learning environment, reduce discipline problems, prevent future discipline problems from occurring, and increase school safety.

- A "School Dress Code" will increase security by enabling school officials to differentiate between students and intruders.
- A "School Dress Code" will promote a statement of school identity and unity, as well as school spirit.
- A "School Dress Code" promotes an atmosphere of good behavior, reduces discipline issues and promotes a focus on education.

LPS COLLEGE PARK SCHOOL COLORS: Black, White and Purple

MALE STUDENTS

BOTTOMS: Appropriately sized pants or shorts for the student are required. Shorts will not be more than one inch above the knee. **No sweats, or denim/jean fabric pants or shorts will be permitted.** Oversized pants are not permitted. Belts must be worn around the waist at all times. Pants shall be worn so that the waistband is worn at the waist and not below the waist

TOPS: Short or long sleeved polo-type, golf, oxford or dress shirts are acceptable. In cold weather, a pullover, vest, or cardigan sweater may be worn. **No t-shirts sweatshirts, fleece, or hoodies will be permitted.** The only types of t-shirts permissible to be worn are "LPS College Park" t-shirts supplied by the school.

FOOT APPAREL: Only black or brown enclosed shoes or boots are permitted. Tennis shoes/sneakers are permitted. Socks must be worn and laces must be tied at all times. No combat, steel-toed work boots, sandals, flip-flops, or slippers are permitted.

FEMALE STUDENTS

BOTTOMS: Appropriately sized pants or shorts for the student are required. Shorts will not be more than one inch above the knee. **No sweats, or denim/jean fabric pants or shorts will be permitted.** "Low-rider" pants are not permitted. Undergarments may not be exposed.

SKIRTS AND DRESSES: The hem of female skirts or dresses shall be no shorter than the tip of the fingertips when both arms are extended by the side.

TOPS: Short or long sleeved polo-type, golf, oxford or dress shirts are acceptable. In cold weather, a pullover, vest, or cardigan sweater may be worn. **No t-shirts sweatshirts, fleece, or hoodies will be permitted. Undergarments may not be exposed. Spaghetti straps, tube tops, halter tops, midriff tops, tank tops or clothing that exposes the upper torso are not allowed.** The only types of t-shirts permissible to be worn are "LPS College Park" t-shirts supplied by the school.

FOOT APPAREL: Only black or brown flats, enclosed shoes or flat boots are permitted. Tennis shoes/sneakers are permitted. Socks must be worn and laces must be tied at all times. No combat, steel-toed work boots, sandals, flip-flops or slippers will be permitted.

UNACCEPTABLE ATTIRE:

1. Once inside the school building, all forms of headgear (hats, caps, headbands, bandanas, head scarves, etc.) except when approved by the Principal or Dean of Students.
2. Grills and chains (jewelry).
3. Sunglasses worn in the school building.
4. Exposed/visible undergarments.
5. Pants that are worn below the waist.
6. Clothing, jewelry, buttons, haircuts, tattoos, makeup or other attire which are associated with gangs.
7. Clothing or any items that encourage the use of drugs, alcohol or violence.
8. Clothing or any items associated with discrimination on the basis of age, color, handicap, national origin, marital status, race, religion or sex.
9. Clothing (or lack thereof) exposing underwear any portion of the torso or upper thighs (e.g. see-through garments, mini-skirts, mini-dresses, halters, backless dresses, spaghetti straps, tube tops, tank tops, bare midriff outfits, or low-rider pants).
10. Skin-tight attire, including any bike shorts and spandex.
11. Clothing deemed by the Principal/Dean of Students to be so revealing as to disrupt or potentially disrupt good order and the education program.
12. Clothing or footwear that is potentially dangerous to health and safety

DISCIPLINE PLAN FOR UNIFORM/DRESS CODE VIOLATIONS

1st Offense: Warning. Student is reminded of the dress code policy. An effort to notify parents to bring a change of attire will be made, or the student will be allowed to go home to change (with parent permission).

2nd Offense: There will be a mandatory parental conference the next day

3rd Offense: Out of school suspension.

Repeated or serious violation of the regulation may result in other action including, but not limited to:

- Additional days suspension and/or
- A recommendation for placement in an alternative program

The LPS-College Park School Administration does hereby formally state the aforementioned policy requiring all students attending LPS-Oakland to wear the prescribed school dress code in the 2006-07 school year. It is the intention of the LPS-Oakland administration to provide a safe environment for all students to receive the education they so rightfully deserve.

ATTENDANCE PROCEDURES

If a student is absent:

A parent/guardian is expected to call 510-633-0750 on the day a student is absent from school to excuse the student. If parent/guardian does not call in on day of absence, the student must bring a note to the school office within two (2) days of returning to school. The note must be legible, must be signed by a parent/guardian, and must include the following:

- Student's name
- Student's grade
- Date of the note
- Reason and the length of the absence. (Include actual dates of absence)
- A phone number where the parent/guardian can be contacted.

Failure to bring a note to the office will result in an unexcused absence recorded for the classes missed.

LEAVING SCHOOL DURING THE DAY

Students who need to be picked up before regular dismissal must be checked out first in the office. Students will only be released to individuals listed in our files and who show a photo identification.

It is expected that parents/guardians will make every effort to schedule appointments (e.g. doctor's appointments) after school. However, if an appointment during the school day is unavoidable, the student must follow the procedure outlined above, except that a parent/guardian must contact the school *before* a student leaves campus. (Please see previous section) The phone call or note from the parent/guardian must also include the time the student left campus and, if applicable, the time of the student's return. If the student has a doctor's appointment the student must bring in a note from the doctor upon return.

Students who become ill at school must check in at the office and remain at school until a parent/guardian arrives at the school to sign out and pick up the student.

No student will be allowed to leave campus unless s/he has permission from a parent/guardian.

**EMERGENCY PROCEDURES REQUIRE ALL STUDENTS TO SIGN OUT AND TO SIGN IN UPON
RETURN WHEN THEY LEAVE CAMPUS FOR ANY REASON DURING THE ACADEMIC DAY.
STUDENTS MUST SIGN IN AND OUT AT THE OFFICE.**

HOMEWORK WHEN ABSENT

When students are absent from a class, they are responsible for completing all classroom assignments and homework they missed. Absent students are expected to get her/his work from the instructors of the classes they have missed or from a fellow student. Students are to speak with each instructor to determine when the missed work is to be submitted.

ATTENDANCE AND EXTRACURRICULAR PARTICIPATION

A student who is absent from school on a given day is ineligible to participate in extracurricular and after-school activities for that day.

VACATIONS

All LPS College Park, students and their families are expected to take vacations during our scheduled vacation times. No LPS College Park student is permitted to take vacations during retreats, Week Without Walls, immediately prior to or following scheduled vacations, nor during regular school days.

- We value the concept of shared family time. Our academic calendar supports these opportunities with scheduled breaks throughout the year.
- Our program is based on qualitative time, enriched experiences and challenging curriculum. We cannot provide this to students who are not here; the experiences of fellow students are compromised when their peers are absent.
- Our program is funded primarily based on our student attendance. Each absence costs our school much needed revenue that supports our students' education and experience.
- If a family is making a request to take their child out of school for an extended period of time while school is in session, the family must make this request in writing and appear before the LPS College Park "School Attendance Review Team." It will be the responsibility of the attendance review team to either grant or deny the request.

TARDINESS

If a student arrives more than 15 minutes late to school, he or she must sign in at the office before proceeding to class. A late pass will be given to the students and at that time, they may proceed to class.

If a student is tardy more than 20 minutes to class, this equals an unexcused absence unless the reason for the tardy is excused.

In between class, there are 3 minutes of passing time. It is expected that students will arrive to each class before the tardy bell rings.

WITHDRAWING A STUDENT

If it is necessary to withdraw a student (e.g. family is moving), please notify the office. Records may not be hand carried to the new school. The school will transfer all student records upon request of the receiving school. All school property (e.g. textbooks, laptops, library books) must be returned or paid for in order for the school records to be released.

COMMUNICATIONS/REPORTS

LPS College Park communicates important information to parents in a variety of ways:

- **Autodialer:** Periodically, information about school activities will be communicated via our phone autodialer system. Student absences will also be communicated via our autodialer system.
- **Newsletter:** LPS College Park will publish a newsletter every two months called the "College Park Courier," providing information about school activities, events, principal notes and meeting dates.
- **Letters:** From time to time, letters will be mailed home to parents to communicate important information about events, meetings or activities
- **Website:** You may visit us on the web at www.leadps.org/oakland.html to access information about LPS College Park activities, classroom needs or to view student work
- **Planner:** The planner can be used by parents to regularly monitor the work that students are being assigned by in each subject area. In addition, the planner can serve as a method of communication between parents and teachers.
- **Phone Calls:** The LPS College Park staff is committed to contacting parents via phone to share information about student performance, behavior or progress.
- **Report Cards/Progress Reports:** Progress Reports and Report Cards are sent home to provide regular updates on students' academic and behavioral performance.

GUIDELINES FOR STUDENT BEHAVIOR

Guidelines for student behavior at LPS College Park are based on our student outcomes of personal responsibility, social responsibility, communication and critical thinking. We also foster a community atmosphere of respect. The LPS School Code informs basic rules at LPS.

Please be advised of the following California Education Code, related to student responsibilities:

“Every student shall attend school punctually and regularly; conform to the regulations of the school, obey promptly all the directions of his/her teacher and others in authority; observe good order and propriety of deportment, be diligent in study; respectful to his/her teacher and others in authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language.” (Reg. 77, No. 39)

(See APPENDIX C for Student Code of Conduct)

HARASSMENT

It is the policy of Leadership Public Schools to provide an environment where all members of the LPS College Park community are treated with dignity and respect. Harassment occurs when an individual is subjected to treatment that is hostile, offensive, or intimidating because of an individual's race, color, creed, class, sex, national origin, sexual orientation, physical characteristics or disabilities. Harassment includes, but is not limited to, fighting, physical intimidation, verbal or written threats, racial slurs or behavior of a racist or prejudiced nature.

HATE VIOLENCE POLICY

Hate Violence is any act or attempted act designed to cause physical injury, emotional suffering, or property damage which is or appears to be motivated either all or in part by prejudice based on race, religion, ethnicity, national origin, disability, sex, sexual orientation, or gender identity. Any students participating in hate violence will be suspended and/or referred for transfer.

SEXUAL HARASSMENT

Sexual harassment is not social or courting behavior. The overriding factor in sexual harassment is that the behavior is uninvited and unwanted and often an assertion of power. Sexual harassment may include:

- Physical assault, including rape
- Coerced sexual relations
- Inappropriate personal questions/comments of a sexual nature
- Sexually explicit or suggestive remarks about a person's body, clothing, or sexual activity
- Sexually stereotyped or sexually charged insults, humor, or verbal abuse
- Public display of sexually explicit, offensive or demeaning objects, photographs, or cartoons
- Leering or ogling at a person's body
- Unnecessary touching in any form
- Demanding sexual favors, accompanied by promises, hints, or threats concerning one's employment status or opportunities
- Subtle pressure for sexual activity

- Repeated expressions of sexual or "romantic" interest after being informed that the interest is unwelcome.

The following are definitions of types of sexual harassment:

- Staff to student harassment: in this context, sexual harassment is defined as any welcome or unwelcome sexual advance, requests for sexual favors, and/or other verbal, visual, written or physical conduct of a sexual nature.
- Student to student harassment: in the context, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, visual, written or physical conduct of a sexual nature, whenever such harassment occurs on school property or at a school-sponsored event.
- Student to staff harassment: in this context, sexual harassment is defined as any welcome or unwelcome sexual advances, request for sexual favors, and /or other verbal, visual, written or physical conduct of a sexual nature.

Consequences:

- Staff: a substantiated charge against an employee or agent of LPS shall subject such employee or agent to disciplinary actions which may include but are not limited to verbal warnings, letters of reprimand, suspension with or without pay, and dismissal.
- Student: a substantiated charge against a student shall subject that student to disciplinary actions which may include but are not limited to verbal warning, reprimand, counseling, suspension, or expulsion, consistent with the State Education Code and this handbook.

Any student who believes that s/he has been sexually harassed should tell the offending party to **STOP**. If a student does not feel comfortable doing this or is unable to do so, s/he should make his/her concern known to their advisor, counselor or the Dean of Student Life who will inform the person the offensive behavior must stop.

If the actions taken by the student or school official do not cause the offensive behavior to cease or if the behavior is of a severe nature the student can initiate formal procedures.

CONTRABAND: DRUGS, ALCOHOL

The possession, use or selling of alcohol or drugs before, during, or after the school day or at any school-related activities, events or trips is prohibited. Students may not attend school, school-sponsored functions, or be on the LPS College Park campus while in the possession and/or under the influence of drugs or alcohol.

Any student in violation of the LPS Substance Abuse Policy immediately jeopardizes his or her position in the school community. The sale or distribution of illegal drugs or alcohol will result in immediate request for transfer.

WEAPONS

Students are not allowed to sell, possess, or transmit any weapon or any dangerous object that could reasonably be considered a weapon while on the school grounds or at any school-sponsored event. Students who are in violation of this rule are subject to immediate expulsion from LPS and the notification of local law enforcement agencies.

TOBACCO/SMOKING

Smoking and/or the possession of any tobacco-related products by **any student** on campus, in close proximity to LPS, (surrounding sidewalk) or at school-related activities is forbidden.

CELL PHONES

While cell phones provide a way for parents to contact children during the day, in high schools, cell phones have been a primary source of distraction in high school classrooms (e.g. text messaging in classrooms, phones ringing during instruction).

To minimize distractions and maximize learning, cell phones are to be turned off during school hours (not just on "vibrate" or "silent." Also, cell phones are not to be visible during the school day. Failure to comply with this policy will lead confiscation of a cell phone. If a cell phone is taken, parents may be required to come to the school to retrieve it.

STUDENTS WILL RESPECT THE PROPERTY OF OTHERS

Respect for ourselves and others grows and thrives on a campus where honesty underlies all our actions. Theft is a violation of school policy that destroys trust in our school community. Theft includes borrowing something without the owner's consent or keeping things that one finds around the school. It is also a violation of another student's property to go through his/her possessions or book bag without permission.

Vandalism includes the deliberate destruction or defacement of property either in the school or in the surrounding neighborhood and is a violation of our school policy. **This includes tagging and writing on the walls.** Students should expect to pay for any damage they cause. Students are not to loiter about the street.

PROTECTING YOUR PROPERTY

LPS College Park is not responsible for items lost or stolen from book bags or elsewhere on campus. It is recommended that students refrain from leaving their backpacks and books around campus where they can be picked up by others. LPS College Park is not responsible for the loss of personal items (e.g. cell phones, MP3's, cd players). *Valuables should never be kept in an unattended book bag or backpack.*

DANCE POLICY - RULES:

1. Attendance at a Leadership Public Schools dance is a privilege. All LPS rules apply.
2. Students who miss school for legitimate reasons (illness or appointment excused with a note from a physician) must be in attendance for half the day in order to attend the dance.
3. If a student has been suspended, that student is not allowed to attend the dance.
4. Students who formerly attended LPS College Park and were expelled or transferred out of LPS due to disciplinary reasons are not allowed to attend any LPS dances.
5. Certain LPS dances will be for LPS students **only**.
6. After students enter the dance, they may not leave and come in again.
7. The LPS College Park Dress Code must be followed unless the dance is a theme dance and exceptions to the dress code are specifically stated.

ACCEPTABLE USE POLICY FOR TECHNOLOGY

After reading these guidelines- please sign the Acceptable Use Contract in Appendix D.

The primary purpose of LPS College Park's electronic communications network is to support and enhance learning and teaching that prepares students for success. Providing access to the Leadership Network is an investment in the future of both our students and staff.

LPS believes that electronic communication is a tool for life-long learning, and that access to Leadership Network is a resource that promotes educational and organizational excellence. We believe the responsible use of the Leadership Network will propel our schools into the information age allowing students and staff to significantly expand their knowledge by accessing and using information resources, and by analyzing, collaborating and publishing information.

1. Students and staff should use the Leadership Network in a responsible, efficient, ethical, and legal manner in accordance with our mission. The use of Leadership Network is a privilege, not a right, which may be revoked at any time for inappropriate behavior. Users assume responsibility for understanding the policy and guidelines as a condition of using Leadership Network. Staff members are accountable to teach and use Leadership Network responsibly. Use of Leadership Network that is inconsistent with this policy may result in loss of access as well as other disciplinary or legal action.

2. Each student must have a completed *Student Internet Permission Agreement* on file, stating whether or not he/she will abide by Leadership's Appropriate Use Policy and rules regarding technology resources. Signatures of students and parents/guardians indicate an agreement to comply with Leadership's standards and honor the agreement they have signed. This can be found in Appendix D.

3. Access is a privilege, not a right. Access entails responsibility and is only for educational and school business purposes. Students are *individually* responsible for their behavior when using Leadership's technology resources. General Leadership rules and policies for behavior apply. Students may not engage in inappropriate behavior when using Leadership resources. Examples of inappropriate behavior include:
 - Using technology resources without appropriate permission or access rights
 - Intentionally damaging, degrading or wasting any technology resource
 - Using technology resources to harass, insult or attack others
 - Sharing or copying another's work without his/her consent
 - Altering or using another user's account, password, folders, files, etc. without the other user's express permission
 - Copying material from the Internet or Leadership's computer systems and representing it as your or another's own work or violating copyright laws
 - Using technology resources to create, find, share or download offensive, obscene language and/or images or child pornography or any other visual depictions that are harmful to minors
 - Accessing or participating in real-time chatting (e.g. chat rooms, instant messaging) without the express consent of Leadership personnel
 - Disclosing your or someone else's home address, phone number or other personal information
 - Providing credit card or other financial information or conducting financial transactions over the Internet (except by staff members pursuant to school business)

- Knowingly participating in any way in the transmission of computer viruses or the spread of other harmful computer programs
- Modifying or altering LPS' computer systems (e.g. downloading or installing software on the computer system or attaching peripheral hardware such as disk drives, printers, etc.) without permission
- "Hacking," *i.e.*, gaining or attempting to gain unauthorized access to computer systems, unauthorized viewing, copying, downloading, locking or otherwise altering of LPS' computer systems. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed on a regular basis
- Using the Leadership Network for personal financial gain or in a manner otherwise inconsistent with our pedagogy, mission and goals
- Using the Leadership Network for political activity

The following activities, in particular, are not permitted:

- Using network resources to commit plagiarism
- Unauthorized use, copying, or forwarding of copyrighted material
- Unauthorized installation, use, storage, or distribution of copyrighted software
- Using the Leadership Network tech resources for any illegal purpose

4. LPS College Park reserves the right to access student work, files, folders, accounts, passwords, etc. and other server-based information, and to modify and/or delete those items in the interests of security, maintenance or other legitimate purposes.

5. LPS College Park cannot control information from the Internet, it and its employees will not be held accountable for any claims, liabilities, demands, causes of action, costs, expenses or obligations of any kind, known or unknown, arising out of or in any way relating to your own or your child's use of the Internet.

LEADERSHIP NETWORK E-MAIL ACCESS

LPS College Park Network E-mail users are expected to observe well-established rules of *Netiquette*.

The following individuals are authorized to use e-mail on LPS College Park Network:

- *Students* may obtain individual Leadership Network e-mail accounts, with written consent from their parents/guardian.
- *LPS employees and school board members* may be issued an individual e-mail account.
- Others may be issued *Guest Accounts* based on their need for doing LPS business after receiving written permission.

ACCEPTABLE INTERNET USE GUIDELINES

Staff members are expected to teach responsible use to students when students are accessing the Internet, as well as to provide guidance and supervision of students using the Internet in the following ways:

- Teachers and other supervising adults will discuss the appropriate use of the Leadership Network and the Internet with their students, monitor their use, and intervene if the resource is not being used appropriately.

- Computers that allow access to the Internet should only be placed in areas where adults are present.
- Internet users are encouraged to develop uses that meet their individual learning and teaching needs and to take advantage of the network's many useful functions.

It is possible that students may find material on the Internet that parents consider objectionable. Although students may be supervised when they use the Internet, this does not guarantee that students will never access inappropriate materials. LPS' guidelines for accessing the Internet prohibit access to material that is inappropriate in the school environment. Students should promptly report inappropriate access of material to a teacher or staff member. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school as well as from home.

PRIVACY

Staff and student users of the LPS Network must be aware that information accessed, created, sent, received or stored on the network is not private. It is subject to review by network system administrators. System administrators may investigate complaints regarding e-mail that may contain inappropriate or illegal material.

WEB CONTENT

The content on the LPS website shall be consistent with its purpose of supporting and enhancing learning and teaching that prepares students for success, enhances life long learning and promotes respect for one another.

Staff members who publish pages on LPS Network should use criteria appropriate to selecting material that enriches the learning environment

INTERNET GUIDELINES COMMITTEE AND CIPA

It is the policy of LPS to fully comply with the Children's Internet Protection Act (CIPA). Also, the following actions have been taken, or will promptly be undertaken, at each LPS school site, to ensure CIPA compliance:

- An open meeting with the community has been or will be held to discuss Internet benefits and risks, and to discuss the Appropriate Use Policy and Student Internet Permission Agreement. Students and their parent/guardian are expected to execute the associated Agreement to indicate their understanding of and agreement to comply with the AUP, prior to gaining access to technology resources.
- LPS shall use a *proxy server* approach to *block access* to Internet web sites deemed inappropriate for children by the school administration, faculty and community. This will involve either a commercial product or an open source proxy server technology combined with a block list managed by the school administration and possibly shared with other LPS sites. Nevertheless, it is not technically possible to guarantee that all inappropriate sites on the Internet will be blocked.
- LPS shall *actively monitor* student Internet usage, through a *combination of human supervision* and technology (e.g., *review of log files*).
- LPS has taken or is taking further steps, such as implementation of *spam filtering* software, to protect minors when using electronic mail, chat rooms, and other forms of direct electronic communications, as well as the use of *best practices* in security to prevent "hacking" or other unlawful online activities by minors, and to protect the confidentiality of personal information about minors.



LPS COLLEGE PARK GENERAL INFORMATION

WORK PERMITS

Students ages 14 through 17 are required by law to possess a Work Permit in order for them to be employed. Students may pick up an application for a work permit from the school office manager.

MESSAGES AND TELEPHONES

School telephones are not available for student use except in case of an emergency with prior permission from the school secretary. Please be reminded that students are not allowed to use their cellular telephones at school or in the immediate vicinity during the school day.

ELECTRONIC EQUIPMENT

The use of student pagers, cell phones, radios and walkmans are not allowed during the regular school day. If a student has electronic equipment, it must be put away in a backpack. Pagers and cell phones must be turned off and stored during the school day. Cellular telephones may not be used on campus or in the immediate vicinity for any reason. Radios, Ipod's, or CD players (with headphones) may be used during lunch. LPS reserves the right to confiscate any unauthorized electronic device on campus. Confiscated electronics must be picked up by a parent or guardian. In the case of repeat offenders, the electronic equipment or telephone may be confiscated for the remainder of the school year.

SKATEBOARDS AND SCOOTERS

- Students may use their skateboards or scooters traveling to and from school only. (Skateboards and scooters are not allowed at lunchtime.)
- Skateboards and scooters are not allowed in classrooms. Skateboards and scooters may not be ridden anywhere on campus.
- Motorized scooters are not allowed at school.

Any violation in the above agreement will result in any of the following: parent notification, confiscation, conference, contract, or suspension. Continued violation in the above agreement can result in the loss of privilege to have skateboards on LPS campus. Due to limited space options at LPS if there is a large influx of student use of scooters and skateboards we may need to revisit this policy.

BICYCLES

Students are permitted to ride their bicycles to school but they must be stored in the designated area. Students can only use their bicycles for transportation to and from school. Bicycles must be locked up during the school day.



LPS COLLEGE PARK PARENT INVOLVEMENT

THE ROLE OF PARENTS AND GUARDIANS AT LPS COLLEGE PARK

Parents and guardians are an important part of a child's success so parent participation is encouraged at LPS College Park. The school, through teachers, advisors, and administrators, will work with parents to assure the academic success of each individual student. Parents are welcome to visit the school. We recommend that Parent/guardians call ahead to make sure there are no special field trips or presentations.

PARENT VOLUNTEER REQUIREMENT

Parents are required to perform at least 30 hours of volunteer work per year. This can be done in a variety of ways including attending meetings, recruiting other families, assisting with school barbeques, filing in the office, planning fund-raising functions, chaperoning field trips or school dances, or even helping with difficult homework assignments. Upon enrollment, parents are requested to fill out a Volunteer Information Form telling us their job preferences. Parents keep track of the time they worked and submit a Record of Volunteer Hours report throughout the year. Parents are also encouraged to become active in the Parent Association. Parents can communicate using Phone Trees that list contact numbers for all of the students in their child's Advisory. Parents should inform the school if they do not wish to have their phone numbers distributed.

PARENT AND GUARDIAN ASSOCIATION AND OTHER PARENT GROUPS

All LPS parents and guardians are automatically members of the LPS Parent Guardian Association. There are no dues. Meetings are usually held on the first Tuesday of every other month at 6:30 p.m.. Please refer to the school calendar in Appendix A. Members plan and discuss upcoming events, learn about school policies and procedures, and meet in work groups such as building and grounds, parent involvement, and fund-raising. Elections are held every year for the positions of grade level Co-chair, Treasurer and Recording Secretary. A Steering Committee guides the activities of the Parent/Guardian Association and plans meeting agendas. The Steering Committee meets on the Wednesday preceding the PGA meeting. Participants are always welcome.

Other parent groups at LPS College Park are:

KNIGHTS OF COLLEGE PARK: Men's Parent Group

LATINO LEADERSHIP ALLIANCE: Parent Leadership Organization for our Latino parents

SCHOOL ADVISORY COUNCIL: Parent, Community and LPS Staff that serves as an advisory board to the principal

Please refer to the LPS College Park school calendar (Appendix A) for the meeting dates for these parent groups.

The primary purpose of the Parent/Guardian Association and all other parent groups is to support the educational activities of LPS College Park, and to provide a meaningful forum for parents and guardians to participate in the life of the school. The LPS Parent/Guardian association and all parent groups work to accomplish these aims through activities that include, but are not limited to:

- Support and assist LPS College Park in providing enriched and effective curriculum.
- Support and assist LPS College Park to ensure all students succeed academically.
- Support and assist LPS College Park in its goal to develop strong leadership qualities in each student.
- Provide assistance and operational support in organizing school spirit-building activities such as dances and special events.
- Fundraising activities to support activities not covered in LPS College Park's operating budget.
- Facilitate communications between LPS College Park and student families through a regular newsletter, monthly meetings, and otherwise.
- Work with LPS College Park to match Parent/Guardian volunteers with student and teacher needs.



LPS BOARD OF DIRECTORS

Leadership Public Schools incorporated in 2002. Our Board is comprised of the CEO and sixteen volunteer members. Please see www.leadps.org for bios of the Board Members. Each Leadership School will also be represented by a Site Council comprised of parents and community members. All Board Meetings are public meetings, and the dates will be posted in the school office. All members of the community are welcome to attend Board Meetings in person, or by a conference call link from the school. Please contact the School Office Manager if you are interested in attending a Board Meeting.

Members of the LPS Board of Directors

Richard Cohn
 Mark Kushner, CEO
 Scott Pearson, Chair
 Sheryl Sandberg, Treasurer
 Judy Wade, Vice Chair
 Helen Bellamy
 Sandy Dean
 Jeffrey Faucette
 Laura Fisher
 Kandle Fraser
 Heather Hiles
 Beth Hollenberg
 Joan Lonergan
 Xochilt Ramos-Lira
 Deborah Stipek
 Guadalupe Valdes
 Joanne Weiss

Members Elect (non-voting)

Trinidad Pizano
 Rich Stowell
 Regina Washington

APPENDICES

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Parent and Community Involvement

Parental involvement is one of the most important factors contributing to student success. Accordingly, LPS makes every effort to involve parents and the community in our schools. The model features three elements:

1. Outreach meetings with parents, held in their own neighborhoods,
2. Working with parents on how to support their children academically, and
3. Participation in school decision-making through a parent organization, a School Advisory Council, and a teacher interview committee.

LPS schools are an integral part of their communities. Participating in and bettering one's community is a core element of our LPS Program and philosophy. All of our students are expected to engage in public service activities and involve themselves in their communities.

Topic	Home Office Role	Principal or School Site Role and Non-Negotiables
School Advisory Council	Provides best practices	<ul style="list-style-type: none"> • Principal creates School Advisory Council by second year of school operation at the latest.
Parent Involvement	Disseminates best practices, provides forms	<ul style="list-style-type: none"> • Parents must perform at least 30 hours of volunteer service for the school annually.
Parent Guardian Association	No primary responsibilities	<ul style="list-style-type: none"> • Form Parent Guardian Association within the first three months of school operation (ideally should be formed pre-opening to help with enrollment).
Volunteers	Provides forms, disseminates best practices	<ul style="list-style-type: none"> • Fingerprinting and background check on all volunteers, including parents, working more than 5 hours annually. • Collect Volunteer Hold Harmless forms.

SCHOOL ADVISORY COUNCIL

Each LPS school will have a School Advisory Council ("SAC") to advise the Principal. This council is comprised of two teachers, two students, two parents, one optional community member and the Principal (Principals can change the makeup of the SAC as long as all key constituencies are represented). The Principal or principal designee is responsible for forming the School Advisory Council.

The Council allows a Principal to distribute leadership, empower school constituencies, plan for the future, and generate feedback and open dialogue.

A Principal may choose whether to have a School Advisory Council in the first year of a school. Principals must form the Council by the second year of school operations. Principals should aim to organize the Council by October of the school year in which it will be meeting.

The meetings should follow the LPS meeting norms. The Council should be charged with one to two major initiatives each year. Examples include how to build family involvement, an academic culture, or an evaluation of school safety and discipline. Meetings should have both time to discuss the initiative and time for the principal to solicit feedback from the Council.

THE ROLE OF PARENTS AND GUARDIANS AT LPS

Parent and guardian involvement is critical to student academic success and is one of the six LPS pillars. An engaged parent and guardian community will also contribute financially through fundraising efforts, increased enrollment, and cost savings of volunteer work.

Parents are required to perform at least 30 hours of volunteer work per year. This can be conducted in a variety of ways including assisting with enrollment, attending meetings, planning fund-raising functions, chaperoning field trips or school dances, or even helping with difficult homework assignments. Schools typically grant 5 hours of volunteer credit for each new student referred by an LPS parent.

Some suggested practices include asking parents to state their preferences using a volunteer information form that the school creates. Parents are also encouraged to become active in the Parent Guardian Association. Parents can communicate using phone trees that list contact numbers for all of the students in their child's Advisory.

PARENT AND GUARDIAN ASSOCIATION

All LPS parents and guardians are automatically members of the LPS Parent Guardian Association ("PGA"). There are no dues. Meetings are usually held monthly, at some schools the second Tuesday of each month. Members plan and discuss upcoming events, learn about school policies and procedures, and meet in work groups such as building and grounds, parent involvement, enrollment, and fundraising. Elections are held every year for the positions of grade level Co-chair, Treasurer and Recording Secretary. A Steering Committee guides the activities of the PGA and plans meeting agendas. The Steering Committee meets on the Wednesday preceding the PGA meeting. Participants are always welcome. Principals should aim to organize the council by October of the school year in which the PGA will be meeting.

The primary purpose of the PGA is to support the educational activities of LPS, and to provide a meaningful forum for parents and guardians to participate in the life of the school. The LPS Parent Association works to accomplish these aims through activities that include, but are not limited to:

1. Supporting and assisting LPS in providing enriched and effective curriculum,

2. Supporting and assisting LPS to ensure all students succeed academically,
3. Supporting and assisting LPS in its goal to develop strong leadership qualities in each student,
4. Providing assistance and operational support in organizing school spirit-building activities such as dances and special events,
5. Conducting fundraising activities to support activities not covered in LPS' operating budget,
6. Facilitating communications between LPS and student families through a regular newsletter, monthly meetings, and other channels, and
7. Working with LPS to match Parent/Guardian volunteers with student and teacher needs.

VOLUNTEERING

LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event, or chaperoning.

As required by state law, any volunteers in significant contact with students at the school during school hours and on field trips are required to undergo fingerprinting and a background check through the LPS LiveScan account. Some LPS schools have defined significant contact as volunteering 5 hours annually. Principals must provide orientation, direction, and supervision for volunteers to make their time with us as enjoyable for them and as helpful for the school as possible. All volunteers must also sign a "Volunteer Hold Harmless" Form. This is extremely important for the safety of our students. A copy of this form should be kept on file at the school site. Parents are not exempted from these requirements.

LPS is open to suggestions from Principals on ways to streamline procedures while ensuring student safety.

Leadership Public Schools Suspension & Expulsion Procedures

INTRODUCTION

Leadership Public Schools ("LPS") believes that one of the major functions of education is the preparation of youth for responsible citizenship. LPS shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, LPS shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

In order to maintain an environment that will prepare LPS students for responsible citizenship, LPS has developed and adopted the policies and procedures set forth in this document. This document is designed to guide LPS schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification. LPS will also follow all applicable local, state and federal laws with respect to student discipline, including all applicable special education laws.

Expulsion hearings, and student suspension appeals will be handled by the LPS Board-Authorized Student Discipline Committee (referred to as the LPS Student Discipline Committee or LPS Discipline Committee) consisting of at least two of the following: a principal from an LPS school other than the school of the student under review, the CAO or CEO; and the Director of Academic Affairs. The Board-Authorized LPS Discipline Appeals Committee (CEO, CAO, and Director of Academic Affairs) may review the decision of the LPS Discipline Committee. LPS staff shall regularly report to the LPS Board and/or the LPS Executive Committee the status of any expulsions. The LPS Board of Trustees retains the right to oversee and conduct any such LPS hearings.

DEFINITIONS AND AUTHORITY TO ACT

Definition of Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any LPS activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend:

1. The Principal or his/her designee (e.g. Dean or Assistant Principal) may suspend a student from class, classes or the school campus for a period not to exceed five school days.
2. The Director of Academic Affairs or his/her designee may extend a student's suspension pending final decision by the LPS Discipline Committee.

Suspension and Expulsion – Students With Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (I.D.E.A) and the subsequent reauthorization, Individuals with Disabilities Education Improvement Act, 2004 (I.D.E.I.A.) is subject to the same grounds for suspension and expulsion which apply to regular education students.

1. The Principal or his/her designee may suspend a student with a disability for no more than ten (10) consecutive days for a single incident of misconduct and up to twenty (20) school days in a school year. The Director of Special Education/Academic Affairs must be notified of the student's suspension commencing on the first day of suspension.
2. A student with a disability may be recommended for expulsion after a Manifestation Determination IEP Team Meeting.

LPS will follow all required due process procedures for Special Education students included in this document and directed by the El Dorado County SELPA.

Definition of LPS Expulsion:

An LPS expulsion is the involuntary removal of a student from all LPS schools and programs for disciplinary or other legal reasons for an extended period of time.

Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the LPS Disciplinary Review Committee.

In the event that a student is recommended for expulsion from LPS, he or she is entitled to a discipline review hearing within 10 school days of notification of intent to expel.

While under expulsion from LPS, a student may not be able enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion. These decisions are up to the school district or appropriate agency overseeing the relevant program.

While expelled from school, the student is not to loiter on or about any school grounds at any time, nor to attend any LPS activity at any time, no matter where such activity may be taking place. Violation may result in further legal action.

Depending on the severity of the grounds for expulsion, LPS may consider at a later date the application for enrollment of an LPS expelled student to return to a LPS school in future semesters or years.

Authority to Expel:

1. The Board-Authorized LPS Discipline Committee
2. The LPS Discipline Appeals Committee
3. The LPS Board of Trustees or Designee such as the CEO

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the CEO or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

Grounds For Suspension And Expulsion

The following information is provided in order to provide uniformity within LPS in matters of student misconduct requiring disciplinary action.

The following offenses constitute grounds for suspension and possible expulsion and may require police notification:

1. **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense (Ed. Code 48900(a)(2)). Notification to police suggested for students in grades K-12.

2. **Weapons, Explosives, Dangerous Objects:** 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal (Ed. Code 48900(b)). Notification to police required for students in grades K-12.
3. **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed. Code 48900(c)) Notification to police required for students in grades K -12.
4. **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant (Ed. Code 48900(d)). Notification to police required for students in grades K-12.
5. **Robbery or Extortion:** Committed or attempted to commit robbery or extortion (Ed. Code 48900(e)). Notification to police required for students in grades K-12.
6. **Damage to Property:** Caused or attempted to cause damage to school property or private property (Ed. Code 48900(f)). Notification to police is suggested for students in grades K-12.
7. **Theft of Property:** Stole or attempted to steal school property or private property (Ed. Code 48900(g)). Notification to police is suggested for students in grades 4-12.
8. **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity (Ed. Code 48900(i)).
9. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code (Ed. Code 48900(j)). Notification to police required for students in grades K-12.
10. **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties (Ed. Code 48900(k)). Notification to police is suggested for students in grades K-12.
11. **Received Stolen Property:** Knowingly received stolen school property or private property (Ed. Code 48900(l)). Notification to police required for students in grades 4-12.

12. **Imitation Firearm:** Possessed an imitation firearm (Ed. Code 48900(m)). Notification to police is suggested for students in grades 4-12.
- a. *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm (Ed. Code 48900(m)).
13. **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code (Ed. Code 48900(n)). Notification to police is suggested for students in grades 4-12.
- a. *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
 - b. *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse (Penal Code 243.4).
14. **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both (Ed. Code 48900(o)).
15. **Sexual Harassment:** Committed sexual harassment (Ed. Code 48900.2). Notification to police is suggested for students in grades 4-12.
- a. *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment.
 - b. *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
 - c. *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
16. **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Ed. Code 48900.3). Notification to police required for students in grades K-12.
- a. *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
17. **Intentional Harassment:** Created a hostile educational environment (Ed. Code 48900.4)
- a. *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently

severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

18. Terrorist Threats Against School Officials and/or Property: Committed a terroristic threat against school officials, school property or both (Ed. Code 48900.7).

- a. *Definition of Terroristic Threat:* includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for: his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.

19. Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed. Code 32050-32052).

20. Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.

- a. *Note:* Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904).

Required Action

Category I - Mandatory Expulsion

Under the provisions of Education Code 48915(c) and LPS policy, a student who has committed one or more of the following acts must be immediately suspended and recommended for expulsion and the LPS Disciplinary Review Committee must review the alleged action and render a decision:

1. Possessing, selling or otherwise furnishing a firearm when an LPS employee verified firearm possession.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
4. Committing or attempting to commit a sexual assault or committing sexual battery
5. Possession of an explosive (destructive device as defined in Section 921 of Title 18 of the USC).

Category II - Mandatory Recommendation for Expulsion

Under the provision of Education Code 48915(a) and LPS policy, a student who has committed one of the following acts of misconduct must be recommended for expulsion unless the principal or Director of Academic Affairs finds that an expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife, defined as any dirk, dagger or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place or a razor with an unguarded blade; or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
4. Robbery or extortion
5. Assault or battery upon a school employee

Category III - Expulsion May Be Recommended

Expulsion may be recommended for legal reasons (e.g. imitation firearms as defined above) other than those listed in Category 1 or 2. A decision to expel for any other action included under *Grounds for Suspension and Expulsion* enumerated above shall be based upon finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

An LPS expulsion is not the same as an expulsion from a School District. That decision is the judgment of the School District.

PROCEDURES IN CASES REQUIRING SUSPENSION OR EXPULSION

1. The Principal or designee (e.g. Dean or Assistant Principal) investigates the incident and then determines whether or not it merits suspension.

Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances,

drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and may be turned over to the police.*

2. The Principal or designee (e.g. Dean or Assistant Principal) determines the appropriate length of the suspension (up to five school days) as authorized or determines that a recommendation for expulsion from LPS is merited. Additional investigation and process may be required for Special Education students based on their IEP, applicable law or SELPA rules. LPS will follow all such Special Education policies.
3. Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the Principal (or designee) and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. At the time of suspension or recommendation for expulsion, a school employee will make a reasonable effort to contact the student's parents in person or by telephone.
4. School site administrator fills out a Notice of Suspension Form or Notice of Recommendation for Expulsion Form. The parent will be given written notice of the suspension or recommended expulsion using this form or other reasonable written notice.

A copy of the form is also sent to the LPS home office and placed in the student's cumulative file at the school site. The CEO, CAO and Director of Academic Affairs should be notified of the suspension, and appropriate LPS records should be kept regarding the decision, grounds, and gender, grade level and ethnicity of student involved.

If there is a recommendation for expulsion, the Principal or designee should complete a written investigation report and grounds for the expulsion recommendation. The Principal or designee should meet with the student and family involved to see if there are any disputes of facts or other issues the family would like to hear. The Principal and designee would then schedule a hearing with the LPS Disciplinary Committee for a decision. The student and parent should be given reasonable notice of this hearing, the investigation report and related materials to the recommendation for expulsion, and may attend if desired.

The decision of the LPS Disciplinary Review Committee to expel a student from LPS shall be based upon substantial evidence relevant to the grounds adduced at the expulsion hearing or hearings (See Addendum #1 for additional procedures).

5. The Principal or designee (e.g. Dean or Assistant Principal) determines whether the offense or law warrants a police report. (See e.g., Ed. Code 48902). If merited, the police are called as soon as possible.

In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel may be required by law to file a report to the police or a legal agency as follows:

- a. A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid (Penal Code 11166).
 - b. A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency (Penal Code 11166).
 - c. Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency (Penal Code 11166).
 - d. An attack or assault on, or the menacing of, any school employee by a student (See. E.g. Ed. Code 44014).
 - e. A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
 - f. Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel (Ed. Code 48900(c)).
 - g. Truancy of any student under court ordered mandatory attendance.
6. The Principal or designee (e.g. Dean or Assistant Principal) informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended or expelled other than for use and possession of tobacco products.
 7. The school administrator may require the student and his/her parent or guardian to sign a contract that states the conditions that the student is expected to meet while at the school. Copies of the signed contract are kept by the school site, the student and parent or guardian and the LPS home office.

APPEALS PROCESS

A student or the student's parents/guardians may appeal disciplinary actions, other than expulsions, imposed upon a student for his/her school related offenses.

Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

After appeal at the school level, if further appeal is desired, the appeal should be made to the LPS Disciplinary Review Committee, described above, for a response within fifteen (15) school days. An appeal of the LPS Disciplinary Committee decision may be decided by another hearing

of the LPS Student Discipline Committee or by a hearing of the LPS Discipline Appeal Committee, the LPS Board of Trustees or the board designee at the discretion of the CEO and/or LPS Board of Trustees Executive Committee.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

**LPS-COLLEGE PARK
DRAFT SCHOOL SAFETY & RISK MANAGEMENT PLAN**

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Draft School Safety and Risk Management Plan

INTRODUCTION

This chapter outlines the various legal requirements and best practices for ensuring school safety and managing risks. Schools are obliged to develop and administer various safety prevention plans to ensure the health and safety of students and staff. Also detailed below are the roles and procedures for staff in the event of an emergency at the school site.

ROLE OF HOME OFFICE AND SCHOOL SITES

Topic	Home Office Responsibility	School Responsibility
Emergency Preparedness	<ul style="list-style-type: none"> • Provide templates and guidelines to school sites 	<ul style="list-style-type: none"> • Give copies of emergency preparedness plan to all staff and post on walls. • Discuss before school starts. • Review during school year. • Ensure emergency cards are on file for each student.
School Map & Emergency Exit Plan	<ul style="list-style-type: none"> • Provide school map. • Provide this Chapter 10 as a template for creating site specific emergency plans. 	<ul style="list-style-type: none"> • Create evacuation routes. • Post maps and exits. • Create site specific emergency guide.
Emergency Phone Numbers	<ul style="list-style-type: none"> • Provide template of all numbers common to LPS schools. 	<ul style="list-style-type: none"> • Add site specific numbers.
Safety Drills	<ul style="list-style-type: none"> • Provide clear process for conducting drills. 	<ul style="list-style-type: none"> • Conduct fire, civil defense, and major disaster drills several times per year as detailed below.
Fire Extinguishers	<ul style="list-style-type: none"> • Provide and refill extinguishers once per year during the summer. (also in Facilities chapter) 	<ul style="list-style-type: none"> • Contact Ron Worly at Better Than One at (510) 524-8330 to refill extinguishers as needed during school year.

Topic	Home Office Responsibility	School Responsibility
School Safety Prevention Plans	<ul style="list-style-type: none"> • Provide summary of legal requirements for various prevention plans. • Answer questions regarding development and administration. 	<ul style="list-style-type: none"> • Develop and implement various prevention plans.
Student Health & Safety	<ul style="list-style-type: none"> • Provide summary of legal requirements. 	<ul style="list-style-type: none"> • Comply with legal requirements, establishing compliance plans where necessary.
Immunizations	<ul style="list-style-type: none"> • Enrollment team supports Year 0 schools through summer before opening to ensure students have immunizations on file in order to attend school. 	<ul style="list-style-type: none"> • Year 1+ schools manage collection of immunization information. • Year 0 schools take over collection of enrollment paperwork in September when short term enrollment help ends.
Risk Management & Insurance	<ul style="list-style-type: none"> • Arrange insurance coverage for all schools. • Provide clear guidelines on all legally required risk management topics. 	<ul style="list-style-type: none"> • Comply with guidelines.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures and every office and classroom should have a current copy handy. This information should be discussed before school starts, ideally at an all school staff meeting just when the teachers return to duty. Discuss periodically during the school year as a reminder. It is also an essential responsibility of the principal or his/her designee that current emergency contact cards are on file for each student.

SCHOOL MAP AND EMERGENCY EXIT PLANS

A school map and emergency exit plans are to be provided in each site-specific Facilities Guide. These plans indicate the "emergency gathering points" for your staff and students. Principals are responsible for creating their site specific guide before school begins, but may rely on the Home Office operations team for significant support. These maps and exit plans should also be posted in classrooms and offices. These notices should include: the name and address of the facility, directional north, fire extinguisher and emergency shut-off locations, and evacuation routes and congregation points.

EMERGENCY PHONE NUMBERS

The following agencies should be contacted as soon as possible in the case of an emergency. After agencies are notified, the Home Office should also be notified. Agencies with an asterisk (*) should be notified in the event of release or threatened release of hazardous materials. Office Managers should fill in the blank spaces with the numbers appropriate for your school site.

Police, Fire, Ambulance*	911
Police (non-emergency)	Varies by location
County Office of Emergency Services*	Varies by location
State Warning Center*	800-852-7550
National Response Center	800-424-8802
Children's Hospital	Varies by location
Clinic/Hospital	Varies by location
County Medical Clinic	Varies by location
Chemtrec Emergency Response Info Service	800-424-9300
Local Poison Control Center	Varies by location
Local Child Protective Services	Varies by location
LPS Corporate Headquarters	415-695-0669

SAFETY DRILLS

It is the Principal's responsibility to schedule emergency drills throughout the year. Those drills are:

- **Fire Drill:** Five times a year, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building. A record is kept of the date and hour of each fire drill.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the (school's or Leadership's) Civil Defense Procedure. A record is kept of the date and time of the drills.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the (School or Leadership) Major Disaster Plan.

ALERT SIGNALS

Emergency plans must be kept current and the staff, students and parents need to be informed of their responsibilities following a major disaster.

At the sound of the "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Students who are outdoors will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.

At the sound of the "Take Cover" signal:

- Students will position themselves under desks or tables.
- Students who are out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.

At the "All Clear" signal:

- Students will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the Principal will declare the premises unsafe.
- If an evacuation is found necessary, the Principal will post on a conspicuous place the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

STAFF RESPONSIBILITIES IN EMERGENCY SITUATIONS

In the event of a disaster or civil defense alert, the following responsibilities should be fulfilled by as directed:

PRINCIPAL

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean up and/or security efforts.

Ensure the following emergency supplies are stored on site:

Student Emergency Packets (1 per student)

- 2 quarts of water
- Solar blanket
- Food for two days
- Note from parents with emergency instructions

School Emergency Supplies:

- First aid kits
- Flashlights
- Batteries
- Radios
- Megaphone
- Walkie-talkies
- Blood-borne pathogens kit

TEACHERS

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise students and maintain calm and order.

OFFICE MANAGER

- Assist and take direction from the Principal.
- Take students' emergency information cards if evacuating site.
- Make sure first aid supplies are handy in case they are needed.
- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Carry out other duties as assigned.

GENERAL ROLES AND PROCEDURES IN SPECIFIC EMERGENCIES

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. **Principal** assesses the situation.
2. **Principal** notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. **Principal** designee, such as the Academic Dean calls 911 and notifies LPS headquarters (415-695-0669).
5. **Principal** meets with emergency crews.

6. **Dean of Students** ensures that all classrooms, hallways and restrooms are empty after escorting students their students to evacuation site. Afterwards, the **Dean of Students** greets, organizes and comforts students outside the building.
10. Each **teacher** takes roll, and **Department Chairs** pick up the names of any missing students and report these names to the emergency crew chief and the **Principal**.
11. Assign **one teacher** to direct students who need first aid.
12. **Principal** determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, the **Dean of Students** will be responsible for securing the building against vandalism and theft.
14. All **classroom teachers** will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the **Counselor** will coordinate that effort.
16. In the case that media coverage is an issue, the **Home Office** will control and organize press releases and media requests.

EARTHQUAKE

If indoors "duck and cover":

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When initial shaking stops, Principal or office manager sounds alarms to evacuate the building.
- Staff to follow emergency procedures above

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.

FLOOD / SEVERE WEATHER

Warnings of severe weather are usually received via public radio or the State Warning Center (800-852-7550). If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

- The Principal will assess the situation and make an announcement over the PA or megaphone to evacuate, stay in classes, or release students to go home.

ELECTRICAL FAILURE

- Principal notifies the electrical company (PG&E) at 800-743-5000.
- Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

CHEMICAL SPILL / INCIDENT

If Indoors:

- Block or rope off area - DO NOT TOUCH ANYTHING.
- Evacuate room and TURN OFF air conditioning system.
- Notify school office of the incident - contact 911 if necessary.
- Science instructors or night custodians should check for chemical safety data to determine clean up procedure.

GAS LINE BREAK

- Principal notifies PG&E at 800-743-5000 and the Fire Department.
- Evacuate campus.

LOCKDOWN / SHOOTING INCIDENT

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from the Principal:

- Teachers close and lock all classroom doors and windows immediately.
- Teachers take roll.
- Teachers calmly direct students to duck under their desks.
- Principal calls 911.
- Dean of Students ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Office personnel close and lock all office doors and windows immediately.
- Nobody leaves their secure sites until emergency crew members escort them to safety.

BOMB THREAT

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

- If there is a phone call or written threat of a bomb on campus or citing of a suspicious object, notify the Principal immediately.
- Evacuate campus.

EXPLOSION

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms and hold to the cover.
- Principal should decide whether to evacuate the campus based on his or her assessment of the threat.

DEATH / SUICIDE

- Principal will be notified in the event of a death or suicide on campus.
- Phone 911 and LPS headquarters (415-695-0669).
- Principal will notify teachers to keep students in their classrooms until informed otherwise, and will control and organize media.
- Principal will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- Counselor will ensure that counseling services are available as soon as possible.

INTRUDERS

Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police.)

- Administration should initiate a code to alert staff of a potential suspicious intruder.
- Keep the students in the classroom until the threat is cleared.
- Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.

SCHOOL SAFETY PLANS

The following prevention plans are required by law and must be followed by all LPS school sites to ensure the well being of faculty staff and students.

FIRE PREVENTION PLAN

All fire extinguishers should be in charged and in place and a map of fire extinguisher locations should be developed and utilized to ensure that extinguishers are properly replaced during the annual fire extinguisher inspection.

Excessive amounts of paper and other combustible materials should be removed from classrooms, hallways, water heaters and furnace areas. Combustible materials that cover more than 20% of wall space can lead to the spread of a fire. Classroom walls may not be more than 50% covered unless this is approved by the local fire authority. Flame retardant treated paper can be purchased for classroom displays.

PEST PREVENTION PLAN

Raid and other insect killers are pesticides and are not recommended for use in public schools. In Proposition 39 facilities, the local district is responsible for integrated pest management, but in the instances where the district has yet to respond and it is absolutely necessary, Raid can be kept in a locked cabinet. The same policy applies for air fresheners or any similar materials which could be harmful to persons or used as a weapon. Schools should contract with a professional exterminator if necessary.

HAZARD COMMUNICATIONS PLAN

The school is responsible for keeping track of all hazardous chemicals used at the school, including those used by the janitor(s), and for training exposed employees to handle the chemicals appropriately (Hazard Communication Regulation, T8 CCR 5194).

To determine whether a chemical product is deemed "hazardous," first look on the label; the manufacturer of a hazardous chemical is required to label the product as such.

The Office manager is responsible for:

- **Maintaining a Hazardous Substances Log:** The school must obtain the Material Safety Data Sheet (MSDS) provided by the chemical manufacturer for each hazardous chemical. Legible MSDS copies for all hazardous substances to which employees of the school may be exposed are to be kept in a binder labeled "Hazardous Substances Log" in the school's administrative office.
- **Ensuring Proper Labeling:** Before hazardous substance containers are released to the work area, the Office Manager will verify that all primary and secondary containers are labeled as follows:
 - Identity of the hazardous substance(s)
 - Applicable hazard warnings
 - Name and address of the manufacturer
- **Providing Warnings to Employees:** The Office Manager will provide clear and reasonable warnings to individuals prior to exposure by means of posting signs conspicuously, labeling consumer products, and training employees. If applicable, the Office Manager will arrange for labels, signs, and other warnings to be printed in other languages.

For more information on an MSDS, please call the Cal/OSHA Consultation Service at 1-800-963-9424 or the Occupational Health Branch of HESIS at 510-540-3014 (English) or 510-849-5149 (Spanish). Further information can be found at <http://www.osha.gov/SLTC/hazardcommunications/index.html> or <http://www.ca-osha.com/pdfpubs/hazcom.pdf>.

HEARING CONSERVATION PLAN

The school must monitor noise exposure levels in a way that accurately identifies employees exposed to noise at or above 85 decibels (dB) averaged over 8 working hours, or an 8-hour time-weighted average (TWA). The exposure measurement must include all continuous, intermittent, and impulsive noise within an 80 dB to 130 dB range and must be taken during a typical work situation. If school employees are exposed to noise levels at or above 85 decibels (dB) averaged over 8 working hours, the school shall administer a continuing, effective hearing conservation program pursuant to 29 CFR 1910.95(c)(1) (e.g., offering hearing plugs or muffs). More information can be found at <http://www.osha.gov/SLTC/noisehearingconservation/index.html> or <http://www.osha.gov/Publications/osha3074.pdf>.

INJURY ILLNESS PREVENTION PLAN

The school is required by California law to provide a safe and healthful workplace for employees and to establish an effective Injury and Illness Prevention Program.

The school's Injury and Illness Prevention Program is a written plan that includes procedures and is put into practice. These elements are required:

- Management commitment/assignment of responsibilities;
- Safety communications system with employees;
- System for assuring employee compliance with safe work practices;
- Scheduled inspections/evaluation system;
- Accident investigation;
- Procedures for correcting unsafe/ unhealthy conditions;
- Safety and health training and instruction; and
- Recordkeeping and documentation.

More information can be found at http://www.dir.ca.gov/dosh/dosh_publications/iipp.html.

BLOOD-BORNE PATHOGENS PLAN

School employees may become exposed to blood-borne pathogens, for example, in providing first aid to students. Blood-borne pathogens include Hepatitis B, Hepatitis C, and HIV/AIDS, and are transmitted through blood, human body fluids, or other potentially infectious material.

The school is responsible for administering a written plan designed to prevent or minimize employees' occupational exposure to blood and other potentially infectious materials.

The school must keep a blood-borne pathogens kit available on site.

If an employee is stuck by a needle or other sharp or gets blood in the eyes, nose, mouth, or on broken skin, the employee must be counseled to:

- Immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available.

- Report the incident immediately to the Office Manager.
- Seek immediate medical attention.

If an employee is exposed to a blood-borne pathogen (e.g., is exposed to blood, bitten or stuck with a needle or sharp object), the school keeps a record of the incident. The exposure incident report is maintained by the Office Manager and includes at least the following:

- The names of all employees involved in the exposure incident (including all first-aid providers who have rendered assistance regardless of whether personal protective equipment was used).
- A description of the exposure or first-aid incident, including:
 - The time and date
 - A determination of whether an exposure incident occurred. (This determination is necessary to ensure that the proper post-exposure evaluation is conducted and prophylaxis and follow-up are made available immediately if an exposure incident has occurred.)

More information can be found at <http://www.osha.gov/SLTC/bloodbornepathogens/index.html> or <http://www.ca-osha.com/pdfpubs/expplan2.pdf>.

CHEMICAL HYGIENE PLAN

The school is responsible for developing and implementing a Chemical Hygiene Plan that sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees from the health hazards presented by hazardous chemicals used in laboratories at the school (e.g., chemicals used in science courses).

The Chemical Hygiene Plan shall include each of the following elements and shall indicate specific measures that the employer will take to ensure employee protection:

- A. Standard operating procedures relevant to safety and health considerations (e.g., all science chemicals not in immediate use should be locked up in a secure cabinet);
- B. Control measures including engineering controls, the use of personal protective equipment and hygiene practices;
- C. Fume hoods and other protective equipment that comply with Section 5154.1, accompanied by specific measures to ensure proper and adequate performance of such equipment;
- D. Provisions for employee information and training;
- E. The circumstances under which a particular laboratory operation, procedure or activity shall require prior approval from the employer before implementation;
- F. Provisions for medical consultation and medical examinations;
- G. Designation of personnel responsible for implementation of the Chemical Hygiene Plan including the assignment of a Chemical Hygiene officer;
- H. Provisions for additional employee protection for work with particularly hazardous substances. These include "select carcinogens," reproductive toxins and substances which have a high degree of acute toxicity. Specific consideration shall be given to the following provisions which shall be included where appropriate:
 1. Establishment of a designated area;

2. Use of containment devices such as fume hoods or glove boxes;
3. Procedures for safe removal of contaminated waste; and
4. Decontamination procedures.

The school shall review and evaluate the effectiveness of the Chemical Hygiene Plan at least annually and update it as necessary, and shall provide employees with information and training to ensure that they are apprised of the hazards of chemicals present in their work area. More information can be found at <http://165.235.90.100/title8/5191.html>.

STUDENT HEALTH AND SAFETY INFORMATION

To ensure the health and safety of LPS students and the legal protection of LPS employees, it is very important that the guidelines and practices below are followed at each school site.

ATHLETICS

As required by law, students who participate in organized sports must have pre-participation forms completed which include a physical examination. Principals and Athletic Directors should work with the Home Office to determine whether or not students participating in sporting activities fall under the definition of student-athlete. Forms and definitions can be found at <http://cifstate.org>. The Pre-Participation Physical Evaluation Form is also located in Form 10A. Guidelines for all student transportation, including athletics can be found in Section 4 Student Policies and Procedures. The Medical Treatment Form for participation in voluntary sports programs is found in Form 10B.

Coaches should be able to teach the fundamental of the relevant sport including ways in which to prevent injuries. Coaches and teachers should be trained in first aid and CPR and where possible, prepared and qualified to treat minor sports injuries. Staffs whom are involved in the organized sports program should also make themselves familiar with CIF guidelines.

IMMUNIZATIONS

As required by law, students must have all immunizations (see School Safety section 9 for a complete list) completed and their record must be on file. Each student should present his/her state immunization record certifying that she/he has received all required immunizations before being admitted to school. Students may register beforehand but in order to attend on the first day of school, the Principal's designee must ensure that these records are on file. For Year 0 schools, the Home Office Enrollment Team will assist Principals in collecting these records until the end of summer.

The student must present a record that indicates the month and year of each immunization that the student has received. The immunizations required to attend LPS schools are the DTAP, IPV, MMR, HIB, Hepatitis B, Varicella (Chicken Pox), and the Pneumococcal immunization.

The Principal, or other appropriate staff member, may arrange for qualified medical professionals to administer any immunizations at the school site to any student who has obtained written consent of that student's parent or legal guardian.

MEDICATION POLICIES

If students are taking any prescription medicine, they must have a parent's permission and a signed note from their physician on file in the office. Please note that the Emergency Contact/Medicine Distribution Form (Form 8A) provides authorization for over the counter medicine only. **Students should NOT carry medication.** Any student who needs to take medication should have their parent/guardian drop the medication off in the main office in the original bottle. The office manager will keep all medications in a locked area and students will get their medications from her. In emergency situations, the school will administer Tylenol, Advil, and Pepto-Bismol with signed parent/guardian consent only via the Emergency Contact/Medicine Distribution Consent Form (Form 8A). Students, who are in regular need of these items or other over the counter remedies such as cough drops, should bring their own supply and give them to the school secretary.

A parent may request that a member of the school staff administer medication to a student unable to do so without adult assistance or supervision. This includes both prescribed and over-the-counter medication, such as aspirin and cold aids.

The parent shall:

- Make a written request the Principal
- Obtain a signed statement by the student's physician with appropriate directions (i.e. number of pills to be given, number of times a day, etc.)
- Sign and submit the Medical Alert Form and the Permission to Administer Medication Form prior to the first administration
- Take primary responsibility for any side effects, injuries, or other consequences which occur as a result of the medical administration by a school staff member

The designated staff member shall:

- Administer the medicine only during school hours and only as directed
- Recognize and accept the rights of any school staff member who wish not to be involved in the administration of medication
- Keep records of medications given to each student at the school
- Keep the medication in a secure setting, inaccessible to unauthorized persons
- Return any surplus medication at the completion of the regime or at the end of the school year, which ever occurs first
- Establish and follow emergency procedures for medical conditions that require immediate response (i.e. allergic reactions, asthma, etc.)

STUDENT ILLNESS

Students who are ill or are injured during the school day should go to the school office immediately. The School will see to it that the student receives proper medical care. The School will contact the person(s) listed on the student emergency card. A student will not be allowed to leave school during the academic day without being picked up by a parent or guardian.

FIRST AID AND CPR

When it is safe to help, first aid and CPR can greatly benefit injured persons while waiting for emergency personnel to arrive.

The School Site shall:

- Place a First Aid kit containing the appropriate supplies in every classroom
- Train, or locate appropriate training, for school staff members to receive First Aid and CPR certification
- Call emergency personnel to assist, as necessary and appropriate
- Review and practice the emergency plan throughout the year (see above section).

LICE AND OTHER CONTAGIOUS DISEASES

Parents should notify their child's school within 24 hours if they become aware that their child has been exposed or becomes infected with lice and/or any contagious disease. As soon as a school employee becomes aware of a student's condition or has reasons to suspect such condition, the school employee shall notify designated staff member, as soon as possible. All staff shall maintain the privacy of any student(s) suspected or identified.

If lice are suspected, a designated staff member shall examine the student. For contagious diseases, the student shall see his/her personal physician for examination. The student will be allowed to return when his/her condition has been treated and is no longer contagious for other students.

The Principal shall send a notification to the parent/guardian of the student(s) affected stating the student should remain home until treated. If more than two students are affected in one class, a notification shall be sent home to the parent/guardian of each child enrolled in the class alerting them to the exposure.

CLEAN BATHROOMS

A sufficient number of bathrooms should be available for students to use during school hours. The custodial staff, or other appointed staff member, should ensure that each bathroom on the school site is:

- Cleaned regularly
- Fully operational and stocked at all times with:
 - Toilet paper
 - Hand soap
 - Paper towels or hand dryers

If a bathroom needs to be closed for cleaning or repairs, make sure that alternate facilities are available. State policy regulates that bathrooms in schools remain clean and maintained. The school's clean restroom policy should be posted in all bathrooms.

If needed, school staff should design a clean bathroom program for students with posted signs, and incentives to keep facilities clean. The school pays from their own budget for any repairs and vandalism.

GETTING TO SCHOOL SAFELY

LPS is not responsible for transportation to school. In some cases, LPS provides bus [asses or bus services to encourage enrollment in the first year of school. The following website is a great resource to plan safe transportation to school on foot or via public transportation. Please refer staff, students and families to www.saferoutestoschool.org for recommendations and information. Principals should include drop-off and pick-up procedures in the Facilities Guide.

CHILD ABUSE REPORTING PROCEDURES

If any staff member suspects physical or emotional neglect or willful cruelty is being inflicted on a child by another person, the staff member is mandated to report the suspected incident to a child protective agency by telephone and written report. The phone call must be made immediately. The written report must be sent within 36 hours of the phone call.

If it is suspected that a child is abandoned, in immediate danger, or in need of medical care, the police should be contacted immediately.

Before you begin your new job, state law* requires you to sign a statement signifying that you have knowledge of the laws relating to child abuse reporting requirements and that you will comply. All LPS employees submit the signed statement as part of the New Hire packet.

Child abuse is defined as '*a physical injury which is inflicted by other than accidental means,*' sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, the child's health or welfare.

The legal definition of child abuse does not encompass mental or emotional suffering, but if you *'[have] knowledge of or...reasonably [suspect] that mental suffering has been inflicted on a child or his or her emotional well-being is endangered in another way,'* you as a person required to report child abuse may report such to a child protective services agency.**

*Penal Code 11166.5.

**Penal Code 1165, subd. (b)

ALCOHOL, DRUG AND TOBACCO FREE FACILITIES

Students and staff have a right to live and work in a facility free of alcohol and other drugs. See the Staff Handbook (p. 29) and Student Handbook (p. 28) for further explanation. Smoking is not permitted in or around any LPS facilities.

RISK MANAGEMENT

IMPORTANCE OF RISK MANAGEMENT

Risk Management involves the identification and assessment of risks and loss exposures found in every day school operations, i.e. laboratories, classrooms, playgrounds, athletics, equipment, field trips, student activities, transportation, use of facilities by outside groups and staff safety. It enables the LPS organization to select the most advantageous and appropriate methods available to avoid high risk activities and unnecessary loss.

INSURANCE

LPS as an organization, including all of our schools, are insured under one set of policies through the Alliance of Schools for Cooperative Insurance Programs (ASCIP). ASCIP provides \$1 million per occurrence in liability coverage with no annual maximum. ASCIP also provides coverage for property damage, automotive liability, workers compensation, and errors and omissions. ASCIP representatives are available to provide support and resources on matters of liability, risk management, compliance and school safety.

In addition to ASCIP, LPS carries excess liability insurance through the Schools Excess Liability Fund or SELF. SELF provides an additional \$14 million per occurrence in liability coverage, for a total of \$15 million. Principals must submit a list of ancillary clubs and organizations (PGA, SAC, student clubs, etc.) each year in order for these groups to be covered under our insurance policy.

Requesting Certificates of Insurance

If you require a certificate of insurance for a school activity (e.g., fieldtrip, ropes course), please call the Director of Operations at the Home Office and provide the coverage amount needed and the organization requiring insurance. Please allow at least 3 days for turnaround.

Coverage of Employee Property

There is no coverage for theft of employee belongings or damage to employee cars. Staff should be encouraged to carry sufficient personal insurance.

COMPLIANCE

Defer to Host District in Certain Areas

As our host districts are usually the owners of our buildings, there are several areas in which the LPS school should defer to the district and comply with any associated measures. Schools should ensure that the following areas are in kept in compliance by the district. Principals experiencing problems with the district in compliance or a non-response, please contact the Home Office for assistance for their successful resolution. Details of compliance measures in these areas are available from the Operations Team or the LPS ASCIP representative. The following areas are district responsibilities:

- ADA Transition Plan
- Asbestos Management
- Integrated Pest Management
- Lead Paint Survey
- Storm Water Pollution Prevention
- Underground Storage Tank Registration (if applicable)
- Air Tank Permits (if applicable)
- Elevator Permits (if applicable)

LPS Responsibilities

The following list includes all LPS responsibilities and references. With assistance from the Home Office Operations Team, each school is responsible for ensuring that their sites are in compliance in all areas.

- Emergency Preparedness Plans
- School Safety Prevention Plans
- Student Health & Safety
- Risk Assessment

Questions and Concerns

Please do not hesitate to call the Director of Operations at the Home Office who can work with the LPS ASCIP representative to find the answers and access detailed policies and procedures regarding insurance and risk management concerns. ASCIP representatives are also available to perform site safety assessments. It is the Principal's responsibility to ensure that LPS schools are safe environments to work and study and that risk is minimized. It is the Home Office responsibility to provide clear compliance information and to arrange that new school sites are in compliance.

LEARN. LEAD. SUCCEED.



LPS

COLLEGE PARK

**EMERGENCY
RESPONSE GUIDE**

LPS COLLEGE PARK EMERGENCY RESPONSE GUIDE

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LPS College Park
8601 MacArthur Boulevard, Building 100
Oakland, CA 94605
Phone: (510) 633-0750, Fax: (510) 291-9783
www.leadps.org/oakland.html

LPS COLLEGE PARK EMERGENCY RESPONSE GUIDE TABS

CONTACT INFO AND MAPS

- 1 Emergency Phone Numbers
- 2 Emergency Exit Routes & Fire Extinguisher Locations

PREPAREDNESS

- 3 First Steps
Emergency Supplies
- 4 Alert Signals
General Responsibilities in an Emergency

RESPONSE

- 5 First Aid
- 6 Bomb Threat
- 7 Chemical Spill / Incident
- 8 Child Abuse
Death / Suicide
- 9 Earthquake
Electrical Failure
- 10 Explosion
Fire
- 11 Flooding
Gas Line Break
- 12 Intruders
Lockdown / Shooting Incident
- 13 Lost Child

STAFF ACKNOWLEDGEMENT PAGE

EMERGENCY PHONE NUMBERS

The following agencies should be contacted as soon as possible in the case of an emergency. Refer to appropriate tab for contact sequence in a specific event. After agencies are notified, the Home Office should also be notified.

To report an
EMERGENCY:
 call
911
 then call Home Office
 at 415-695-0669.

Police, Fire, Ambulance	911
Fire (non-emergency)	510-238-6957
Police (non-emergency)	510-777-3333
Alameda County Emergency Medical Services	510-618-2050
Alameda County Office of Homeland Security and Emergency Services (Sheriff's Office)	925-803-7800
City of Oakland Homeland Security Unit	510-238-2985
State Warning Center	800-852-7550
National Response Center	800-424-8802
Children's Hospital	510-428-3000
Clinic/Hospital (Lifelong)	510-615-4870
Public Health Clinic	510-267-3230
County Medical Clinic (Eastmont Wellness)	510-567-5700
Chemtrec Emergency Response Info Service	800-424-9300
Poison Control Center	800-222-1222
Child Protective Services	510-259-1800
LPS Home Office	415-695-0669

Leadership Public Schools Staff Phone Numbers

<u>Title</u>	<u>Name</u>	<u>Office Telephone</u>	<u>Mobile Telephone</u>
Principal	Andrew Gordon	(510) 633-0750 x 18	(510) 290-5630
Dean of Student Life	Kwasi Reed	(510) 633-0750 x 15	
School Manager	Tanya Arroyo	(510) 633-0750 x 13	(510) 433-0380
Technology Coordinator	David Morgan	(510) 633-0750	(510) 932-1581

SCHOOL MAPS:

1) EMERGENCY EXIT ROUTES

2) FIRE EXTINGUISHER & EMERGENCY SHUT-OFF VALVE LOCATIONS

LPS College Park
8601 MacArthur Boulevard, Building 100
Oakland, CA 94605
Phone: (510) 633-0750, Fax: (510) 291-9783
www.leadps.org/oakland.html

On the following pages, you will find two site maps of the school containing the following information:

1) Emergency Exit Routes: In the event of an Evacuation, follow the path to your designated **Emergency Gathering Point:**

Sidewalk in front of Building 100, along MacArthur Boulevard

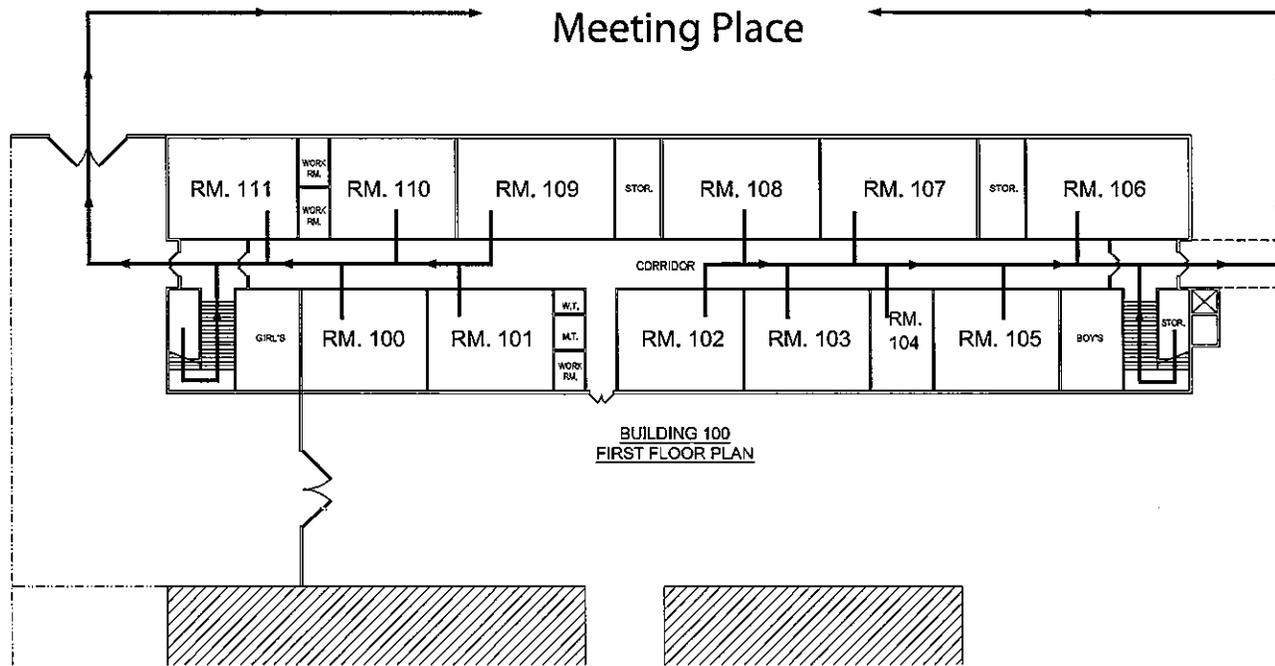
2) Fire Extinguisher Locations

Emergency Exit Routes

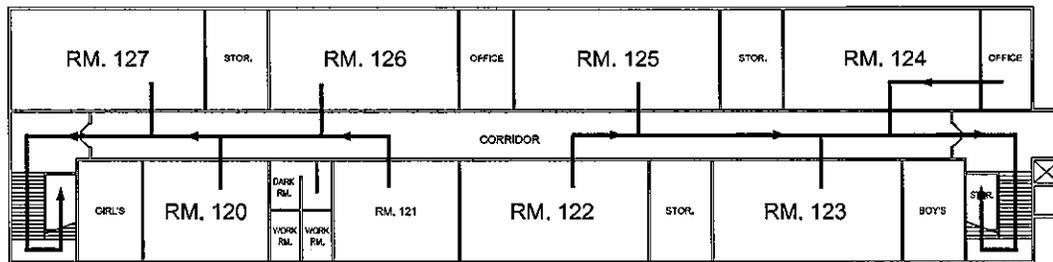
Call 911 in the event of an emergency
and follow LPS safety plan instructions.

MacArthur Blvd.

Evacuation
Meeting Place



BUILDING 100
FIRST FLOOR PLAN



BUILDING 100
SECOND FLOOR PLAN

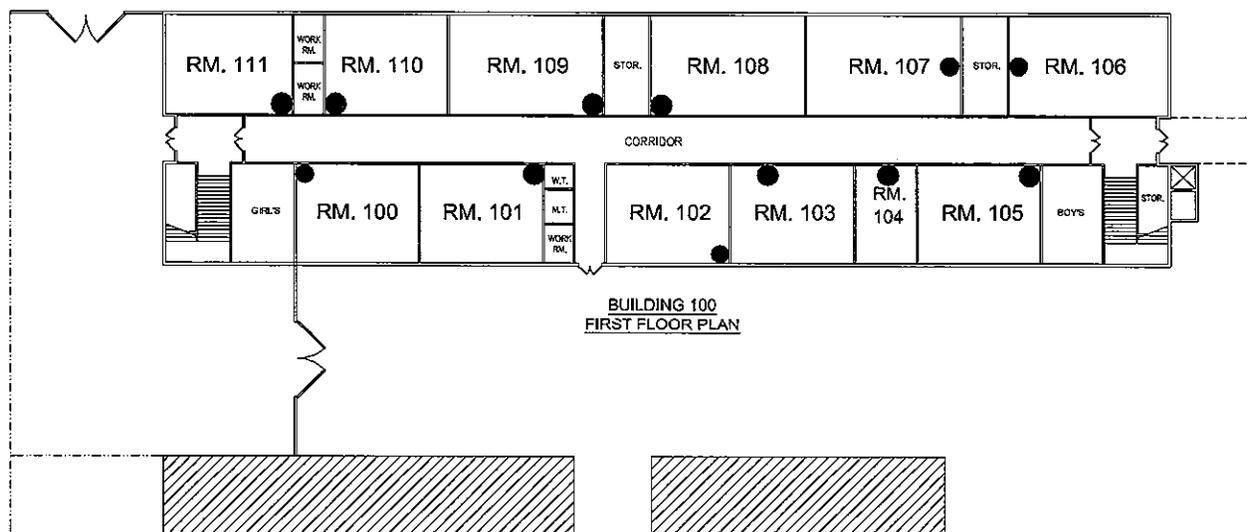
Fire Extinguisher Locations

Call 911 in the event of an emergency
and follow LPS safety plan instructions.

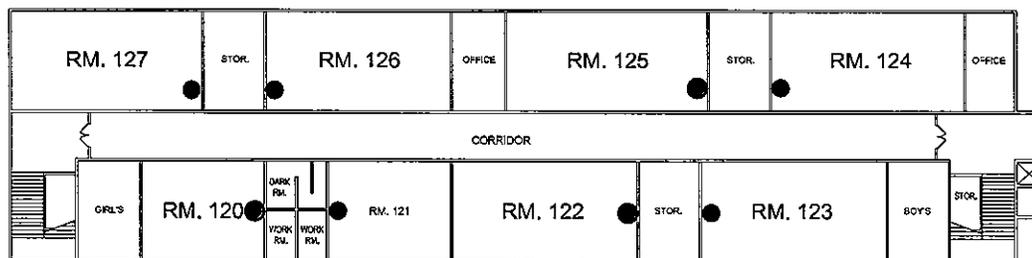
For emergency shut-off of electricity or water, please call 510-879-8400.

- FIRE EXTINGUISHER - existing
- FIRE EXTINGUISHER - planned

MacArthur Blvd.



BUILDING 100
FIRST FLOOR PLAN



BUILDING 100
SECOND FLOOR PLAN

PREPAREDNESS

FIRST STEPS

WHAT YOU SHOULD DO RIGHT NOW

All Teachers and Staff

Review this handbook.

Sign and return the staff acknowledgment page at the end of the handbook.

Keep this handbook accessible at all times.

Attend safety and security training sessions.

Know your school's Alert Signals and Evacuation Routes.

Keep extra emergency items in your *locked* office/desk (personal medications; eyeglasses; etc.).

Update your emergency contact info with the Office Manager.

Carry your school identification card with you at all times. In an emergency, affix to outer garment or wear on neck lanyard.

Lead students in proper procedure before and during Emergency Drills.

Principal, Campus Supervisor (if present), Dean, and Office Manager

Review the Operations Guide for comprehensive outlines of your particular responsibilities.

Train all teachers and staff on safety and security each year *before the first day of school*, including the proper use of fire extinguishers.

Schedule safety drills.

Schedule opportunities for teachers/staff to receive First Aid training.

Maintain emergency supplies.

Discuss periodically during the school year as a reminder.

Keep current emergency contact cards on file for each student (Recommended: store on laptop).

Store copies of information also at an off-site location.

SAFETY DRILLS

The Principal should schedule emergency drills throughout the year. The Principal should record the date and time of each completed emergency drill, and evaluate the success of the drill based on the highest expectations for safety.

- **Evacuation / Fire Drill** – TWO times per year.
- **Civil Defense Drill** – at least ONCE per year. Use procedure for "Lockdown / Shooting Incident."
- **Major Disaster Drill** – at least ONCE per year. Use procedure for "Earthquake."

EMERGENCY SUPPLIES

Ensure the following emergency supplies are stored onsite:

Student Emergency Packets (1 per student/staff):

- 1 gallon of water
- Solar blanket
- Food for two days
- Updated note from parents with emergency instructions

School Emergency Supplies:

- First aid kits (1 per classroom)
- Flashlights (1 per classroom)
- Batteries
- Radios
- Megaphone
- Intrinsically-safe walkie-talkies
- Blood-borne pathogens kit
- Instructions to arrange alternative sanitation

ALERT SIGNALS

At the sound of the **FIRE ALARM** or **"EVACUATION"** announcement:

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points [see "School Map and Emergency Exit Plans" in this handbook and posted around the school].
- Teachers will bring their student roster and any classroom emergency kit, and take attendance at the Emergency Gathering Point to account for students. Teachers will notify the Principal of missing students.
- Students who are not in classrooms should evacuate immediately and then proceed to locate their assigned classes at Emergency Gathering Points.

At the sound of the **"ALERT"** announcement:

- All students in transit between classrooms, in restrooms, etc., will proceed immediately to their assigned classrooms.
- Students who are outdoors will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students and take roll.

At the sound of the **"DUCK AND COVER"** announcement:

- Students will move away from windows and position themselves under desks or tables.
- If outside, students will drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Open all doors; leave windows as they are.

At the sound of the **"LOCK DOWN"** announcement:

- Students will move away from all doors and windows and duck under their desks.
- Teachers will lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- All front entrances will be locked and no visitors will be allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.

At the sound of the **"ALL CLEAR"** announcement:

- Students will resume their regular class activities.
- If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

GENERAL RESPONSIBILITIES IN AN EMERGENCY

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her responsibilities and follow these procedures:

Principal

- Assess the situation and give appropriate alarm / PA announcement.
- Designate someone nearby to call 911 and to notify LPS Home Office (415-695-0669).
- Meet with (or designate someone to meet with) police / fire / emergency crews when they arrive.
- Keep the Home Office informed; if necessary, set up telephone communications at a nearby residence or business.
- Determine, in consultation with the emergency crews, whether to release students to their homes or to return students to classes.
- In the case of media coverage, direct all media requests and press releases through Home Office.
- Signal "All Clear" when situation is resolved.

Dean of Student Life, Darryl Creighton, referred to as Emergency Coordinator

- In a Lock Down, lock exterior doors and interior doors where possible.
- In an Evacuation, check the building to ensure that all students, personnel and visitors have evacuated all classrooms, hallways, and restrooms.
- In an Evacuation, greet, organize, and comfort students outside the building.
- Collect names of missing persons from teachers; Give directions to police in search procedures and take full responsibility for search.
- Provide for / Designate administration of first aid, and request other emergency assistance as needed.
- If students and staff are dismissed, secure the building against vandalism and theft.

Office Manager

- Assist and take direction from the Principal.
- Take students' emergency information cards if evacuating site.
- Make sure first aid supplies are handy in case they are needed.
- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Carry out other duties as assigned.

Teachers

- Carry out appropriate emergency procedures according to the signal (Evacuation, Alert, Duck and Cover, Lock Down) to ensure the safety and welfare of students.
- Take roll. Report names of missing students to Emergency Coordinator.
- Supervise students and maintain calm and order.
- Ensure that students are released to guardians' care.

RESPONSE

FIRST AID

Call 911. TAKE ONLY THOSE MEASURES YOU ARE QUALIFIED TO PERFORM.

TO STOP BLEEDING:

- Apply direct pressure to the wound
- Maintain the pressure until the bleeding stops
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart

CHOKING:

- Stand behind the person
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone
- Grasp your fist with your other hand, give an abdominal thrust
- Repeat until the object comes out
- If required, begin rescue breathing

To report an
EMERGENCY:
call

911

then call Home Office
at 415-695-0669.

BOMB THREAT

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If the threat is received by telephone:

- DO NOT HANG UP.
- The person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator:
"This is [name] from [school]. We are receiving a bomb threat on another line. The number of that line is [phone number]."
- The person answering the threat call should ask the following questions, record the answers (use the Bomb Threat Report form on the following page if possible) and then immediately notify the Principal:
 - When is the bomb going to explode?
 - Where is the bomb right now?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Why are you doing this?
 - What is your name?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
- Principal directs *volunteer* teachers/staff to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- If a suspicious object is identified, one member of volunteer search team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
- DO NOT INVESTIGATE OR EXAMINE THE OBJECT.
- Principal assesses the situation and may order **DUCK AND COVER** or **EVACUATION**.

Upon finding a suspicious object:

- DO NOT INVESTIGATE OR EXAMINE THE OBJECT.
- Notify the Principal immediately.
- Secure the immediate area / Warn others not to approach area.
- Principal calls 911 to provide the exact location of the object, and notifies Home Office.
- Principal assesses the situation and may order **DUCK AND COVER** or **EVACUATION**.

To report an
EMERGENCY:
 call

911

then call Home Office
 at 415-695-0669.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles..
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

BOMB THREAT REPORT

DO NOT HANG UP!

DATE: _____ TIME: _____

Exact words of person placing the call:

Ask these questions for a bomb threat:

When is the bomb going to explode?

Where is the bomb right now?

What will cause it to explode?

What kind of bomb is it?

Why are you doing this?

What is your name?

What can we do for you to avoid the bomb from exploding?

How can you be contacted?

CIRCLE as appropriate:

Caller's Identity: Male Female

Estimated age: _____ years
 Adult Juvenile

Voice: Loud Soft Fast Slow
 Distinct Distorted High pitch Deep
 Raspy Pleasant Stutter Nasal
 Slurred Lisp Raspy Whisper

Familiar? Whom did it sound like? _____

Accent: Local Not Local Foreign Regional
 Other _____

Language skill: Excellent Good Fair Poor
 Other _____

Manner: Calm Angry Rational Irrational
 Coherent Incoherent Deliberate Emotional
 Righteous Laughing Crying Intoxicated

Noises: Office Factory Trains Animals
 Quiet PA System Music Party
 Voices Mixed Airplanes Street
 TV/Radio Cell phone Long distance Children

Additional information:

Receiving phone number: _____

Person receiving call: _____

CHEMICAL SPILL / INCIDENT

When chemical spill is identified:

- DO NOT TOUCH ANYTHING.
- Teacher evacuates students from immediate area. If possible, teacher contains hazard by turning off local fans and by closing doors and windows behind.
- Teacher calls 911, then notifies Principal and assesses danger of hazard.
- Principal assesses situation and may order EVACUATION or ALERT.
- Principal identifies the type of spill and exact room where the spill occurred. Principal calls Home Office.
- Office Manager turns off school's air handling system (HVAC).
- Any affected areas will not be reopened until the HazMat team or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

To report an
EMERGENCY:
 call
911
 then call Home Office
 at 415-695-0669.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Principal instructs teachers/staff to close doors and windows; to turn off local fans; to seal gaps under doors and windows with wet towels or duct tape; to seal vents with aluminum foil or plastic wrap, if available; and to turn off sources of ignition (e.g. pilot lights).
- Teachers take roll and report missing persons to Principal via intercom.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Teachers lead students *upwind* of the building.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator sets up the first aid station, checks for injuries, and provides appropriate first aid.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

For persons who have come in contact with the substance:

- Affected areas should be washed with soap and water.
- Contaminated clothes should be immediately removed and contained.
- Do not use bleach or other disinfectants on potentially exposed skin.
- Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
- Emergency Coordinator should assess the need for medical attention, and prepare a list of all affected people to provide to the emergency response team.

CHILD ABUSE

If any staff member suspects that physical or emotional neglect or willful cruelty is being inflicted on a child by another person, the staff member is mandated to:

- Report the suspected incident to a child protective agency by telephone *immediately* to 510-259-1800.
- Report the suspected incident by written report *within 36 hours*.

If it is suspected that a child is abandoned, in immediate danger, or in need of medical care:

- Call 911 immediately.

Child abuse is defined as “a physical injury which is inflicted by other than accidental means,” sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, the child’s health or welfare.

To report an
EMERGENCY:
call
911
then call Home Office
at 415-695-0669.

DEATH / SUICIDE

In the event of a death or suicide:

- Call 911 and notify Principal immediately.
- Principal notifies teachers to keep students in their classrooms until informed otherwise.
- Principal calls LPS headquarters (415-695-0669).
- Principal and Police/Ambulance will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- All media inquiries will be handled by Home Office.
- Counselor will ensure that counseling services are available as soon as possible.
- If student(s) are the first to discover a death or suicide, segregate student(s) from the scene and from each other and notify Principal who will advise parents. **DO NOT LEAVE STUDENT(S) ALONE.**

To report an
EMERGENCY:
call
911
then call Home Office
at 415-695-0669.

EARTHQUAKE

Upon the first indication of an earthquake:

If indoors:

- Teachers should calmly direct students to **DUCK AND COVER**.
- Move away from windows and overhead hazards.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk and be prepared to move with it.
- Hold the position until the ground stops shaking.
- Do not stand in a doorway for protection.

If outdoors:

- Crouch down away from buildings, poles, and overhead wires.
- Place head between knees and cover head with arms.

When shaking stops:

- Principal may make the **EVACUATION** announcement, and notifies Home Office of situation.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- **DO NOT** touch any fallen wires.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator sets up the first aid station, checks for injuries, and provides appropriate first aid.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Principal will direct the Office Manager or Home Office Operations Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal contacts the Home Office to determine additional actions that are necessary.

To report an
EMERGENCY:
call
911
then call Home Office
at 415-695-0669.

ELECTRICAL FAILURE

If exposed electrical wire:

- Report it immediately to Principal.
- Remain at or protect the scene from student or staff accidental contact.
- Principal assesses situation and may order emergency procedure such as EVACUATION or ALERT.
- Office Manager shuts off power to the affected area of the building.

If simple electrical failure:

- Notify Principal's Office.
- Principal notifies the electrical company (PG&E) at 800-743-5000.
- Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

To report an
EMERGENCY:
call
911
then call Home Office
at 415-695-0669.

EXPLOSION*Upon seeing or hearing an explosion:*

- Teachers should calmly direct students to **DUCK AND COVER**.
- Move away from windows and overhead hazards and take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk.
- If outdoors, crouch down, place head between knees, and cover head with arms.
- Teachers call 911, then notify Principal of situation.
- Principal assesses situation and may order **ALERT** or **EVACUATION**.
- Principal notifies campus security. Principal notifies Home Office.
- Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

To report an
EMERGENCY:
call

911

then call Home Office
at 415-695-0669.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator sets up the first aid station, checks for injuries, and provides appropriate first aid.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.
- Principal will direct the Office Manager to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal will contact the Home Office to determine additional actions that may be necessary.

FIRE*Upon discovery of a fire:*

- Pull the Fire Alarm and report fire to the Principal.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If there is smoke, teachers instruct students to drop to the ground and crawl to nearest exit.
- If safe, Emergency Coordinator and trained teachers/staff will use fire extinguishers to suppress fires until the fire department arrives.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator sets up the first aid station, checks for injuries, and provides appropriate first aid.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- If fire is extinguished by school personnel, Principal is required to call Fire Department to indicate "fire is out."
- Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an "All Clear" to do so.

To report an
EMERGENCY:
 call
911
 then call Home Office
 at 415-695-0669.

FLOODING

Warnings of severe weather are usually received via public radio or the State Warning Center (800-852-7550). If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

Upon discovering any flooding:

- If an emergency, call 911.
- Notify the Principal immediately.
- Principal will assess the situation and make an announcement over the PA for **EVACUATION, ALERT**, or **dismissal** to go home.
- Principal will call the Home Office.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers take roll; Emergency Coordinator collects list of missing persons.

If Principal announces "EVACUATION":

- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Principal will direct the Office Manager to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal contacts the Home Office to determine additional actions that are necessary.



GAS LINE BREAK

Upon smelling, seeing, or hearing a gas leak:

- Call 911, then notify Principal.
- Principal assesses situation and may order **EVACUATION**.
- Principal calls Home Office, then PG&E at 800-743-5000.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

To report an
EMERGENCY:
call
911
then call Home Office
at 415-695-0669.

INTRUDERS

The school requires all visitors to check in with the front office and wear a visitors badge at all times.

If an unauthorized person is seen on school grounds:

- Call Principal immediately with exact location of intruder.
- Principal assesses situation and may order **ALERT** or **LOCK DOWN**.
- Principal calls 911, then Home Office.

To report an
EMERGENCY:

call

911

then call Home Office
at 415-695-0669.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Teachers and staff close all doors and windows.
- Teachers take roll and report missing persons to Principal via intercom.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any students or staff.
- Teachers keep students in classrooms until Police provide clearance and the Principal issues an "All Clear."

If Principal announces "LOCK DOWN":

- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal calls 911 and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator locks all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via intercom.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes "All Clear" announcement.

LOCKDOWN / SHOOTING INCIDENT

If a shooting takes place the first priority is to shelter students and staff.

On hearing gunshots or a "LOCK DOWN" announcement from the Principal:

- Call 911.
- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal makes **LOCK DOWN** announcement, calls 911, and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator locks all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact people, who are responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via intercom.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes "All Clear" announcement.
- All media inquiries will be referred to Home Office.

To report an
EMERGENCY:
 call
911
 then call Home Office
 at 415-695-0669.

LOST CHILD

If a student is lost:

- Call 911.
- Report to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- If incident occurred on campus, Principal considers ordering **LOCK DOWN**.

If a student is kidnapped:

- Call 911.
- Report incident to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- Emergency Coordinator gathers witnesses in private area to meet with Police investigators. Keep witnesses separated to prevent changes in story.

To report an
EMERGENCY:
call
911
then call Home Office
at 415-695-0669.

STAFF ACKNOWLEDGMENT PAGE

All staff must sign and return this page to the Principal or Office Manager.

I have received a copy of the Leadership Public Schools Emergency Response Guide (the "Guide").

I have carefully reviewed the Guide and agree to follow the procedures outlined in the Guide in the event of an emergency.

Signature

Date

Printed Name

NOTES

Leadership Public Schools Operations Guide

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Enrollment Outreach Strategy and Track Record

Leadership Public Schools is committed to conducting a broad community outreach effort to ensure that families that can benefit most from our program are aware of this educational alternative. Our track record in our five existing charter schools demonstrates our ability to recruit students who are representative of the community, with levels of ethnic and socioeconomic diversity that meet or exceed those of the surrounding district.

To get the word out, we distribute enrollment information in multiple languages through community centers, faith-based organizations, youth programs, non-profit organizations, neighborhood associations and other venues. Whenever possible, we work with local feeder school districts, private schools and charter schools to distribute information and make presentations directly to incoming high school students.

The Principal is the primary person responsible for outreach and for organizing a committee of parents and community members who will support the outreach effort. We also employ a bilingual Enrollment Coordinator who assists the Principal in organizing information sessions, distributing brochures and conducting home visits. In addition, the LPS Home Office staff includes a Director of Government and Community Relations and an Enrollment Outreach Coordinator who provide enrollment support to all LPS schools, including the production of materials, developing outreach plans, placing advertisements, developing policies and procedures and other activities. The LPS Operations Guide includes detailed checklists, timelines and policies to guide the Principal through the outreach effort.

We conduct enrollment information sessions at various locations and times in order to facilitate maximum attendance, and will schedule home visits for families that are unable to attend an information session. We have found home visits to be especially effective when working with recent immigrant families and families with limited English proficiency. As mentioned in the Charter, attendance at an information session or a home visit is a required element of our application process, to ensure the parent or guardian and student both have a clear understanding of the LPS program and expectations before enrolling.

We ensure a diverse student body through the breadth and depth of our community outreach efforts, rather than using selection criteria in the admissions process. As explained in the Charter, our admissions process is non-selective, with very limited enrollment preferences for existing students, siblings of existing students, children of school staff and in-district students. All students are welcomed to apply, including those with disabilities and special needs. LPS does not allow preferences for "founding families," since this tends to advantage more affluent families.

Required Teacher Signatures

Leadership Public Schools-College Park estimates that it will have 20 teachers during the first year of the renewed charter. We therefore need ten teacher signatures for the charter petition who indicate that they are "meaningfully interested in teaching at the school."

As indicated, we have attached a copy of more than ten teacher signatures to the charter petition. These teachers signed the petition stating they are "meaningfully interested" in teaching at the school, and were provided with copies of the charter petition. As indicated on the signature page, they authorized Leadership Public Schools to make any changes necessary to obtain approval by the OUSD, and understand they may not be hired by LPS.

Although teachers who sign a charter petition are not required by the Charter Schools Act to be credentialed, valid California teaching credentials are included in the attached materials.

II. LPS Charter Appendix: Teacher Signatures

Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter for LPS College Park merits consideration and hereby sign this petition for the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation and operation of LPS College Park by Leadership Public Schools ("LPS"). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information. We also understand that LPS is not required to hire us to teach at the school.

Further, the undersigned hereby recognize Mark Kushner, LPS CEO and Founder, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize him and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

	Name	Address	Phone	Signature	Date
1	Leslie J. Watkins	4749 Stacy St. Oakland 94605	(510) 816-3417	<i>Leslie Watkins</i>	8/17/07
2	Dan Hess	5810 Humboldt Ave #105 Oakland, CA 94609	(661) 338-3390	<i>Dan Hess</i>	8/17/07
3	KARLE FRASER	807 GROVE ST SAN FRANCISCO CA 94117	(415) 794-3511	<i>Karle Fraser</i>	8/17/07
4	Christopher Beische	378 Grand Ave Oakland CA 94602	(415) 799-8724	<i>Chris Beische</i>	8/19/07
5	Xavier Zapata	450 10TH ST. OAKLAND CA 94609	(510) 601-0941	<i>Xavier Zapata</i>	8/17/07
6	NAPOLÉON AMATION	44243 LINDEN PK PLEASANT, CA 94566	(510) 657-1175 cell (510) 371-6221	<i>Napoleon Amation</i>	8/17/07
7	Yaël Drom	1917 Taylor Street SE, CA 94133	917 349 4873	<i>Yaël Drom</i>	8/17/07
8	Sean Crosby	2861 Carmel St. Oakland, CA 94602	510 479 7496	<i>S. Crosby</i>	8/17/07

II. LPS Charter Appendix: Teacher Signatures

Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter for LPS College Park merits consideration and hereby sign this petition for the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation and operation of LPS College Park by Leadership Public Schools ("LPS"). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information. We also understand that LPS is not required to hire us to teach at the school.

Further, the undersigned hereby recognize Mark Kushner, LPS CEO and Founder, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize him and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

	Name	Address	Phone	Signature	Date
1	Krossi Reed	375 Perkins St Oakland	510-480-2436		8-17-07
2	PABLO FRANCO	2702 MacArthur Blvd, Oakland, CA 94602	510 550 6555		8/17/07
3	Juan Vera	312 Warren Ave San Leandro CA 94577	510 682 3650		8/17/07
4	Warren Albee	San Leandro 215 Broadway	510 568 1829	Warren Albee	8/17/07
5	David Schott	538 41st St. Richmond CA	510- 734- 3037		8/17/07
6	Wafa Faris	298 Newton Oakland 94606	510- 809- 6222		8/17/07
7	TONYALYN FORD	415 WALKER AVE FREMONT 94536	(510) 673-3348		8/17/07
8	Elizabeth Solis	3032 E. 14th St. Oakland, CA 94601	510)280-4200		6/7/07

II. LPS Charter Appendix: Teacher Signatures

II. LPS Charter Appendix: Teacher Signatures

Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter renewal for LPS College Park merits consideration and hereby sign this petition for the governing board of the Oakland Unified School District to grant approval of the charter renewal pursuant to Education Code Section 47608 to enable the continuation of the Leadership Public Schools: College Park Charter School by Leadership Public Schools ("LPS). LPS agrees to operate the school pursuant to the terms of the Charter Public Schools Act and the provisions of the School's charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information. We also understand that LPS is not required to hire us to teach at the school.

Further, the undersigned hereby recognize Mark Kushner, LPS CEO and Founder, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize him and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

	Name	Address	Phone	Signature	Date
1	Marcy Nelson	7539 Alhambra Oakland CA 94605	(510) 522-7557	Marcy Nelson	5/31/07
2	Nelisha Matlock	16123 Ashland Ave San Lorenzo, CA 94580	(404) 207-8997		10/20/07
3					
4					
5					
6					
7					
8					
9					

Signature Certification to Meet Statutory Requirement

Leadership Public Schools estimates that it will employ twenty (20) teachers during the School's first year of the renewed charter's operation. I hereby certify that this petition meets the requirements of Education Code Section 47605 which requires a number of teacher signatures who are meaningfully interested in teaching at the school equivalent to at least one-half (10) of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. The law does not require that the teachers represent all of the subjects being taught nor that LPS will necessarily hire them to teach in the charter school.



Mark Kushner, CEO and Lead Petitioner
Leadership Public Schools

October 28, 2007

Teacher Credentials

III.B.3. Required Teacher Signatures

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The application status and credential information was last updated on 06/01/2007. Please note: Upon receipt, the California Commission on Teacher Credentialing may take up to 75 working days to process an application. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document number assigned to display these records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: WATKINS, LESLIE JAGGER

Document Title: Clear Single Subject Teaching Credential

Document Number: 060027824

Authorization Code(s): R18
This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s): R21
For each five-year renewal of this credential, the holder must complete a minimum of 150 clock hours of planned and approved professional growth activities and one-half of one year of experience as specified in "The California Professional Growth Manual".

Issuance Date: 06/24/2004

Expiration Date: 10/01/2009

Authorized Subject(s): English (Examinations)

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6/1/2007 10:32 AM



Commission on Teacher Credentialing

issues this document to

DANIEL CHARLES HESS

DOCUMENT NUMBER: 070131557 VALID: 02/06/2007 to 03/01/2012

DOCUMENT TITLE: Preliminary Single Subject Teaching Credential

SUBJECT(S) AND AUTHORIZATION(S):

(R142) This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Social Science (Examination)

(R15) This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

RENEWAL CODE(S):

(R14I) This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

*Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov*

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Interim Executive Director

*****NO FURTHER ENTRIES*****

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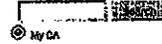
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Selected Credential Field

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Details of Selected Credential

Name: FRASER, KANDLE L'DAUGHN

Document Title: Preliminary Single Subject Teaching Credential

Document Number: 060078558

Authorization Code(s): R18

This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s): R147

The following requirements are needed to renew this credential and complete an option as described above:

developing English language skills, including reading

advanced computer-based technology, including the uses of technology in educational settings

R140

To renew this credential the holder may be required to complete one or all of the following: developing English Language Skills, including Reading; provisions and principles of the U.S. Constitution; subject matter competence. In addition, the holder must complete all of the requirements listed in one of the following options: (1) a Commission-approved Induction Program including a formal recommendation from the program sponsor and a valid CPR card (Infant, Child and Adult class); or (2) a California Beginning Teacher Support and Assessment (BTSA), and health, education and special education, and appropriate computer-based technology; or (3) fifth year of study including a formal recommendation from the college or university, and health, education, and special education, and appropriate computer-based technology.

Issuance Date: 06/19/2006

Expiration Date: 09/01/2010

Authorized Subject(s): Social Science

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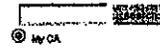
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Details of Selected Credential

Name: BERCHEL, CHRISTOPHER LELAND

Document Title Preliminary Single Subject Teaching Credential

Document Number 050135978

Authorization Code(s) R13

This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.

R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credential held, as specified in Education Code Section 42203.3.

Renewal Code(s) R141

This credential may not be renewed. To qualify for the professional clear credential, the holder of this document must complete a Commission-approved induction program including Verification of Completion by the program sponsor.

Issuance Date 01/03/2006

Expiration Date 02/01/2010

Authorized Subject(s) English



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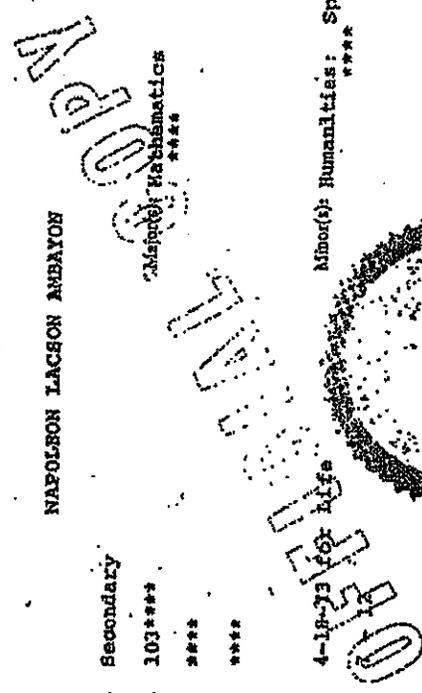
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Reg. No. 564-02-9711

Cal
State of California
in accordance with provisions of the Education Code issues this

Standard Teaching Credential

to
NAPOLEON LACROIX ANDAYON

Title Secondary
Authorizations 103****
Renewal ****
Specialized Preparation ****
Grade Level(s)
Valid 4-18-23 (48) M.F.S.
Grades



Minor(s): Humanities: Spanish

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COMMISSIONER, STATE BOARD OF EDUCATION
George A. Gustafson
EXECUTIVE DIRECTOR, COMMISSION FOR
TEACHER PREPARATION AND LICENSING

William L. Steward
PRESIDENT, STATE BOARD OF EDUCATION
William L. Steward
SUPERINTENDENT OF PUBLIC INSTRUCTION
CALIFORNIA STATE BOARD OF EDUCATION

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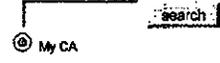
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Details of Selected Credential

Name: CROSBY, SEAN

Document Title	Preliminary Level I Education Specialist Instruction Credential
Document Number	060168651
Authorization Code(s)	R3MM

This document authorizes the holder to provide instruction and related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and serious emotional disturbance, in kindergarten, grades 1 through 12, and in classes organized primarily for adults, across the continuum of program options available pursuant to Education Code Sections 58031, 58380, and 58381. The continuum includes: regular classrooms; resource rooms; special day classrooms; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies; and alternative instructional settings other than classrooms.

Renewal Code(s) R19L

This Preliminary Level I Credential may not be renewed. To qualify for the Professional Clear Level II Credential the holder must do the following: (1) complete two years of successful experience in a full-time position providing direct instruction to special education students in a public school, or private school of equivalent status, while holding this preliminary credential, and (2) obtain the recommendation of a college or university with a Level II education specialist program accredited by the Commission's Committee on Accreditation verifying the completion of an individualized program of advanced preparation designed by the holder in cooperation with the employing agency and the college or university. In addition, the holder must verify completion of the requirements for health education and computer education.

Issuance Date	08/18/2005
Expiration Date	09/01/2010
Authorized Subject(s)	Mild/Moderate Disabilities

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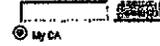
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Details of Selected Credential

Name: REED, KWASHI TACUMA

Document Title: Clear Single Subject Teaching Credential

Document Number: 07020236

Authorization Code(s): R1C1

R1C1
 This document authorizes the holder to provide the following services to English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-master (departmentalized) courses as authorized on this document. This credential, language and academic development authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 42253.3.

R1S
 This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s): R20
 To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date printed above. The renewal period is five years.

Issuance Date: 05/04/2007

Expiration Date: 05/01/2012

Authorized Subject(s): Crosscultural, Language & Academic Development Emphasis
 Social Science

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California Commission on Teacher Credentialing



Selected Credential Held

The application status and credential information was last updated on 06/11/2007. Please note: Upon receipt, the California Commission on Teacher Credentialing may take up to 75 working days to process an application. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: FRANCO, PAUL XAVIER

Document Title	Internship Single Subject Teaching Credential
Document Number	080215573
Authorization Code(s)	R1S This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults. R142 This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44263.3.
Renewal Code(s)	R17 This internship credential may not be renewed. To continue to serve in a position authorized by this credential, the holder must receive a formal recommendation from the supervising college or university for the preliminary, clear, or professional clear credential which authorizes this service.
Issuance Date	08/23/2006
Expiration Date	09/01/2008
Authorized Subject(s)	Mathematics
Employment Restriction(s)	ALAMEDA OAKLAND UNIFIED

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Selected Credential Held

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Details of Selected Credential

Name: ALBEE, WARREN MOWBRAY

Document Title	Life Single Subject Teaching Credential
Document Number	TC343254
Authorization Code(s)	R1

This document authorizes the holder to teach single-subject-matter (departmentalized) courses within the authorized field or fields named above in grades twelve and below, including preschool, and in classes organized primarily for adults.

Issuance Date 08/21/1984

Authorized Subject(s)	Physical Science (Examination)
	Life Science

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Gay Plak Cobb
Member

Felix Elizalde
Member

Eileen McDonald
Member

Date: September 14, 2007

To Whom it may Concern:

This verifies that David Schott

Social Security Number XXX-XX-4887 has submitted all of the
appropriate paperwork and fees in the amount of : \$55.00

for the Single Subject Provisional Internship Permit in

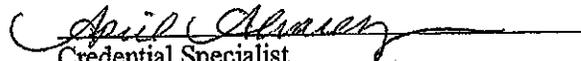
Biological Science

through the Alameda County Office of Education.

The filing date of this application will be August 27, 2007

*For further information regarding this application, please contact
this office at (510) 670-4262.*

**The final authority to grant or deny a credential/permit rests
with the California Commission on Teacher Credentialing.**


Credential Specialist

313 W. Winton Ave.
Hayward, California
94544-1136

(510) 887-0152

www.acoe.org



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The application status and credential information was last updated on 08/21/2007. Please note: Upon receipt, the California Commission on Teacher Credentialing may take up to 75 working days to process an application. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name:	FORD, TONJALYN RENEE
Document Title	Provisional Internship Permit
Document Number	070278006
Authorization Code(s)	R1S This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.
Renewal Code(s)	PIPI During the valid period of this permit, the holder must take all subject-matter examination(s) appropriate to the subject(s)
Issuance Date	08/16/2006
Expiration Date	09/01/2007
Authorized Subject(s)	Mathematics
Employment Restriction(s)	CONTRA COSTA LEADERSHIP PUBLIC SCHOOLS

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Selected Credential Held

The application status and credential information was last updated on 06/08/2007. Please note: Upon receipt, the California Commission on Teacher Credentialing may take up to 76 working days to process an application. Local employing agencies have the ability to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display these records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: SOLIS, ELIZABETH CRISTINA

Document Title: Preliminary Single Subject Teaching Credential

Document Number: 070151009

Authorization Code(s): R18
 This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s): R14T
 The following requirements are needed to renew this credential and complete an option as described above:
 basic competency in the use of computers in the classroom
 advanced computer-based technology, including the uses of technology in educational settings
 R14D
 To renew this credential the holder may be required to complete one or all of the following: developing English Language Skills, including Reading, provisions and principles of the U.S. Constitution; subject matter competence. In addition, the holder must complete all of the requirements listed in one of the following options: (1) a Commission-approved induction program including a formal recommendation from the program sponsor and a valid CPR card (Infant, Child and Adult class); or (2) a California Beginning Teacher Support and Assessment (BTSA), and health education and special education, and appropriate computer-based technology; or (3) fifth year of study including a formal recommendation from the college or university, and health education, and special education, and appropriate computer-based technology.

Issuance Date: 06/21/2006

Expiration Date: 06/01/2011

Authorized Subject(s): Social Science

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California Commission on Teacher Credentialing



Selected Credential Held

The application status and credential information was last updated on 06/01/2007. Please note: Upon receipt, the California Commission on Teacher Credentialing may take up to 75 working days to process an application. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: NELSON, MARCY DANIEL

Document Title Clear Multiple Subject Teaching Credential

Document Number 030021964

Authorization Code(s) R2M

This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.

R2B

This credential authorizes the holder to teach single-subject-matter (departmentalized) courses within the field of the supplementary authorization named above in grades nine and below.

Renewal Code(s) R21

For each five-year renewal of this credential, the holder must complete a minimum of 150 clock hours of planned and approved professional growth activities and one-half of one year of experience as specified in "The California Professional Growth Manual".

Issuance Date 08/27/2002

Expiration Date 08/01/2007

Authorized Subject(s) General Subjects

Supplementary Authorized Subject(s) Mathematics

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Monday, Sep 10, 2007



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My CA

Selected Credential Held

The application status and credential information was last updated on 09/09/2007. Please note: Upon receipt, the California Commission on Teacher Credentialing may take up to 75 working days to process an application. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: MATLOCK, MELISHA

Document Title Internship Single Subject Teaching Credential
Document Number 030253374
Authorization Code(s) R1FE

This document authorizes the holder to teach the content areas in general mathematics, algebra, geometry, probability and statistics, and consumer mathematics in grades twelve and below, including preschool, and in classes organized primarily for adults; provide English learners instruction for English language development and specially designed content instruction delivered in English in single-subject matter (departmentalized) courses as authorized on this document in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s) R17

This Internship credential may not be renewed. To continue to serve in a position authorized by this credential, the holder must receive a formal recommendation from the supervising college or university for the preliminary, clear, or professional clear credential which authorizes this service.

Issuance Date 08/28/2003

Expiration Date 09/01/2005

Date of Original Issuance 08/28/2003

Authorized Subject(s) Foundational-Level Mathematics (Examination)

Employment Restriction(s) ALAMEDA OAKLAND UNIFIED

County of Employment ALAMEDA

Recommending Institution/Agency HOLY NAMES COLLEGE

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US College Park

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9/10/2007



Affirmation Regarding Non-sectarian, No Tuition and Non-discrimination

The LPS – College Park Charter includes the following required affirmation on the Affirmations page under Tab 1 and in Element D of the Charter under Tab II:

“The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.”

This is the statutory affirmation required by the Charter Schools Act. Leadership Public Schools is willing to change or consider additional affirmations if requested.

LPS Charter Reasonably Describes the Required Elements

Leadership Public Schools' Charter, included at Tab II, reasonably describes each of the elements set out in Education Code Section 47605(b)(5) and is self-explanatory.

However, since some information is not appropriate to include in the charter, for further clarification and support we have provided a multitude of supplemental materials.

Similar Leadership Public Schools' charters, although tailored for each community, have been unanimously renewed by the West Contra Costa Unified School District Board of Education, Santa Clara County Board of Education, and Hayward Unified School District Board of Education. Other LPS charters have been approved by the Stockton Unified Board of Education and the and the California State Board of Education. Both our Richmond and our San Jose charters were renewed unanimously.

Finally, we have found that a Memorandum of Understanding is the best way to handle many of the additional details if the charter is approved.

LPS Charter Meets Renewal Criteria

Section 47607(b) of the Charter Schools Act governs charter renewal and reads as follows:

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent of Public Instruction shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

Because LPS – College Park began instruction in August 2005, the requirements contained in Section 47607(b) do not apply to this petition for renewal. Section 47607(b) states that the requirements take effect either on January 1, 2005 or after a charter school has been in operation for four years, whichever is later. In this case, four years after operation begins is the later time period, and LPS College Park has been in operation for only two years. This is also demonstrated by our not having any official API ranks, so section 47607(b) (2) and (3) can't be applied appropriately. LPS College Park only has growth data for our second year. Therefore, the requirements for growth over three years found in this section do not apply.



LEARN. LEAD. SUCCEED.



**LEADERSHIP
PUBLIC SCHOOLS**

LPS – COLLEGE PARK

**CALIFORNIA STATE BOARD OF EDUCATION
MODEL CHARTER SCHOOL APPLICATION FOR
RENEWAL**

Presented to the Oakland Unified School District Board of Education on
October 31, 2007 as part of the *Supplemental Materials* Supporting the
College Park Charter RENEWAL Petition



LPS – COLLEGE PARK

(An Oakland Unified School District Public Charter School)

MODEL APPLICATION

Leadership Public Schools, Inc. ("LPS") is a nonprofit public benefit corporation founded in 2002 by experienced educators and entrepreneurs. LPS opens, operates and sustains quality college-preparatory public charter high schools.

LPS' mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner with school districts to strengthen both ourselves and other public schools.

In accordance with the California Charter Schools Act of 1992, as amended, ("Charter Schools Act"), LPS hereby submits this petition to renew the charter school for grades 9-12 ("School" or "LPS") for a second term of five years.

The Charter Schools Act states:

It is the intent of the Legislature ... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning;
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a-g).

Further, Education Code section 47605(b) states in pertinent part: "In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged."

LPS will make important contributions to the legislative goals outlined above. By granting this charter petition, the charter authorizer will help fulfill the intent of the Charter Schools Act while providing some of the most challenged students in the area with an additional quality educational option.

I. Founding Group

This charter school was founded by LPS, a group of experienced charter developers, educators, administrators, Board of Directors and partners. LPS' CEO and Founder, Mark Kushner, has over twelve years experience successfully operating California charter schools, and LPS is currently operating five charter schools, including this one. LPS' Board of Directors and Management Team have extensive experience with startup organizations, education (including school design, curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development, and community development.

For a detailed description of LPS' history, extensive experience, positive media coverage and past success, please see the attached supplemental materials in Section III.

LPS' mission, program and team are designed to implement the legislative goals of the Charter Schools Act, including improving pupil learning (particularly for students identified as low achieving), creating new professional opportunities for teachers, and providing expanded public school choice for parents and students.

A. LPS Board of Directors

Anthony J. Alvarado

Mr. Alvarado is a nationally recognized leader with over 30 years experience in educational reform. He has worked as a classroom teacher, principal, superintendent, and Chancellor in the New York City Public Schools and Chancellor of Instruction in San Diego Unified School District. Mr. Alvarado was named New York State Superintendent of the Year and awarded the prestigious Charles Dana Award for pioneering achievement in education. He has served on the Board of Trustees for the Educational Testing Service, the Education Policy Advisory Committee for Governor Elect Eliot Spitzer, the National Academy of Education, the Board of Trustees for the Albert Shanker Institute, the Advisory Commission for the National Commission on Teaching and America's Future, and the California Post Secondary Education Commission.

Helen Bellamy, Parent Member

Ms. Bellamy is the mother of Auzerais Bellamy, and Abayomi Bellamy both students at LPS Hayward. Ms. Bellamy completed law school this year, earning her JD degree. She currently provides self-help law related services directly to the public as a Legal Document Assistant, her company is Judicial Self Help Center, Hayward, CA. Her family also operates the extremely popular restaurants Everett & Jones Barbeque, with branches throughout the Bay Area.

Richard Cohn

Mr. Cohn provides consulting services in public relations, public affairs, and employee communications. He served in senior corporate communications positions at Charles Schwab, Sun Microsystems, and PG&E. He is an innovative strategist and hands-on leader of communications teams, helping Fortune 500 firms and startups launch new strategic directions, deploy new communications technologies, and navigate crises with intense media scrutiny. His communications work has been recognized with awards from the Public Relations Society of America and the International Association of Business Communicators. Mr. Cohn's broad background also includes co-founding a company developing transactional, Internet-based markets for business-to-business e-commerce, serving as a senior attorney in the U.S. Department of Energy, and working as a legislative assistant in the U.S. House of Representatives. Mr. Cohn received a BA from the University of Pennsylvania and a JD from Emory University. He serves on the Board of Directors of the San Francisco Giants Community Fund and is a member of the Secondary Schools Committee of the University of Pennsylvania and the Alexis de Tocqueville Society of the United Way of the Bay Area. He lives in San Rafael with his wife Anne Wilson and their two children.

Sandy Dean

Mr. Dean is a founding member of Sansome Partners, a direct investment firm in San Francisco. Mr. Dean has been with Sansome for 10 years, and has been involved with a variety of private and public equity investments. Mr. Dean currently serves as the Chairman of Mendocino Redwood Co LLC, the largest FSC certified operator of redwood timberlands in California. Mr. Dean has an undergraduate degree in electrical engineering from Duke University, and an MBA from the Stanford Graduate School of Business. Mr. Dean has previously served on the board of the Bay Area Discovery Museum.

Jeff Faucette

Mr. Faucette is a director in the Litigation Department at law firm of Howard Rice. He is a member of the firm's Intellectual Property Practice Group and serves on the firm's Technology Committee. Since joining Howard Rice in 1997, Mr. Faucette has developed an active commercial litigation practice involving all aspects of trial and appellate litigation in California state courts and federal courts throughout the United States. He represents companies such as the Major League Baseball Properties Inc. and Hewlett Packard. Prior to arriving at Howard Rice, Mr. Faucette was a law clerk for the Honorable Sven Erik Holmes of the United States District Court for the Northern District of Oklahoma, located in Tulsa, Oklahoma. He worked in Washington, D.C., where he was engaged in opinion research at Peter D. Hart Research Associates and as the Press Assistant for the Armed Services Committee of the House of Representatives (Chairman Les Aspin). Mr. Faucette holds a Juris Doctorate from Duke University School of Law and a B.A. in political science from Stanford University. He is a member of the American Bar Association, Bar Association of San Francisco and the State Bar of California.

Laura Fisher, Board Secretary

Ms. Fisher graduated from Stanford University with a BA in Economics in '88. After graduation, she worked in marketing and communications for GolinHarris and then

McDonald's Corporation in Chicago. She has served as board chair of The Breakthrough Collaborative, a board member of the Bay Area Discovery Museum and San Francisco Day School. She currently serves on the board of Urban High School, Steppingstone Foundation and the Stanford University School of Education advisory committee.

Heather Hiles

Ms. Hiles is Partner and National Director, Foundation Division of IFF Advisors LLC, a firm that provides strategic and operational support to a wide range of foundations, family enterprises, corporations, public agencies and nonprofit organizations. Prior to joining IFF she was President of The Hiles Group LLC, a philanthropic consulting firm. Ms. Hiles was the first CEO of San Francisco Works, a nationally recognized public-private workforce development intermediary, and a co-founder of EARN, a city-wide asset accumulation and economic development program for low-income families. Prior to SFWorks she created and ran the Affluent Market Practice for Spectrem Group, a financial services consulting firm. Her early career was spent in direct service and program management with educational programs serving low-income teens and families in the Bay Area. Ms. Hiles served as a Commissioner of the San Francisco Board of Education and a member of the San Francisco Workforce Investment Board. In 2003 she was Communications Director for the Gavin Newsom for Mayor Campaign. She holds a MBA with emphasis in Finance and Strategic Planning from Yale University School of Management, and a BA in Development Studies and Ethnic Studies from the University of California at Berkeley.

Beth Hollenberg

Ms. Hollenberg is the Executive Vice President of SCORE! Educational Centers, Inc. SCORE! is a leading provider of after-school learning programs for children ages 4-14, and the retail tutoring division of Kaplan, Inc./The Washington Post Company, a worldwide leader in test prep and education. In this capacity, Ms. Hollenberg oversees all aspects of SCORE!'s headquarters operations, and guides SCORE!'s strategy and long-range planning processes. Prior to her current role, Ms. Hollenberg served in a variety of capacities for SCORE!, including as the EVP of Operations, with responsibility for all aspects of operations in SCORE!'s 170 centers, nationwide, and as the Senior Vice President of the organization, in which capacity she built and managed SCORE!'s legal, human resources, educational affairs, and product development departments. Ms. Hollenberg joined SCORE! in 2000, after serving as an attorney for the 2000 Democratic National Convention Committee and a judicial clerk to the Honorable Judge Claudia Wilken of the U.S. District Court, Northern District, California. Prior to working as an attorney, Ms. Hollenberg was a consultant for the Center for the Study of Social Policy and for CSR Incorporated, both in Washington, D.C., where she advised federal, state, and local government on youth policy and program development. Ms. Hollenberg earned a Bachelor of Arts in Psychology and a Masters of Arts in Sociology from Stanford University, as well as a J.D. from Stanford Law School. She is currently on leave of absence from the LPS board.

Henrik Jones

Mr. Jones is Principal at Offit Hall Capital Management LLC and the Manager of the Real Assets Group, which covers real estate, energy, timber and other tangible assets. Prior to Offit Hall, he was Chief Executive Officer of a florist wire service doing business as www.fineflowers.com. Mr. Jones serves on the Advisory Boards of FIA Timber Partners (Fund I), Broadreach Capital Partners (BRCP Realty I, LP and BRCP Realty II, LP), GMO

Forestry Fund VIII, the Editorial Board of The Institutional Real Estate Letter, Investment Committee of Gateway High School, and FFBP, Inc. Mr. Jones graduated from Brown University in 1983 with an A.B. and received an MBA from Harvard Business School in 1991.

Mark Kushner-J.D., Ed. M., Board President

Mr. Kushner is the CEO and Founder of Leadership Public Schools. Mr. Kushner is a pioneer in the charter school movement, having established one of the first charter high schools in California, Leadership High School in San Francisco, where he also served as principal for five years. In addition to leading LPS, Mr. Kushner serves as a member of the California Advisory Commission on Charter Schools, which advises the California State Board of education on all charter matters and which makes recommendations regarding the granting of state charters. A Bay Area native, Mr. Kushner received a BA from Wesleyan University and completed graduate work in literature, law and educational administration at Oxford University, University of San Francisco (J.D.), and Harvard University (Ed.M.). He is a former attorney, high school English teacher, and soccer and tennis coach. Recent honors include the Hart Vision Award for School Site Administrator, the highest award given to charter school educators in California, and the Harvard Club of San Francisco's Secondary School Educator of the Year.

J.R. Matthews

Mr. Matthews is a Managing Director of Tregaron Capital, a Palo Alto based private investment firm. He currently sits on the board of directors of HR Plus, Glowtouch, an Indian Outsourcing company, and PIU Management. He is a current member of the Alliance of Chief Executives and a former member of Young Presidents Organization (YPO). His previous work experience includes 10 years as Chief Executive Officer of a group of wholesale, retail and real estate companies with more than 300 employees. Matthews received a BSE in Electrical Engineering from Duke University and an MBA from Harvard Business School.

Hakeem Oladanjoye, Student Member

Mr. Oladanjoye is currently a junior at LPS-San Jose. Born in San Jose as the son of a Nigerian immigrant, Hakeem has lived in Hayward, Fremont, Santa Clara, and New York. Involved in athletics since a young age, Hakeem has branched out at LPS, becoming serious about academics and student government. He hopes to study Engineering or Medicine at U.C. Berkeley, Stanford, Howard, Harvey Mudd, or Morehouse after graduating from LPS.

Scott Pearson, Board Chair

Mr. Pearson is active in community and philanthropic activities related to children both in the US and in Central America. In addition to his passionate commitment to LPS, Mr. Pearson chairs the Bay Area Discovery Museum Board and serves on the boards of the Breakthrough Collaborative and the Marin Horizon School. Mr. Pearson was formerly Vice President for Corporate Development at America Online. Prior to this he served as a trade negotiator for the United States Government under the Clinton administration, and as a management consultant with Bain and Company. Mr. Pearson holds a Bachelors degree from Wesleyan University, a Masters degree in Business Administration from Harvard

Business School, and a Masters degree in Public Administration from Harvard's John F. Kennedy School of Government. He is married with two children.

Sheryl Sandberg, Board Treasurer

Ms. Sandberg is currently Vice President of Global Online Sales and Operations at Google. In this role, she has overseen the development and growth of AdWords, Google's online advertising program, since its inception in early 2002. She launched the operation of the Google AdSense online publisher program and also manages sales operations Google's consumer products worldwide. In addition, she developed and now directs the Google Grants program, which provides free advertising to select non-profit organizations. Prior to joining Google, Ms. Sandberg was the Chief of Staff of the United States Treasury Department and a management consultant with McKinsey & Company. Ms. Sandberg received a B.A. in Economics from Harvard University and an MBA from the Harvard Business School.

John R. Selby

Mr. Selby co-founded Clarium Capital Management, a macro hedge fund based in San Francisco. Mr. Selby was previously a company Director and Senior Vice President at PayPal, Inc. and Vice President at GFTA Analytics GmbH, a Düsseldorf-based financial consulting company. Mr. Selby earned a BA degree in Economics from Hamilton College.

Deborah J. Stipek

Deborah J. Stipek, Ph.D. is the James Quillen Dean and Professor of Education at Stanford University. Ms. Stipek's doctorate is from Yale University in developmental psychology. Her scholarship concerns instructional effects on children's achievement motivation, early childhood education, elementary education and school reform. In addition to her scholarship, Ms. Stipek served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and chaired the National Academy of Sciences Committee on Increasing High School Students' Engagement & Motivation to Learn. Dr. Stipek served 10 of her 23 years at UCLA as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She joined the Stanford School of Education as Dean and Professor of Education in January 2001. She is a member of the National Academy of Education.

Guadalupe Valdés

Ms. Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. She has a joint appointment as a Professor of Spanish and Portuguese. Valdés works in the area of applied linguistics. Much of her work has focused on the English-Spanish bilingualism of Latinos in the United States and on discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities. Valdés' recent work includes two books entitled: *Learning and not Learning English* (Teachers College Press, 2001) and *Expanding Definitions of Giftedness: Young Interpreters of Immigrant Background* (Lawrence Erlbaum, 2003). Two other books include: *Bilingualism and Testing: A Special Case of Bias* (Ablex Publishing Co., 1994) and *Con Respeto: Bridging the Distance Between Culturally Diverse Families and Schools* (Teachers College Press, 1996).

Judy Wade, Board Vice-Chair

Ms. Wade is a partner of McKinsey & Company. She has focused primarily on helping clients with major operational and organizational transformations, often in complex public sector environments and where there are large front-line workforces. Ms. Wade is a leader of the North American Operational Practice, and the firm's Public Sector/Non-Profit Practice. She has led public sector efforts for the New York City Schools, the Guateng (South Africa) Department of Education, National Business Initiative's (South Africa) educational business planning program for schools in previously disadvantaged communities, and the South African Police Service, among others. Ms. Wade served on the board of Business Against Crime in South Africa, and currently serves on the boards of Technoserve and the University of California, Berkeley's College of Letters and Science. Prior to joining McKinsey, Ms. Wade worked as a research associate for Hambrecht & Quist, Inc., an investment bank in San Francisco, and for Anthem Electronics, an electronics distributor. She has a B.A. in economics from University of California, Berkeley and a Masters in Public Policy from Harvard's Kennedy School of Government.

Joanne Weiss

Ms. Weiss is Partner and COO at NewSchools Venture Fund, where she focuses on investments and management assistance for a variety of the firm's portfolio ventures, and oversees the organization's operations. As part of this work, she serves on several boards in addition to Leadership's, including Aspire Public Schools, Education for Change, Green Dot Public Schools, New Leaders for New Schools, Revolution Foods, Rocketship Education, and Teachscape. Prior to joining NewSchools, Ms. Weiss was CEO of Claria Corporation, an e-services recruiting firm that helped emerging-growth companies build their teams quickly and well. She previously spent twenty years in the design, development, and marketing of technology-based products and services for education. She was co-founder, interim CEO, and Vice President of Products and Technologies at Academic Systems, a company that helped under-prepared college students succeed in mathematics and writing. Prior to that, she was Executive Vice President of Business Operations at Wasatch Education Systems, where she led the product development, customer service, and operations organizations for this K-12 educational technology company. She began her career as Vice President of Education R&D at Wicat Systems, where she was responsible for the development of nearly 100 multimedia curriculum products for K-12 schools. Ms. Weiss has a passion for education, and has spent much of her career pioneering innovative ways of using technology to increase the effectiveness of teaching and learning processes. She holds a degree in biochemistry from Princeton University.

B. Management Team

Mark Kushner, Founder & Chief Executive Officer

Mr. Kushner is Founder and CEO of Leadership Public Schools and is regarded as one of California's charter school leaders. He previously founded and was the initial Principal at Leadership High School in San Francisco, the first urban startup charter high school in California. Mr. Kushner also serves on the California Advisory Commission on Charter Schools, which advises the California State Board of Education on all charter matters, and

has also served on a number of nonprofit organization boards and advisory boards, including the California Network of Educational Charters ("CCSA") Board of Directors, San Francisco University High School, the San Francisco Ballet Auxiliary (Encore), Multicultural High School, and many others. A Bay Area native, Mr. Kushner received a B.A. from Wesleyan University and completed graduate work in literature, law and educational administration at Oxford University, University of San Francisco (Juris Doctor Degree), and Harvard University (Master of Education). He developed the initial student leadership development program while at Harvard's John F. Kennedy School of Government. He is a former Principal, high school English teacher, soccer and tennis coach, and attorney. Recent honors include the Hart Vision Award for School Site Administrator, the highest award given to charter school educators in California, and he was named the Harvard Club of San Francisco's Secondary School Educator of the Year. He also is teaching a class on school choice in the Stanford University Graduate School of Education and School of Business. Mr. Kushner and his wife, Dr. Mimi Winsberg, have two children.

Jonathan Faustine, Chief Operating Officer

Mr. Faustine serves as the Chief Operating Officer for Leadership Public Schools. Prior to joining LPS, Mr. Faustine spent five years as a strategic consultant and executive coach. He was one of the Founding Trustees of the Bay School of San Francisco and is active in many community groups. Mr. Faustine spent 20 years in the technology field as a senior executive in a software company, a CTO of a Fortune 500 company and as an Associate Partner at Accenture where he founded and led the internet practice known as ICE.

Edie Hoffman, Vice President of Human Resources

Ms. Hoffman is the Vice President of Human Resources for Leadership Public Schools. She has worked as Human Resources Director for various organizations including Jewish Community Federation, more.com, and Peet's Coffee & Tea. She has internet and retail business start-up experience along with Peet's successful expansion. At Edgewood Children's Center, she managed hiring, credentialing and compliance. She began her career as a high school teacher on a path to school leadership. Ms. Hoffman has a Master of Educational Administration from San Francisco State University. She is Treasurer for East Bay Labyrinth Project, a member of Berkeley Partners for Parks, an avid gardener, photographer, and parent of a teenage son.

Martin Procaccio, Vice President of Education

Mr. Procaccio brings more than thirty years of experience including a devoted career designing, leading and evaluating high achieving and high performing public and private high schools to Leadership Public Schools. Mr. Procaccio began his career as a United States History and Religious Studies teacher at a small Catholic high school in Northern California. In addition to his teaching career, Mr. Procaccio is an accomplished Track, Cross Country and Football coach who has been fortunate to mentor several nationally ranked athletes. He has served as an Athletic Director, a Vice Principal, a Principal, a Director and founder of a nationally recognized Special Education Program and a dedicated counselor to many at risk youth. Mr. Procaccio has even displayed a little musical talent as the Band Director at a Bellarmine College Preparatory in San Jose. He has worked in post secondary education at San Jose State University as an Associate Director of the Disabled Students program and has engaged in lecturing at his alma mater, Santa Clara University where he earned his undergraduate degrees and his Master of Arts degree in Special Education. He has

additional coursework in counseling and educational administration. He is a devoted father and husband to a family of educators. His wife is a middle school math teacher, his daughter is an elementary school teacher and his son is a one on one aide in a high school for autistic children. He remains dedicated to the philosophy that all students can achieve. It is the responsibility of education to find the methods to instill a passion for learning in the minds and hearts of each student.

Shawn Benjamin, Principal, LPS Richmond

Ms. Benjamin is the Principal of LPS Richmond. Ms. Benjamin has been with LPS for 2 years. In 2006, Ms. Benjamin was Assistant Principal at LPS Hayward and in 2005, the Principal Elect at LPS Richmond. Ms. Benjamin has been a Resident Principal with New Leaders for New Schools, a national Urban Principal Training Program. Prior to joining LPS, Ms. Benjamin obtained a Principal License while completing her Master's work at the Harvard Graduate School of Education. Ms. Benjamin has taught for 13 years in experiential and outdoor settings. She was with the National Outdoor Leadership School (NOLS) for over ten years leading glacier mountaineering courses in Alaska, India, Wyoming, Mexico, and Chile. Ms. Benjamin earned a Masters in Education degree from the University of Pennsylvania and her BA in Psychology and Sociology from the University of California at Berkeley.

Julie Christensen, English Coach

Julie Christensen is the English/Language Arts Coach for Leadership Public Schools. She recently completed a Master's degree in Education with an emphasis in Reading through Santa Clara University, and will soon be a certified Reading Specialist. Julie has taught English, Language Arts, and Social Studies at both the middle and high school levels since she earned her Bachelor of Arts in English from the University of California, Davis. At the core of her educational philosophy is the belief that literacy creates self-efficacy, opportunity and equity for all students, and she feels proud to be part of a team that is committed to developing the literacy of all LPS students.

Jennifer Cole, Curriculum and Instruction Coordinator/BTSA Coach

Jennifer Cole serves as the Curriculum and Instruction Coordinator and BTSA Coach for LPS. She has a Bachelor's degree in Sociology with an emphasis in Social Change, a Master's Degree in Education with a focus on urban leadership, and an administrative credential, all from San Jose State University. Originally a social worker for Santa Clara County, her passion for equity and education lead her to become a high school English teacher and ELL Coordinator. She has previously served as a Literacy Liaison, Understanding by Design site mentor, WASC Visitation Coordinator, and Professional Development Coordinator. She is excited to be a part of the LPS family.

Andrew Gordon, Principal, LPS College Park (Oakland)

Mr. Gordon is the Principal of LPS College Park. He brings a wealth of experience as an instructor and as a principal to LPS College Park. He is a resident of Oakland, and has served as an educator for the last sixteen years in New York, Hayward and Oakland. His career has been devoted to developing and implementing systems that promote equity, high expectations and academic excellence for all students. Mr. Gordon most recently served as the principal of Bret Harte Middle School in Hayward. Under his leadership, the school's similar school ranking grew from 1 to 6 in two years and the API grew almost 70 points. Mr. Gordon earned his Bachelor degree in African/African-American Studies from Carleton

College in Minnesota, his Master of Educational Leadership from California State University, East Bay, and is the process of beginning his doctoral study at CSUEB. Mr. Gordon is excited to lead the LPS College Park. He states, "Our goal at LPS College Park is to be nothing less than a high performing school in the city of Oakland, featuring high performing classrooms and high performing students. Our commitment is to be fierce advocates for every student, every day and in every way."

Brian Greenberg, Principal, LPS Hayward

Mr. Greenberg is the founding principal of LPS Hayward and previously served as principal of LPS Richmond. He has worked in the education and non-profit sector for the last eleven years. An English teacher at heart, Mr. Greenberg taught all grades of high school English during several years working for the Los Angeles Unified School District. In addition to teaching, Mr. Greenberg worked in politics on several statewide campaigns, in higher education at Carnegie Mellon University, and in the non-profit sector as the Vice President of Development for a community development organization in Trenton, New Jersey. Mr. Greenberg earned his Bachelor of Arts in English from Dartmouth College and his Master of Education degree from Harvard University. While at Harvard, he worked as the principal intern at two high schools in Boston, Massachusetts. Mr. Greenberg is extremely proud of his students at LPS Hayward and the school's focus on academic excellence.

Christina Malley, Project Manager, Academic Affairs/Special Education

Ms. Malley serves as a project manager with an emphasis in special education for all LPS school sites. She is a graduate of the University of California, Santa Cruz with a degree in biology and a candidate in the BCLAD Multiple Subjects teaching credential program at San Jose State University. She volunteered most recently with Citizen Schools teaching a molecular biology class to middle school students. Ms. Malley makes her home in San Jose with her husband and her adorable dog.

Todd McPeak, Instructional Coach - Mathematics

Mr. McPeak came to LPS from the SEED Public Charter School in Washington DC, with a B.A. in Economics from the University of Washington, and CA teaching credentials in Mathematics and Economics from Chapman University. As a math teacher and intervention specialist for the past nine years, Mr. McPeak has had the opportunity to work with students, coach teachers, and develop curriculum targeting traditionally underserved populations. Specializing in CAHSEE preparation and the strengthening of foundation skills, the focus of Mr. McPeak's work is on quickly closing the achievement gap that separates students entering LPS from the goal of rigorous college-level mathematics.

Casey Mirch, Technology Manager

Mr. Mirch is the Technology Manager for Leadership Public Schools. He spent five years as an information technologies and database specialist for Junior Achievement of the Bay Area, where he received the Frances Hesselbein "How to Be" award and participated in the Center for Excellence in Nonprofits' Wired for Good program. Mr. Mirch holds a Bachelor of Arts from New College of Florida.

Joyce Montgomery, Director of Finance

Ms. Montgomery comes to LPS from a successful career in both for-profit and non-profit financial leadership roles. Ms. Montgomery has finance and operations management experience in education, advertising, high tech and banking. As a school executive she has served as the Chief Financial Officer at Crystal Springs Uplands School where she was responsible for managing all operations units: business and finance, physical plant and deferred maintenance plans, food service operations, legal affairs, human resources, and construction. She was also the Chief Financial Officer at the Howard School in Atlanta, Georgia. Ms. Montgomery was a founding member of the CAIS business services committee (California Association of Independent Schools), and served as Vice-President of ISBOA (Independent Schools Business Officer Association). Ms. Montgomery received her M.B.A. in finance at Notre Dame de Namur University and was awarded the Dean's Award in that program. Ms. Montgomery is active in many community organizations and serves as the Vice Chair of the Finance Commission for the City of Belmont

Tasha Nesbitt, HR/Operations Associate

Ms. Nesbitt serves as the part-time HR associate recruiting exceptional and dedicated teachers for Leadership's public schools, and spends the rest of her time working in a supporting role to the LPS Operations department. She is a Bay Area native and carries a Bachelors degree in Communications and Visual Arts from California State University, Chico. Prior to joining the staff at LPS, she co-wrote and produced a feature film which had long been her dream. Ms. Nesbitt attributes commitment, responsibility and respect as part of the foundation of her success. Ms. Nesbitt believes that because these same core values are being taught in LPS classrooms, students will have the confidence and focus to reach their personal goals and fulfill their own dreams.

Kim Noble, Assistant Director of Special Education

Kimberly Noble serves as the Assistant Director of Special Education. She is a Bay Area native who currently lives in Oakland. She earned her Bachelors Degree in Urban Studies from the University of Pennsylvania. Kimberly holds a Multiple Subject credential, a Mild/Moderate Special Education credential, a certificate in Educational Therapy, and has completed her coursework for an Administrative Services credential. She is working on her Masters Degree in Educational Leadership at CSU East Bay. Kimberly has worked in public schools in Philadelphia, Oakland, Emeryville, and now the Leadership Public Schools network.

Elizabeth Oberreiter, Director of Assessment

Elizabeth Oberreiter is the Director of Assessment for the Leadership Public Schools. She has over 20 years of educational experience ranging from the university level to the high school level. Ms. Oberreiter has taught Spanish, been a teacher on special assignment and most recently the Assistant Principal of Special Programs at La Quinta High School, La Quinta, CA. She is driven by the success and accomplishment of her students. She has successfully raised API scores, initiated and expanded several AVID programs, and assisted

with raising the importance of Advanced Placement courses for all students. Ms. Oberreiter received her Bachelor of Arts degree from Regis University in Denver, her Master of Arts from the Monterey Institute of International Studies in Monterey and she has also attained her Professional Clear Administrative Credential. Ms. Oberreiter believes that communication and building professional relationship are part of creating a successful learning community and she also believes that every student has the ability to succeed when given the appropriate tools and opportunities.

Joe H. Pacheco, Principal, LPS Campbell

Prior to coming to LPS, Mr. Pacheco worked for Partners In School Innovation serving as a principal coach and school reform consultant for two downtown San Jose schools. Mr. Pacheco served as Principal of Campbell Middle School in the Campbell Union School District for 10 years until 2003. Joe has worked for the Santa Clara County Office of Education as a Program Specialist for Special Education and more recently as a Program Evaluator for IIUSP schools. Joe's career in public education began in the Oak Grove School District where he worked for 12 years in Special Education. Mr. Pacheco received his undergraduate degree from San Jose State University and his Master's in School Administration from the University of San Francisco.

Soo Zee Park, Director of Operations

Ms. Park is the Facilities Manager for Leadership Public Schools. Prior to working for LPS, Soo Zee spent three years working with the non-profit Unity Council and Fruitvale Development Corporation. While there she served as the project manager for the \$68MM mixed use Fruitvale Transit Village adjacent to the Fruitvale BART Station. She also worked on a \$2MM Fruitvale Streetscape Project with the City of Oakland. Soo Zee also has over seven years of experience in architecture and construction administration working on a variety of residential, mixed-use, university and museum projects including the award winning Tenderloin Elementary School and the Exploratorium Museum. She holds a Master of Business Administration from John E. Anderson Graduate School of Management at UCLA, as well as a Bachelor degree in architecture from North Carolina State University. She is currently a board member of Lighthouse Community Charter Schools in Oakland.

Vimal Patel, Staff Accountant

Mr. Patel joined LPS as a temporary Staff Accountant in June 2006. He was hired permanently in October 2006. He holds a BA in Finance and Accounting from San Francisco State University. He enjoys spending time with his family.

Ann Reidy, Development Director

Prior to joining LPS, Dr. Reidy worked as a fundraising officer in the External Resources Department of the secretariat of Transparency International, a global NGO located in Berlin, Germany. She brings extensive education experience to LPS, having served as the History Department Chair at the Branson School in Ross, CA, and as an Assistant Professor at Wellesley College. Her commitment to quality public education led her to LPS as a volunteer in 2003. Dr. Reidy received her PhD from Harvard University, where she received numerous teaching distinctions and awards, and a BA from the University of California at Santa Cruz. In addition, she has studied extensively in Europe and Latin America. She is passionate

about the LPS mission of promoting academic excellence and high expectations among so many deserving and committed students.

Jill Schepmann, Executive Assistant

Jill Schepmann is the Executive Assistant in the Home Office of Leadership Public Schools. Jill brings three years of teaching experience into her role at LPS. Most recently, Jill taught 8th grade English Language Arts at KIPP Summit Academy in San Lorenzo. Prior to that, she taught 9th, 10th, & 11th grade English literature and composition classes and was the Assistant Debate & Forensics coach at Shawnee Heights High School in Topeka, Kansas. Jill worked her way through her teaching credentialing program at Washburn University as a legal assistant in an attorney's office in Lawrence, Kansas. Before returning to school, Jill worked as a Marketing Manager promoting scientific and scholarly journals at a small, family-owned publishing company. Jill graduated with a B.A. in English and a B.A. in Psychology, receiving Honors from the English department at the University of Kansas for her senior thesis on the history plays of Shakespeare and Marlowe.

Diana Schneider, Communications Manager (Part Time)

Ms. Schneider is the Communications Manager for Leadership Public Schools. She has over 10 years of experience in communications and strategy roles in the private, public and nonprofit sectors. Prior to coming to LPS, she managed the D.C. Government City Administrator's strategic planning and performance measurement program. She has also held communications and outreach positions at The George Lucas Educational Foundation and Stanford University. In addition, she is a member-volunteer with Full Circle Fund and serves on the steering committees of several community groups and parent organizations. She received a BA from the University of California at Santa Cruz and a Masters in Public Administration with a concentration in Nonprofit Management from The George Washington University.

Marvella Smith, Human Resources Specialist

Ms. Smith is the Human Resources Specialist for Leadership Public Schools. Prior to joining LPS, Ms. Smith spent over three years in various corporate and start-up staffing departments, including PG&E Corporation and United Parcel Service. While at PG&E, Ms. Smith worked with senior executives and board members recruiting MBA candidates from across the country (at Wharton, Tuck, University of Chicago, MIT and Berkeley) for the Leadership MBA program. She holds a Master of Industrial / Organizational Psychology from Golden Gate University, as well as a graduate certificate in Conflict Resolution. She also holds a Bachelor in Psychology from the University of Toledo. Ms. Smith is a volunteer massage therapist at hospitals and East Bay high schools for teen mothers, and mother to a precocious three-year-old son.

Larry Vilaubi, Principal, LPS San Jose

Mr. Vilaubi, the Principal of LPS San Jose, brings a unique combination of qualifications and a broad range of experiences to the position. In his thirty-five years as a classroom teacher and administrator in both the Mountain View /Los Altos District and Fremont Union High School District, his instructional leadership has left a lasting and significant positive impact on both districts. At the core of Mr. Vilaubi's personal philosophy is a commitment to creating equity for all students and opportunities for those students so often left behind by

most educational institutions. Born and raised in East Los Angeles, the child of immigrants, Mr. Vilaubi spoke no English when he started school and has a deep understanding of the issues of growing up as an outsider in a mainstream school system. Mr. Vilaubi earned his Bachelors degree in English Literature from California State University, Long Beach, his Masters Degree in Administration and Policy Analysis from Stanford University and is an alumnus of Stanford's Prospective Principals Program. Additionally, he was later appointed as Interim Director and Coordinator of the Prospective Principals Program. Mr. Vilaubi is truly excited to be leading LPS San Jose and he and the staff at LPS San Jose share the common goal of creating the highest performing school in East San Jose.

II: EDUCATIONAL PHILOSOPHY AND PROGRAM

A. Mission

LPS' mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner with school districts to strengthen both ourselves and other public schools.

B. Educational Philosophy

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

California Education Code Section 47605(b)(5)(A).

Population To Be Served by the School

LPS aims to serve diverse and traditionally underserved students, with the objective of graduating students who are self-motivated, competent, and lifelong learners, roughly reflecting the racial and ethnic socio-economic background of schools within the Oakland Unified School District ("OUSD" or "charter authorizer").

"Traditionally underserved students" is defined by the LPS Board as low income students who are eligible for the National School Lunch Program, students from low performing schools as indicated by the California Academic Performance Index ("API"), traditionally underserved students of color, or students who are first generation college.

Our program is also designed to serve English Language Learners and students with Special Education needs, as explained in more detail below and in the supplemental materials. We passionately believe that all students can excel academically despite the daunting challenges

many face. Our program identifies and builds on the assets of our students, their parents and their local communities, rather than any perceived deficits.

The means to achieve this diversity and student population that roughly reflects the diversity of the district is described in more detail in Elements G and H below.

21st Century Educated Person

LPS believes that an educated person in the 21st Century:

- Engages in intellectual exploration and discovery, persevering when confronted with complexity and ambiguity.
- Understands and appreciates the central ideas, methodologies and conceptual parameters of intellectual and aesthetic disciplines, including those represented in the California State Standards.
- Utilizes his or her knowledge and talents to effect positive change in the community and the world.
- Communicates clearly and effectively using a variety of techniques.

LPS is continuing to refine its innovative academic program, based on effective teaching practices, recent research, and the best curriculum available. LPS school design and instructional strategies are described below.

How Learning Best Occurs:

Effective Instructional Strategies and Small School Design

a. Effective Small School Design

The students we seek to serve learn best in a small school setting. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. LPS currently enrolls approximately 450 students in grades 9-12 and plans to eventually enroll approximately 450-500 students. LPS may under the charter add grades 6, 7, and 8 to the school and therefore add up to 200-300 added students. The high school could then be a 6-12 school. Based on research, best practices, and the lessons learned from over twelve years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment.

As discussed in more detail below, our vision of effective schools is based on our **six pillars** of effective school design:

1. High Expectations: Challenging Academics and Graduation Requirements for All Students
2. Significant Support (including for English Language Learners and Special Education Students)
3. Student Leadership Development
4. Talented Staff Sustained by Extensive Professional Development
5. Family and Community Involvement
6. Focus on Results

Each of these areas will be discussed in more detail.

Our school design is informed and guided by research, including: Beclmer, W. (1983), *Breaking Ranks II* (2004), Cotton, K. (1996), DuFour, R., Eaker, R. & Dufour, R. (2005), Fine, M. & Somerville, J.I. (1998), Fowler, W.J. & Herbert, J. (1991), Goodlad, J.I. (1984), Howley, C.V. & Bickel, R. (2000), Marzano, R.J. (2000), Ouchi, W.G. (2003), Raywid, M.A. (1998), Roberts, S.M. & Pruitt, E.Z. (2003), Sizer, T. (1985). Complete citations are included in the Supplemental Materials, Section III.B.1.a.

PILLAR #1 High Expectations: Challenging Academics and Graduation Requirements for All Students

High academic expectations are reflected in our adoption of the state standards, demanding graduation requirements, thoughtful, challenging and engaging curricula, and effective, student-centered instructional strategies.

Academic Standards

LPS adopts the state standards as our curriculum framework for all our students, and will from time to time develop additional LPS standards.

All LPS students must participate in our college preparatory program; no non-college bound track exists. All LPS graduates are expected to meet the School's standards and graduation requirements, although some may take additional time to meet them, and others, such as English language learners and Special Education students, may require additional support, accommodations and/or modifications, as discussed below.

Graduation Requirements

LPS' current graduation requirements, subject to further revision and improvement, meet or exceed the University of California "A-G" admissions course requirements:

UC Group	Subject Area	Required Year-long Courses	
		UC/CSU	LPS
A	English	4	4
B	Mathematics	3	3
C	History/Social Science	2	4 recommended
D	Laboratory Science	2	3
E	Language other than English	2	2
F	Visual and Performing Arts	1	3 recommended
G	Elective	1	1
	Leadership	0	4
	Totals:	15	20
			23 recommended

This list of graduation requirements should not be confused with course offerings. The School offers more courses than those required for graduation. The School may also require students to demonstrate their performance through portfolios and exhibitions. Students may fulfill course requirements through coursework at the School or through an accredited and LPS-approved coursework on-line program (e.g., University of California Online Program) or at a local community college.

Academic Courses

As in most California high schools whose courses and graduation requirements are based on the University of California admissions requirements and California State Standards, the majority of the courses and areas covered are already largely dictated.

However, LPS takes these required courses and adopted state standards, and using backwards design planning, chooses texts and builds a curriculum that is aligned and effective with our main instructional strategies, listed below. Courses are designed to help LPS meet the pupil outcomes in Elements B and C of the charter. These courses, including our Leadership Program, are also designed to prepare students for both life and the world of work, as well as to encourage them to think critically and creatively. We trust that the students will have some fun too. (Because actual materials and organizing themes may vary from year to year, it is not appropriate to include the details of these courses in an unchanging charter. Some samples are included in the supplemental materials.)

PILLAR #2 Significant Support (including for English Language Learners and Special Education Students)

Personal attention to individual students is a cornerstone of our School. Research demonstrates that most students learn best in a nurturing, supportive environment where they are known, treated as individuals, and their backgrounds are honored. This design is intended to promote sustained student relationships with adults and to support all learners, including English language learners and Special Education students, and includes the following elements:

- **Small Learning Community:** The School will have approximately 500 students in grades 9-12, and approximately 300 additional students if grades 6-8 are added.
- **Small Classes:** LPS aims to have a student-teacher ratio of no more than 22 to 1, an average class size of 25 and a maximum class size of approximately 30 students.
- **Advisors:** Each student will be assigned an advisor—who will ideally work with the student throughout his or her four years at the school. Advisors meet with their students several times per week, supporting their academic aspirations, shepherding them through their high school experience, and assisting them in their application to and transition into college. Advisors also communicate frequently with students' families, supporting their commitment to school and assisting with home-school relations. Advisories will have a low student-teacher ratio of approximately 17 to 1.
- **Academic Support Program for Students Achieving Below Grade Level:** We know that high expectations must be matched with considerable support; this is especially important since many incoming students are particularly weak in reading and mathematics. How will we get them to college in four years? Our research-based

approach is to keep our students in college-level courses, but to supplement this with numerous support systems specifically tailored for our target population. These include:

- **Supplemental Academic Support:** Reading, Math, and English language courses offered before and/or after school.
- **Academic Literacy:** A 9th grade course that supports the work of the core teachers by reinforcing discipline-specific material, developing study skills and providing differentiated opportunities for intervention. This course may be modified or eliminated depending on efficiency.
- **Office Hours:** After-school sessions with teachers, required for low-achieving students.
- **Student Study Teams:** LPS may utilize a Student Study Team process when appropriate for a student's academic concern. A student can be referred to a Student Study Team to share perceptions and plan strategies for resolution. The Principal invites members of the Student Study Team who are connected with that student to provide information about the student's strengths, concerns and prior attempted strategies. Once concerns are synthesized, strategies to deal with the concerns are brainstormed, and the Team chooses the best strategies to implement, which may include referral of a student for assessment under Section 504 of the Rehabilitation Act ("Section 504") or the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). The Team assigns the individuals responsible for the resulting plan, and the plan is reviewed regularly to evaluate its success. After implementation of a Student Study Team Plan and follow-up, if concerns continue, revisions to the plan may be necessary or the Team may deem it necessary to refer a student for possible assessment under Section 504 or the IDEA. Special Education and Section 504 are discussed in more detail below.
- **Counseling Programs:** LPS will have strong college counseling program, to address early any barriers to learning and to emphasize the expectation of college attendance and of setting ambitious life goals.

PILLAR #3 Leadership Development

At its core, Leadership starts with a mindset, a proclivity to take the initiative, to assume responsibility, to take steps to influence others.

Jerome T. Murphy, Former Dean
Harvard Graduate School of Education

Leadership Program

Our innovative Leadership Program is designed to fill society's need for well-educated individuals who have both the desire and the ability to help themselves and their community. The four-year Leadership Program is designed to inculcate the knowledge, skills and attitudes that are necessary to exercise leadership effectively.

The current centerpiece of our Leadership Program is a four-year Leadership Advisory class designed to teach students the knowledge, skills and attitudes that are necessary to exercise leadership effectively. The program starts with the freshman Leadership Retreat, currently located at Stanford University, which provides new students with the chance to get to know their fellow students from many different middle schools, bond with teachers, gain confidence and internalize LPS' mission. Starting with this retreat, the program first helps students be aware of their own strengths, weaknesses, goals and aspirations. Only after they know themselves are they able to effectively reach out to others. The material in these classes may be delivered in other ways in the future, for example, in a separate leadership department or infused in other classes.

The Leadership Program is designed to teach students practical presentation, meeting facilitation and action planning skills. This enables students to communicate clearly, and to organize themselves efficiently. The Leadership Program is also coordinated with the larger school curriculum, employing the distinct perspectives of our English, History, Math, Science, and Spanish courses to enlarge our view of leadership.

Other Leadership Program Components

As the program develops and evolves, there will be numerous other opportunities at LPS to grow and learn about the exercise of leadership. Students will be encouraged to help assist in the administration of many school programs, including our Ambassador program, student recruiting and all-school meetings. Other Leadership Programs components may include, among other things, community service, Week Without Walls, retreats with outdoor education components to develop teamwork, and various clubs. Week Without Walls is a time when we suspend our normal schedule and students participate in alternative and creative courses taught in small groups. Many of the courses are focused on our school-wide outcomes of leadership.

We encourage students, adults and community members to assist us in our leadership adventure. True leadership is much more than formulating a vision and implementing it. It means encouraging people to take control of their own lives and helping them to find their own solutions, rather than attempting to provide them with answers. We believe all individuals, especially educationally under-served students, can create positive change in many ways, contexts and places. LPS will be a training ground for tomorrow's agents of positive change.

PILLAR #4 Talented Staff Supported by Extensive Professional Development

The best teachers are models of passionate learners.

Dennis Collins, Former President
The James Irvine Foundation

Quality teachers matter. LPS will hire a faculty composed of well-qualified, legally compliant teachers who believe in our mission and vision. They must make content accessible, understand the needs of diverse learners and support the learning process.

A description of LPS' required teaching qualifications and professional development is described in more detail in Element E, as required by California Education Section 47605.

The required teaching qualifications emphasize academic expertise in a chosen field, experience with urban youth in a classroom, collegiality and appropriate credentials. From experience, we have learned that collegiality is particularly important in small schools, as the community builds a supportive culture. Finally, LPS' professional development program includes, among other things, data analysis, time for collaboration, training in effective instructional strategies, and a focus on teaching and learning.

PILLAR #5 Family and Community Involvement

Our experience, supported by research, is that family involvement is an important factor contributing to student success. Accordingly, LPS strives to involve families and the community in our schools. The model features three elements:

- Outreach meetings to families, held in their own neighborhoods;
- Working with families on how to support their children academically; and
- Participation in school decision-making through a Parent/Guardian Association, a School Advisory Council, and having a parent representative on the LPS Board of Trustees.

Our involvement of families and communities is informed and guided by research, including: Ballen, J. & Moles, O. (1994), Becher, R. (1984), Cotton, K. & Wiklund, K.R. (2001), Delgado-Gaitan, C. (1992), Henderson, A.T. & Berla, N. (1994), Hoover-Dempsey, K.V. & Sandler, H.M. (1995), Patrikakou, E.N., Weisberg, R.P., Manning, J.B., Walberg, H.J. & Redding, S. (2005). Complete citations are included in the Supplemental Materials, Section III.B.1.a.

LPS' efforts to involve families are delineated in more detail in Element D, as required by California Education Code Section 47605.

PILLAR #6 Focus on Results

LPS relentlessly focuses on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement. We elaborate on this further in Element B and C of this charter and in the Assessment Section of the supplemental materials.

(a) Effective Instructional Strategies

Effective instructional strategies enable students to think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure that all students learn effectively. We believe that students learn best when:

The Climate...

- Is organized around student learning.
- Is safe.

- Reflects clear expectations of behavior.
- Nourishes flexible, diverse and adaptive learning communities.

The Students...

- Take an active role through inquiry, analysis, and problem solving.
- Connect new information to existing knowledge.
- Apply knowledge.
- Reflect on their learning.
- Employ a repertoire of thinking and reasoning strategies.

The Tasks Are...

- Challenging.
- Developmentally appropriate.
- Interesting.
- Relevant.
- Varied.

Students and teachers at LPS engage in a range of endeavors in the pursuit of understanding. The specific instructional techniques employed will vary depending upon the nature of the material. While we recognize that there are several possible routes toward the same learning outcome, we preferentially choose approaches that are more effective.

The effective strategies we draw upon include, among others:

- Cooperative learning and group investigations,
- Inquiry and guided problem solving,
- Direct instruction/lectures, and
- Experiential learning (such as Week Without Walls).

Our approach to instruction is informed and guided by research, including: Lambert, N.M. & McCombs, B.L. (1998), Marzano, R.J., Pickering, D.J. & Pollock, J.E. (2001), National Research Council and the Institute of Medicine (2004), Schmoker, M. (2004), Stone, R. (2002), Wagner, T. (2003), Wiggins, G. (1998), Wiggins G. & McTighe, J. (2005). Complete citations are included in the Supplemental Materials, Section III.B.1.a.

LPS' professional development program and teacher peer coaching program are designed to support the effectiveness of these instructional strategies.

(b) Plan for Students Who Are Academically Low Achieving
(c)

Leadership Public Schools provides several support programs for students who are challenged academically. Here are those current programs, which are continually refined and improved based on feedback and data:

Academic Literacy and Numeracy

Our Academic Literacy and Numeracy program is designed to develop students into professional learners, focusing on three main areas:

- Enhancing study habits and organizational skills
- Developing discipline-specific habits and skills
- Reinforcing the knowledge, skills, and habits addressed in specific core academic courses.

The course is currently divided into two periods of numeracy and two periods of literacy, each meeting two times per week. The school may decide to use other strategies and classes.

Reading Support (Sunrise period)

Students who struggle significantly with reading are assigned to a reading support class that meets every day before school. This program is designed to target students who are several years below grade level in reading proficiency: the goal of this program is to raise the reading proficiency of the average student at least two grade levels per year. It will involve a relatively scripted approach to remediating basic decoding skills (e.g., through the use of phonics), the development of increasingly sophisticated reading skills, and will have assessment components embedded within the course. We recognize that a complex constellation of factors contributes to a student's level of reading proficiency, so in addition to the literacy support course, we plan to address issues such as self-esteem and reading in the home as well. The school may decide and schedule their strategies and classes.

ELD Support (Sunrise period and Academic Literacy)

Beginning and intermediate English language learners are assigned to an ELD class that meets every day before school. In addition, they take a specifically-tailored ELD Academic Literacy class during the day. This program is designed to target students who are several years below grade level in reading proficiency: the goal of this program is to raise the reading proficiency of the average student at least two grade levels per year. It will involve a relatively scripted approach to remediating basic decoding skills (e.g., through the use of phonics), the development of increasingly sophisticated reading skills, and will have assessment components embedded within the course. We recognize that a complex constellation of factors contributes to a student's level of reading proficiency, so in addition to the literacy support course, we plan to address issues such as self-esteem and reading in the home as well. The school may decide and schedule their strategies and classes.

(d) Plan for Students Who Are Academically High Achieving

We will use state standardized test scores, grades and teacher evaluations to determine students who are academically high achieving. Since we do not have a "tracking system" we will provide additional opportunities for growth and learning for these students in providing them with new leadership challenges in the community. At the same time, those who perform exceptionally will have an opportunity to take courses at upper grade levels when they are in place. We also anticipate have advance placement courses embedded in our curriculum in year three of the school's development.

(e) Plan for English Language Learners

LPS is committed to the success of its English language learners ("ELLs"). Teachers at LPS will work collaboratively to provide ELLs access to LPS' rigorous curriculum as well as to academic English language development. Our vision rests on a body of research that challenges traditional ways of construing ELLs as requiring a lower-level curriculum, and

enables the raising of expectations of achievement through a curriculum rich in high intellectual challenge and high support tasks.

To accomplish this, teachers will be helped to utilize specific instructional strategies to develop initial communicative competence in English and the development of disciplinary academic registers in their second language. Inclusion of primary language support and sheltered instruction will be utilized, where appropriate, to facilitate student engagement and thus guarantee full participation in class.

The School's relatively small size and low student-teacher ratio allows for more focused instruction for ELLs and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping. LPS will follow all applicable laws related to the testing and service requirements for ELL students.

(f) Special Education, Section 504 and Americans with Disabilities Act

General

LPS will not discriminate in any way on the basis of disability or special needs of any kind. LPS shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and all other state and federal laws governing special needs students.

As described above, the School shall utilize its Student Study Team process to guide referrals of students for evaluation under Section 504 or the IDEA.

Special Education Services for Students under IDEA

Pursuant to Education Code Section 47641(a) and 56207, LPS also retains the right to apply to a SELPA to become an independent Local Educational Agency ("LEA") for special education purposes, or to participate in charter school consortia, Joint Power Authorities ("JPA's"), SELPA's or sub-SELPA's created to serve special education students, as long as such arrangements meet all state and federal legal requirements pertaining to special education. At this point, LPS is already in a SELPA separate from OUSD. In this case, LPS shall, in partnership with the relevant SELPA(s) and LEA(s) bear full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs, and providing services through a combination of internal staff, third-party service providers, or other arrangements. If LPS elects this option and is designated as an LEA for special education purposes, all special education funding attributable to LPS' students will flow directly to LPS pursuant to the SELPA's budget allocation plan, and LPS will not pay a portion of the charter authorizer's special education encroachment.

As allowed by law, LPS may also, at its option, elect to participate and function as a public school of the District or County for purposes of special education, pursuant to Education Code Section 47641. In this case, LPS and the charter authorizer negotiate a Memorandum of Understanding ("MOU") governing the roles and responsibilities of each party, to ensure that the needs of all students with disabilities are met. The intent of the MOU shall be to

treat LPS the same as other public schools of the charter authorizer for purposes of special education. Under the MOU, LPS will agree to pay its pro rata share of the charter authorizer's special education encroachment, and the charter authorizer shall retain state and federal special education funds attributable to the School's enrollment. The charter authorizer would be primarily responsible for the provision of special education services to the School's students, and responsible for excess costs, if any. In addition, the MOU will specify that delivery of the services shall be at the site of the School unless it is mutually agreed or there is a legitimate educational reason for providing the service elsewhere or the service is provided otherwise in the Individual Education Plan ("IEP").

If functioning as part of the District or County for special education purposes, the MOU will specify that delivery of the services shall be in accordance with the IDEA which generally requires that the District or County serve children with disabilities attending those charter schools in the same manner as the District or County serves children with disabilities in its other schools.

Under either of the two options mentioned above, LPS will seek to maintain open communications between LPS and the SELPA and/or charter authorizer to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with all applicable laws.

Additional information on LPS' approach to special education is included in the supplemental materials.

Section 504 and Americans with Disabilities Act ("ADA")

LPS shall be solely responsible for compliance with Section 504.

LPS will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. LPS 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 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.

A 504 team will be assembled by the Principal or other 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 LPS' 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. The site administrator 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.

The School will operate its program in compliance with the Americans with Disabilities Act ("ADA"). With respect to facilities, the Oakland Unified School District may be responsible for compliance with ADA under applicable law if the School occupies a facility owned by the school district (e.g., under Proposition 39), and such responsibility shall be outlined in an MOU or facilities use agreement between LPS and the Oakland Unified School District.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

A. Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

California Education Code 47605(b)(5)(B).

All students will be assessed in these areas, including special education students, English language learners and students who are underperforming. Special education students will receive all legally required accommodations and those required in their Individual Education Plans ("IEPs"), described in detail under Element A (above) and in the supplemental materials.

In addition, LPS shall comply with all applicable federal and state assessment and accountability laws. This shall include but not be limited LPS and the charter authorizer agree to measure the success of the School by the following pupil outcomes:

1. A positive ranking on the California Academic Performance Similar Schools Index by the fifth year of the charter using the School District high school rankings in Oakland as a norm.

Benchmark: Scoring at least 6 or higher on the California Academic Performance Similar Schools Index by the fifth year of the charter.

2. A high student attendance rate using the School District high school rankings in Oakland as a norm.

Benchmark: At least 90% attendance at the School.

3. A low dropout rate using the School District rate in Oakland as a norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation, and did not enroll in another school or institution of learning.

Benchmark: Less than 2% annual dropout rate at the School.

All students will be assessed in these areas, including special education students, English language learners and students who are underperforming. Special education students will receive all legally required accommodations and those required in their Individual Education Plans ("IEPs"), described in detail under Element A (above) and the supplemental materials.

In addition, LPS shall comply with all applicable federal and state assessment and accountability laws. This shall include but not be limited to NCLB.

B. Academic Performance Index

The School shall also strive to meet its Academic Performance Index Growth target annually, school-wide, and within sub-groups.

C. Assessment of Measurable Pupil Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.

California Education Code 47605(b)(5)(C).

The Measurable Pupil Outcomes listed in Element B will be measured in the following ways:

Pupil Outcome Goals	Assessment
1. A high ranking on the California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the School District high schools rankings as a norm.	Compare the School's California Academic Performance Index Similar School's rank to the School District high school and feeder school rankings in Oakland. Benchmark: 6 out of 10 by Year 5
2. A high attendance rate using the School District high schools as a norm.	Compare the School's annual attendance rate to School District's high school attendance rate in Oakland. Benchmark: At least 90% attendance at the School.
3. A low dropout rate using the School District high schools as a norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation and did not enroll in another school or institution of learning.	Compare the School's dropout rate as defined in Pupil Outcome Goals to School District's high school dropout rate in Oakland. Benchmark: Less than 2% annual dropout rate at the School.

D. Use and Reporting of Data

We will collect, analyze, and routinely report data on student achievement to school staff, parents, and guardians. We will collect this data through standardized tests and analyze the information during each grading period.

IV. LEGAL ISSUES, GOVERNANCE & PARENTAL INVOLVEMENT

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code 47605(b)(5)(D).

Legal

LPS is a duly constituted California nonprofit public benefit corporation formed and organized in accordance with the California Nonprofit Public Benefit Corporations Law. As allowed by law, LPS will hold the proposed charter and operate the School as it does other charter schools. The LPS Board of Directors holds ultimate authority for the School operations and will be responsible for any potential liability of the School. LPS is the School and there is no separate organizational entity operating or constituting the School. For example, all school employees are employees of LPS as one organization. Notwithstanding this one organizational structure, LPS will continue its nonprofit corporate existence even if this charter is revoked.

A copy of LPS' Articles of Incorporation, Bylaws and IRS 501(c)(3) Determination Letter are included in the supplemental materials.

LPS shall operate autonomously from the charter authorizer, with the exception of the supervisory oversight and, depending on the charter authorizer and SELPA status of the school, possibly special education services as allowed by statute. Pursuant to the Education Code Section 47604(c), the charter authorizer shall not be liable for the debts and obligations of the School operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the School as long as the charter authorizer has complied with all oversight responsibilities required by law. LPS will not be liable for the debt of the School District and shall not have to pay any debt repayment of the School District.

The School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

LPS will comply with all applicable federal, state and local laws, including the applicable sections of the Ralph M. Brown Act, the Political Reform Act, and the California Public Records Act.

LPS will retain its own legal counsel when necessary. It will purchase and maintain as necessary appropriate levels of general liability and other insurance, and name the charter authorizer as an additional insured. LPS is currently insured by ASCIP (The Alliance of Schools for Cooperative Insurance Programs), which insures many school districts in California.

LPS and the charter authorizer shall be responsible for implementing the Charter Schools Act and any other applicable laws in a good faith manner, and to cooperatively pursue any necessary waivers or approvals (e.g., any California State Board of Education requirements

or the School's grant applications needing a Local Educational Agency signature) necessary to implement the charter or seeking appropriate funding.

Governance

The School will be governed by a Board of Directors ("LPS Board of Directors" or "LPS Board of Trustees") whose members have a legal fiduciary responsibility for the well-being of the organization and the School.

This Board of Directors is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, law, facilities, leadership development and organizational development. Biographies of the LPS Board Members are included in the supplemental materials.

Current Board members include Scott Pearson (Board Chair, and former AOL Executive), Judy Wade (Board Vice Chair, and Executive Director of Democracy Alliance), Sheryl Sandberg (Board Treasurer, and Vice President of Global Online Sales and Operations at Google, Inc.), Mark Kushner (Ex Officio Member due to his role as CEO of the nonprofit organization), Helen Bellamy (LPS Parent Member), Richard Cohn (Former Executive, Charles Schwab & Co.), Jeffrey Faucette, Esq. (Partner, Howard Rice Nemerovski Canady Falk & Rabkin), Laura Fisher (active in community affairs), Kandle Fraser (LPS Teacher Member), Heather Hiles (Partner & National Director, IFF Advisors, LLC), Beth Hollenberg (Executive Vice President of Operations, Score!), Joan Lonergan (Head of School, Castilleja School), Xochilt Ramos-Lira (LPS Student Member), Deborah Stipek (Dean, Stanford University Graduate School of Education), Guadalupe Valdés (Professor, Stanford University Graduate School of Education), and Joanne Weiss (Chief Operating Officer, NewSchools Venture Fund). LPS Bylaws provide for a teacher member, parent member, and student member on the Board of Directors.

The method of Board election, terms and replacement are all addressed in detail in the LPS Board of Directors Bylaws, a copy of which is attached in the supplemental materials, as subsequently amended from time to time. Director terms are three years and are staggered. Vacancies are filled by a nominating committee, and approval requires a majority vote by the Board of Directors as required under the law. LPS agrees to provide copies of any changes to the Bylaws to the charter authorizer.

As further outlined in the Board's bylaws, the Board of Directors will be responsible for:

- Upholding the mission of the LPS,
- The general policies of the LPS,
- Approving and monitoring of the School's annual budget,
- Receipt of funds for the operation of the School in accordance with the charter school laws,
- Solicitation and receipt of grants and donations consistent with the mission of the LPS,
- Overseeing the sound operation of a hiring system,
- Approving LPS' personnel policies and monitoring the implementation of these policies by the CEO, Principal or other designee, and

- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of the School.

The LPS Board of Directors 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 of Directors 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.

A charter authorizer may appoint a representative to the LPS Board of Trustees.

Responsibility of LPS Management

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

At the current time, consistent with best practice, the LPS Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer of LPS, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Chief Academic Officer, Chief Operating Officer, Vice President for Human Resources, their staff, other administrators, and Principal at the School.

The Principal may delegate his or her responsibilities further to other school site staff such as the Dean, counselors, office manager, academic department chairs and/or teachers. Within the context of the LPS Board policies as outlined in the LPS Operations Guide, current school responsibilities include hiring, curriculum, student discipline up to and including suspension, and discretionary budget management.

The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the LPS Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.

Parental Involvement in Governance and Operation of School

Parents are included in the governance and operation of the school by the creation of an active Parent/Guardian Association, parent membership on the School Advisory Council ("SAC") and representation on the LPS Board of Directors. Communications include website updates, Parent/Guardian Newsletters, monthly Parent/Guardian Association meetings, parent-teacher conferences, volunteer opportunities, fundraising, and school surveys, among other things.

All LPS parents are automatically members of the Parent/Guardian Association. The Parent/Guardian Association will serve as a means for parents to support the School and the education of their children, learn more about School activities and needs, and be more involved with the governance and operations of the school by serving as a forum for voicing their concerns and suggestions about both day to day operations and overall policy. Translators are provided when needed. The Parent/Guardian Association is also encouraged

to utilize the Parent Representative on the LPS Board of Directors for involvement in broader School policy issues.

In addition, parents are also involved with the governance and operation of the School via a School Advisory Council ("SAC"), much like a school site council that is required for noncharter public schools. The SAC is comprised of representatives of all School constituencies, including parents, students, teachers and administrators. The SAC will participate in reviewing and proposing school and LPS policies, soliciting the views of all their respective constituencies, sharing in the efforts to improve the school and engaging the support of the community. The SAC is valuable governance advisory body for the Principal. Except for those responsibilities legally delegated or, as mentioned above, all formal and legal governance responsibility for LPS resides with the LPS Board of Directors

LPS is committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns with LPS throughout the school year, both directly and via the Parent/Guardian Association, SAC and Parent Representative on the LPS Board of Directors.

Parental Notification Regarding Transferability of Courses

Governing Law: If the proposed school will serve high school pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

California Education Code Section 47605(b)(5)(A)(ii).

Parents will be notified of the acceptability of credit for transferring into or out of the School.

- **Parent Notification Regarding Course Eligibility for College**
As discussed in Element A, the School's graduation requirements are based on the University of California "A-G" requirements. LPS' courses either have already received approval or will be submitted for approval by the University of California. The parents and students at the School will be notified periodically via the LPS website, school materials and/or mailed letters of both the prospective course eligibility for the University of California and the courses as they are approved.
- **Parent Notification Regarding Credit Transferability**
Students seeking to transfer into the School will be notified in person or via email or a mailed letter of the prospective credit transferability. LPS proposes the following initial plan for credit transferability for students transferring to the School:

Course at Former School	Credit Granted at LPS
A grade of C or higher in UC approved course at other school.	Full credit at the School.
A grade of C or higher in non-UC approved course at other school.	Full course credit upon LPS' review of the course description and determination that the course is comparable with the School's courses.
A grade of D+ or lower in any course at other school.	No course credit unless LPS determines the work performed meets the minimum proficiency and content requirements of LPS' courses.

It is important to note that even if courses from other schools are given full course credit at LPS, students must still meet the School's graduation requirements even if these are higher than the previous school. Students can apply for waivers from the LPS on a case by case basis.

It is expected that the local schools will give full course credit to University of California approved courses and will give due consideration to elective courses and other courses that are offered at the School but are not part of the School's graduation requirements or approved by the University of California. Parents will be notified of these matters via parent meetings, letters or emails.

V. HUMAN RESOURCES AND EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school.

California Education Code 47605(b)(5)(E).

LPS will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the School's employees play a key role in creating a positive school culture and effective learning environment.

LPS will conduct fingerprint background checks and TB testing on all employees, and all teachers and staff will meet the legal requirements for employment, including applicable credentialing requirements.

A. Administrator and Support Staff Qualifications

Administrators at the School at full size may include a Principal, Dean of Student Life, full or part-time Counselor, full or part-time College Counselor, full or part-time Technology Coordinator, and an Office Manager.

An organization chart of the School at full size and detailed job descriptions for these positions are included in the supplemental materials.

The Principal is the key person at the School responsible for supervising the teachers and non-instructional staff at the school and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program.

The current required qualifications for a LPS Principal include proven effectiveness in the following areas:

- Instructional Leadership (using data to improve teaching and learning, coaching teachers, implementing curriculum and assessments, and planning outstanding professional development for staff with LPS support),
- General administration (overseeing the daily running of the school, addressing discipline/behavior issues with the Dean of Student Life, overseeing student support programs, scheduling, managing budgets, coordinating with the home office and strategic planning),
- Human Resources (recruiting, building and managing an outstanding faculty team), and
- Community Relations (building relationships with families and local institutions, partnering with the District, coordinating public relations and fundraising).

Additional qualifications currently include:

- At least a B.A. Degree with a Masters or Doctoral Degree preferred,
- A relentless drive to attain results and an unwavering belief that our students can achieve high levels of performance,

- At least 2 years of educational administrative experience, preferably as a principal or vice principal of an urban high school,
- At least 3 or more years of experience teaching in an urban district,
- Team player,
- Ability to speak Spanish for LPS schools with predominantly Latino/a populations preferred,
- Comfortable with a start-up environment, and
- A commitment to both excellence and equity.

B. Teacher Qualifications (Including Credentialing & NCLB Compliance)

LPS hires the finest teachers available who are committed to our mission.

The most important qualifications for LPS teachers are: (1) expertise in his or her discipline, (2) demonstrable effectiveness in teaching urban youth, (3) being collegial and a team player, (4) willingness to take responsibility for the school as a whole, and (5) possessing an appropriate teacher credential as required by law. Core courses at LPS are defined as English, History/Social Studies, Math, and Science.

LPS shall comply with California Education Code Section 47605(l), which states in pertinent part:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

As allowed by federal law (including NCLB) and state law, the Charter may define core courses. At LPS College Park, core courses for purposes of credentialing requirements are only English, Math, Science, and History.

C. Professional Development

LPS believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, LPS invests heavily in professional development for our staff. All teachers participate in approximately 15 days of staff development per year including approximately:

- 8 days of summer training to become fluent with our culture and program.
- 5 days of staff development interspersed throughout the academic year.
- 2 days of training at the end of the school year, to evaluate school progress and set goals for the upcoming year.

There are also weekly meetings focusing on teaching and learning, and time set aside for teacher collaboration. LPS may change the number of days from time to time.

D. Compensation and Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

California Education Code 47605(b)(5)(K)

Retirement benefits are the responsibility of LPS. Employees of LPS will have access to retirement plans according to the policies established by the LPS Board of Directors and applicable law.

Employees of LPS who qualify for membership may participate in the California State Teachers Retirement system ("STRS"). LPS will implement all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Employees who participate in STRS are exempted from participating in federal social security.

LPS offers the LPS 401(a) Retirement Plan ("401a Plan") to all employees who do not participate in STRS; generally all administrative and classified staff will participate in the 401a Plan. The IRS has issued a determination letter confirming that LPS' 401a Plan serves as a qualified alternative to federal social security. Therefore, participants in the 401a Plan are exempted from participating in federal social security.

All employees who are not members of STRS, the 401a Plan, or another alternative qualified retirement plan must and will contribute to the federal social security system to the extent required by federal law.

LPS will make all employer contributions as required by STRS, the 401a Plan, and the federal social security laws. LPS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

LPS retains the option to elect to allow eligible school faculty and staff to participate in the Public Employees Retirement System ("PERS") or an alternative qualified retirement system in the future.

E. Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

California Education Code 47605(b)(5)(O).

For the purposes of the Educational Employment Relations Act, and to the extent not superceded by federal labor law, Leadership Public Schools, Inc. in its operation of the School shall be deemed the exclusive employer of the employees of the School.

F. Right to Return as District Employee

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

California Education Code 47605(b)(5)(M).

Certificated employees who were employed by the OUSD prior to employment at the School shall NOT be guaranteed return rights unless they are negotiated by the staff with OUSD and/or the collective bargaining unit.

G. Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

California Education Code 47605(b)(5)(F).

A copy of the LPS Employee Handbook is included in the supplemental materials for more detail, and a several hundred page LPS Operations Guide is available to the Charter Authorizer upon request (a copy of the LPS Operations Guide Table of Contents is included in the supplemental materials).

The School shall comply with all provisions and procedures of Education Code 44237 regarding Fingerprints and Criminal Records Summary. Each new employee having contact with minor students and not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the required proof of immunization. The School will maintain records of legally required tests and immunizations of students and/or staff.

Leadership is committed to providing a safe school environment and has provided OUSD with an Emergency Response Plan that addresses earthquakes, fire, floods, shootings, and electricity loss.

The School will develop and use further health, safety and risk management guidelines in consultation with its insurance carriers and risk management experts as well as OUSD. In addition, the School will comply with all building codes, including the Americans with Disabilities Act (ADA).

H. Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

California Education Code 47605(b)(5)(N).

Leadership is committed to partnering with the Oakland Unified School District in the spirit of cooperation and mutual benefit. It is agreed that the School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocation actions are taken. The OUSD Board of Education and/or Superintendent agree to inform the CEO of LPS and the Principal of the School if they are contacted regarding a conflict at the School and to refer the involved parties to the School's Community Complaint Procedures. Matters unable to be resolved by the District Superintendent or designee and Leadership will be resolved as agreed to in a Memorandum of Understanding.

VI. STUDENT ADMISSIONS, ATTENDANCE & SUSPENSION/EXPULSION**A. Student Admission Policies and Procedures**

Governing Law: Admission requirements, if applicable.

California Education Code 47605(b)(5)(H).

The following admission requirements are intended to create informed applicants who want to attend the School and are committed to the School program: (1) attendance at an enrollment information session or participation in a home visit by LPS staff; (2) completing a written application; and (3) as allowable for charter schools, having a parent and/or guardian sign the application which includes a commitment to support the School with a minimum amount of volunteer hours (in the interest of equity, many opportunities shall be made to families to fulfill volunteer requirements and alternative arrangements will be made if an adult is unavailable or if a family cannot meet the hours requirements). These requirements will be adapted as necessary to accommodate those with exceptional needs or for whom English is not a primary language.

LPS is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, English Learners and Special Education students, we use a multi-part enrollment process and lottery designed to reach out to inner-city families and enable the School to have a balanced and diverse student body.

First, as indicated in Element G above and the outreach plan included in the supplemental materials, we will exert considerable effort recruiting students from urban middle schools and community student programs.

Admission shall be open to any California resident who wishes to attend the School, including Special Education students and English language learners. If the number of students interested in attending the School exceeds the School's capacity, enrollment for those grade levels shall be determined by a public random drawing ("lottery") as required by law.

Preferences in the lottery shall be given in the following order:

1. Siblings of enrolled students.
2. Children of LPS staff.
3. Students who reside within Oakland Unified School District.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas).

As indicated previously, the School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

Subject to further refinement and adjustment, the timeline for student enrollment applications shall be:

October through February

Extensive student outreach as provided in outreach plan included in supplementary information.

March

Deadline for student applications.

Student enrollment determined (per public random drawing if more students apply than school capacity at any grade level).

Wait list created in the order drawn in lottery.

Students notified of enrollment/wait list status.

April through August

Students accept/reject enrollment.

Additional lotteries conducted as needed if waiting list is exhausted.

Incoming Class is finalized.

Orientation Letters sent regarding Leadership Retreat dates and School policies.

Welcoming letter sent to families introducing Advisor and details regarding LPS retreats.

Pre-opening Parent Association get-together.

School Opening.

B. Non-Discrimination: Means to Achieve a Racial and Ethnic Balance of District

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population

residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code 47605(b)(5)(G).

Consistent with the intent of the charter law, LPS will strive to ensure that the student population at the school roughly represents the population of the Oakland Unified School District with outreach and monitoring efforts that may include, among other things:

- A multi-part enrollment process and lottery as described below,
- Access to School District middle schools to make presentations and provide orientation material to the same extent as other district high schools,
- Outreach through presentations at community organizations, independent schools, faith-based organizations, and local youth organizations,
- Collaboration with community-based organizations to support outreach efforts,
- Use of brochures, newsletters, TV/Radio public service announcements, print and non-print media for outreach communications, and
- Distribution of materials in languages in English and Spanish, and other frequently spoken languages as advised by the District.

LPS has extensive experience successfully reaching the students desired in the School and in multiple other charter schools as indicated in the supplemental materials.

C. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code 47605(b)(5)(L).

Students who opt not to attend the School may attend other public schools either within the district of residence in accordance with school district of residence policy or another district school as pursued through an inter-district transfer request in accordance with the existing enrollment and transfer policies of the district of residence and receiving district and/or county of residence.

D. Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled.

California Education Code 47605(b)(5)(J).

The procedures for suspension and expulsion will include appropriate due process, will be specific and clear and will be compliant with state and federal laws governing discipline of special needs students. The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Informed by district processes and best practice, specific suspension and expulsion procedures will be revised from time to time.

The current suspension and expulsion procedure, subject to LPS Board approval and revision in the future to ensure policies are up-to-date with current law and as necessary based upon the School's practical needs, is included in the supplemental materials. In the case of the recommendation for involuntary transfer of a student identified under the Individuals with Disabilities Education Improvement Act or for whom there is a basis of knowledge by the LPS of qualification under the same, LPS shall work cooperatively with the OUSD and/or SELPA to provide any information necessary to conduct a manifestation determination or other necessary assessment and shall not move forward with an involuntary transfer without OUSD review and approval. LPS shall cooperate with the OUSD and SELPA in ensuring that a free appropriate public education is offered to expelled pupils who qualify for special education and related services under the Individuals with Disabilities Education Improvement Act in the same manner as any other school of the OUSD.

Students who are involuntarily transferred or expelled from LPS shall be responsible for seeking alternative enrollment. A student seeking enrollment in a OUSD school shall be considered for enrollment under OUSD policies and procedures related to the re-enrollment of involuntary transfers or expelled pupils. LPS will account for suspended or expelled students in its average daily attendance accounting as provided by law.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

A. Realistic Financial Plan

Refer to section III.B.2.b. of the Charter materials.

B. Financial Reporting

The School shall provide reports to the charter authorizer as follows, and may provide additional fiscal reports as requested by the charter authorizer:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to charter authorizer, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the charter authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

C. Adequate Insurance

With respect to insurance, Leadership Public Schools – College Park has general liability, automotive liability, property, employers' liability, and workers compensation insurance coverage through ASCIP, the Alliance of Schools for Cooperative Insurance Programs (www.ascip.org). ASCIP is a joint powers authority (JPA) which provides insurance to over 110 public school districts, colleges, and charter schools throughout California. Our policy covers all schools operated by Leadership Public Schools (e.g., we do not need to enter into separate policies to cover each new school). The coverage is \$1 million combined single limit per occurrence and up to \$400 million for property coverage.

In addition to ASCIP, Leadership Public Schools – College Park carries excess liability coverage through SELF, the Schools Excess Liability Fund (www.selfjpa.org). SELF is a JPA which includes 85% of the school districts in the state, representing 77% of the total average daily attendance. Their members include many K-12 districts, community college districts, charter schools, county offices of education and the California State University system. Our policy covers all schools operated by Leadership Public Schools (e.g. we do not need to enter into separate policies to cover each school). The coverage is \$14 million ultimate net loss each occurrence.

The amount budgeted to pay for insurance is reasonable and reflects the actual costs expected for insurance based on our experience with the insurance above.

D. Administrative Services

The LPS Home Office provides significant support services to each LPS school, both during the startup and ongoing phases of the school's operations. The Home Office has seven major responsibilities: (1) opening new schools; (2) supporting existing schools; (3) facilitating professional development; (4) managing key components of curriculum, instruction, evaluation and assessment; (5) fundraising; (6) successful replication and quality management; and (7) disseminating aspects of our model and cooperating with other educators and districts.

In many cases, there will be shared responsibility between the Home Office and the School for accomplishing various tasks, such as the creation of an annual budget or the hiring of a new teacher. LPS has outlined such responsibilities and processes in great detail in the LPS Operations Guide, and invests significant time and resources in professional development to prepare school leaders and staff for work within the LPS network.

E. Facilities

Refer to section III.B.2.g. of the Charter materials.

F. Transportation

The Charter School does not intend to offer transportation services to its students, except where necessary to meet the Section 504 or special education requirements of students with disabilities. If such services are offered, the Charter School will contract services out to a reputable third party service provider, and the Charter School will ensure that the service provider has all necessary certifications, background checks, and insurance to provide student transportation services.

G. Annual Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code 47605(b)(5)(I).

An annual independent financial audit will be conducted by a certified public accountant with education finance experience, and will use generally accepted accounting principles. The Treasurer and/or Chief Operating Officer of LPS will be responsible for contracting and overseeing the independent audit, and LPS will provide the audit report to the charter authorizer, State Controller, the County Office of Education, the State Superintendent of Public Instruction, the California Department of Education, and the California State Board of Education by December 15 of the following school year. LPS' Treasurer, Chief Operating Officer or other designee will resolve audit exceptions and deficiencies to the satisfaction of the Charter Authorizer in a timely fashion, with the goal of resolving any audit issues within three months of the auditor's final report or as otherwise agreed upon by the charter authorizer and Charter School. Disputes regarding the resolution of audit exceptions and deficiencies shall be resolved in accordance with the dispute resolution provisions discussed below.

H. Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes.

Education Code Section 47605(b)(5)(P).

LPS does not intend to close this School. However, in the interest of planning for contingencies, the following outlines a school close-out process that has been reviewed and approved by the Advisory Commission on Charter Schools and the State Board of Education in other LPS charters.

Documentation of Closure Action

The decision to close the School, for any reason, will be documented by an official action of the LPS Board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if at all possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

LPS will provide notice to the charter authorizer, parents, teachers and community of any consideration for Board action of school closure of at least nine months unless unfeasible due to exigent circumstances.

Notification to the California Department of Education, County Office of Education and State Board of Education

LPS will send a notice of the school closure to the local District, County Office of Education, Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- a. Charter school name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure (specify revoked, not renewed or other reason).

Notification to Parents and Students

Parents and students of the School will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. This will facilitate transfer to another school.

Notification to Receiving Districts

LPS will notify any school district that may be responsible for providing education services to the former students of the School so that the receiving district(s) are prepared to assist in facilitating student transfers.

In addition, LPS will notify the charter school associations and the California Department of Education for assistance in placing the School's students.

Student and School Records Retention and Transfer

LPS will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. LPS will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. In a Memorandum of Understanding, the authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.

Financial Close-Out

LPS will commence an independent audit of the School as soon as practicable, or at least within 60 days after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the School. The assessment should include an accounting of all the School's assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of the School.

In addition to a final audit, LPS will submit any required year-end financial reports to the CDE and the charter authorizing entity and the District Superintendent of Schools in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, LPS will develop a plan for the repayment of any liabilities.

If needed, and to the extent feasible, any assets of the School will be liquidated to pay off any outstanding liabilities, and appropriate unearned state funds, if any, will be returned.

Any remaining School assets after satisfaction of liability and return of appropriate state funds shall remain the property of LPS. Upon closure of LPS, assets will be distributed as required by law and the LPS Articles of Incorporation.

I. School Management Contracts

The Charter School does not intend to enter into a contract with an Education Management Organization ("EMO"). The Charter School will be "owned and operated" by Leadership Public Schools, Inc.

J. Fiscal Issues

LPS will develop and the LPS Board of Directors will approve balanced budgets prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the charter authorizer, County Office of Education, and any other entities as required by law.

LPS may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grant, in lieu of economic impact aid; the California State Lottery; state supplemental hourly instruction funding; categorical block and non-block grants; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. Any funds received by the charter authorizer and due to the School shall be forwarded to LPS in a timely fashion. The charter authorizer will not deduct funds from these amounts that are not mutually agreed upon or are in dispute.

K. Memorandum of Understanding

LPS and the charter authorizer agree to negotiate in good faith to develop a new Memorandum of Understanding that establishes the specific financial and service relationship between the parties. This Memorandum of Understanding will accomplish the following, among other things:

- Address funds transfer and fiscal oversight procedures,
- Transfer of course credits for the School's classes,
- Address enrollment outreach efforts (e.g., access to middle schools),
- Enable the School and SELPA to jointly and cooperatively address the needs of special needs students and share in the costs and revenues associated with serving such students. LPS reserves the right to apply as an independent Local Educational Agency ("LEA") for Special Education purposes in a SELPA and/or to participate in possible future charter school Joint Power Authorities ("JPA's"), charter SELPA's, or charter sub-SELPA's created to serve Special Education students in charter schools,
- Indicate the charter authorizer services, if any, and opportunities that will require a fee, and
- Enable the efficient and fair resolution of disagreements or disputes between LPS and the charter authorizer.

As required by law, the charter authorizer shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for a fee representing documented actual costs that will not exceed one percent of the general purpose block grant and categorical block grant funds of the School, unless the charter authorizer provides a substantially rent-free facility. In that case, under the Charter School Act, the charter authorizer can charge up to three percent of the general purpose block grant and categorical block grant funds representing documented actual costs of supervisory oversight.

VIII. IMPACT ON THE CHARTER AUTHORIZER

A. Facilities

Refer to section III.B.2.g. of the Charter materials.

B. Change in Facilities

The School acknowledges that a change in school site is a material change in the charter under A.B 1994. However, the charter authorizer acknowledges that the School plans to move into another Proposition 39 site and that this change will not constitute a material change in the charter.

C. Administrative Services

LPS has an experienced administrative staff that handles a variety of "back office" services such as payroll, benefits, accounting, and purchasing. LPS currently provides all of these services to its existing four schools sites in return for a management fee, which is currently set at 7% of the School's state and federal revenue.

LPS will be responsible for providing all of its own human resources services, including payroll processing and tax reporting, retirement plan reporting and administration, health benefits administration, credential review and verification, criminal background check verification, negative TB test verification, and compensation plan development and salary placement.

LPS will also be responsible for all finance and accounting functions, including budget development, development of accounting policies and procedures, processing of accounts payable and receivable, production of financial statements and tax returns, purchasing, production of internal and external financial reports, and coordination of the annual fiscal audit.

A more complete list of Home Office services is provided above.

LPS may elect to outsource some of these administrative functions to qualified third-party administrators and/or purchase mutually agreed services from the charter authorizer. In the event that any administrative services are to be purchased from the charter authorizer by the School, the specifics will be agreed to in a Memorandum of Understanding between LPS and charter authorizer, or another mutually agreeable contract.

D. Civil Liability Effects

Leadership Public Schools, Inc., a California non-for-profit public benefit corporation, is responsible for matters of civil and financial liability resulting from the operation of the School. LPS carries general liability, property, workers' compensation, errors and omissions, automotive and unemployment insurance through the Alliance of Schools for Cooperative Insurance Programs (ASCIP), and excess liability insurance through the Schools Excess Liability Fund (SELF). These policies give LPS total liability coverage of \$15 million per occurrence.

LPS will be responsible for all supplies and equipment that it purchases, and, in the event of loss by fire, disaster or theft, SUSD shall have no responsibility for those items unless such loss was caused by the negligence of SUSD. In addition, we will agree that SUSD shall have no responsibility for losses of student property and LPS will hold SUSD harmless from any such losses unless such loss resulted from the negligence of SUSD.

LPS shall operate autonomously from the charter authorizer, with the exception of the supervisory oversight and, depending on the charter authorizer and SELPA status of the school, possibly special education services as allowed by statute. Pursuant to the Education Code Section 47604(c), the charter authorizer shall not be liable for the debts and obligations of the School operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the School as long as the charter authorizer has complied with all oversight responsibilities required by law.

CHARTER RELATED ISSUES

Term of Charter

The term of this charter shall commence on July 1, 2008 and expire five years later on June 30, 2013.

Material Revision

Any material revisions to the School's charter shall only be made by mutual agreement of the LPS Board of Directors and the charter authorizer. In accordance with Education Code Section 47607, LPS may present a petition for a material revision of the charter at any time, and the charter authorizer agrees to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code Section 47605 or its successors. The charter requirement for teacher and/or parent signatures is not required for renewal of a charter.

Severability and Interpretation of the Charter

If any clause of the Charter is found to be invalid for any reason, all other clauses remain in effect.

All terms of the Charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the language or intent of the California Education Code or other applicable law should be

removed from the charter. Such a situation would not result in the revocation of the Charter. The remaining provisions of the Charter shall remain in place.

Notice

Unless changed by written notice to the charter authorizer, all notices to LPS shall be sent to:

Mark Kushner, CEO
Leadership Public Schools
2601 Mission Street, 9th Floor
San Francisco, CA 94110

Necessary Signatures

Please see Section III.B.3 for the teacher signatures.

Completed Assurances

Please see Section I for LPS' certified assurances page.

Articles of Incorporation

Please see Section III.D.6. for LPS Articles of Incorporation.

Sample Curriculum

Please see Sections III.B.1.f. through III.B.1.i. for information on LPS' curriculum.

Organization Charts

Please see Section III.B.2.c. for LPS' organization charts.

Budget

Please see Sections III.B.2.d. and III.B.2.e. for financial and budget information.

Other Supplemental Documents

OTHER SUPPLEMENTAL DOCUMENTS

1. District Impact Statement
2. LPS Bylaws
3. Compliance with Public Records Act & Brown Act
4. Evidence of Nonprofit Organization Status
5. IRS Determination Letter for 401(A)
6. LPS Articles of Incorporation
7. Draft Memorandum of Understanding

Impact Statement of LPS-College Park Proposed Charter on Oakland Unified School District

California Education Code Section 47605(g) provides that:

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.

Accordingly, following is information regarding school facilities, administrative services, potential civil liability effects on the Oakland Unified School District ("OUSD"), and our operational budget, cash flow and financial projections (Section III.B.2.e.). This material is not part of the Charter but is being provided to OUSD as required by California Education Code section 47605.

REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation

California Education Code Section 47605(g).

Please find the following documents in the supplemental materials to the Charter:

- A projected five year budget, and
- Cash flow and financial projections for the next three years of operation.

These documents are based upon the best data available to LPS at this time. LPS is willing to provide any other related budget information and respond to any concerns.

FINANCIAL REPORTING

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before December 15, a copy of the Charter School's annual, independent financial audit report for the

preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

FACILITIES

LPS is currently located in an OUSD facility, Building 100 at Castlemont High School, under a facilities lease agreement as an internal charter. In the 2007-08 school year, LPS will continue to occupy this facility, but under a Proposition 39 Agreement. LPS wishes to enter into a long-term facilities use agreement with the District that meets the needs of both parties. The long term vision for facilities, as agreed by both OUSD and LPS, is to move LPS off the Castlemont High School Campus (presumably for the 2008-09 school year) to another comparable school site. The School wishes to locate in or near central Oakland in order to be easily accessible to the School's target population.

LPS recognizes the difficult burden Proposition 39 places on school districts, and the School will approach Proposition 39 discussions in a spirit of partnership. While the School will continue to submit a Proposition 39 facility request and supporting documentation prior to the October 1 deadline, LPS would welcome a discussion well in advance of the statutory deadlines. Under Proposition 39 regulations, the District is required to provide a final facilities offer on or before April 1 of each school year.

Currently, other LPS campuses are also successfully occupying Proposition 39 facilities in Richmond, Hayward, and San Jose, at a cost ranging from \$38,000 to \$120,000 per year (the latter figure, which is significantly higher than normal Proposition 39 rates, was agreed to as part of a 10 year facilities partnership with East Side Union High School District). Even at the high end, these figures represent significant savings when compared to the cost of leasing or developing a non-district school site. The low cost of Proposition 39 facilities will allow the School to devote the maximum possible resources to the educational program.

Our needs for classroom and non-classroom space will grow as the school grows, starting with one grade only in year 1, and growing to serve up to 500 students in grades 9-12 in years four and beyond. Our projected classroom needs are 19 classrooms in 2007-08, and 26 classrooms in 2008-09 and beyond. The School will also need access to a variety of specialized teaching space including but not limited to science labs, computer labs, and art room, a library, a gymnasium, a multi-purpose room or auditorium, a cafeteria, athletic fields, administrative offices, storage space, parking, and staff and student restrooms. At full size, the total square footage needs of the School will be approximately 50,000 SF, or 100 square feet per student.

While LPS intends to occupy an OUSD facility under Proposition 39, the School has also conducted a search for appropriate alternative school sites. LPS has developed detailed site requirements including square footage estimates and criteria for site selection. These site selection criteria include: proximity to our target population's residential areas, proximity to transportation arteries, neighborhood safety, site environmental safety and appropriate history of prior use, and availability of nearby athletic and recreational facilities. The School

has identified potential commercial properties that may be suitable as future school sites and will continue to search for other viable alternative sites.

Because the School plans to occupy school district facilities under Proposition 39, the School will adopt OUSD's building maintenance and related facilities policies. The specific responsibilities of the School and District with regard to the facilities will be clarified in a mutually acceptable facilities use agreement. Should the School occupy alternative, non-district facilities in the future, we will provide maintenance and facilities policies for review and approval by the charter authorizer prior to opening.

CHANGE IN FACILITIES

The School acknowledges that a change in school site is a material change in the charter under A.B 1994

ADMINISTRATIVE SERVICES

LPS has an experienced administrative staff that handles a variety of "back office" services such as payroll, benefits, accounting and purchasing. LPS currently provides all of these services to its existing five school sites in return for a management fee, which is currently 10% of the School's state and federal revenue, as of 2007-2008.

LPS will be responsible for providing all of its own human resources services, including payroll processing and tax reporting, retirement plan reporting and administration, health benefits administration, credential review and verification, criminal background check verification, negative TB test verification, and compensation plan development and salary placement.

LPS will also be responsible for all finance and accounting functions, including budget development, development of accounting policies and procedures, processing of accounts payable and receivable, production of financial statements and tax returns, purchasing, production of internal and external financial reports, and coordination of the annual fiscal audit.

A more complete list of Home Office services is provided in Section III.B.2.j.

LPS may elect to outsource some of these administrative functions to qualified third-party administrators and/or purchase mutually agreed services from the charter authorizer. In the event that any administrative services are to be purchased from the charter authorizer by the School, the specifics will be agreed to in a Memorandum of Understanding between LPS and the charter authorizer, or another mutually agreeable contract.

POTENTIAL CIVIL LIABILITY EFFECTS

Leadership Public Schools, Inc., a California non-profit public benefit corporation, is responsible for matters of civil and financial liability resulting from the operation of the School. LPS carries general liability, property, workers' compensation, errors and omissions, automotive and unemployment insurance through the Alliance of Schools for Cooperative Insurance Programs ("ASCIP"), and excess liability insurance through the Schools Excess Liability Fund ("SELF"). These policies give LPS total liability coverage of \$15 million per occurrence.

LPS will be responsible for all supplies and equipment that it purchases, and, in the event of loss by fire, disaster or theft. OUSD shall have no responsibility for those items unless such loss was caused by the negligence of OUSD. In addition, we will agree that OUSD shall have no responsibility for losses of student property and LPS will hold OUSD harmless from any such losses unless such loss resulted from the negligence of OUSD.

LEADERSHIP PUBLIC SCHOOLS, INC.

BYLAWS

(ADOPTED JANUARY 7, 2005)

BYLAWS

for the regulation, except as otherwise provided
by statute or its Articles of Incorporation,

of

LEADERSHIP PUBLIC SCHOOLS, INC.

a California Nonprofit Public Benefit Corporation

I. MEMBERSHIP/SPECIFIC PURPOSE

The specific purpose of this corporation is to establish and operate public charter schools that provide a free education to students in grade school, middle school and high school.

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter the directors shall be individually be referred to as "Trustees" and collectively as the "Board") of Leadership Public Schools, Inc. (hereinafter "LPS"). For purposes of Corporations Code compliance, "Trustee(s)" shall mean "Director(s)."

II. BOARD OF TRUSTEES

A. Powers

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees.
2. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable.
5. To carry on a business for profit and apply any profit that results from the business activity to any activity in which the corporation may engage.
6. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

B. Number of Trustees

The number of Trustees of the corporation shall be neither less than 9 nor more than 20. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees

1. Election. The LPS CEO shall automatically be a Trustee. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the vote of the sole remaining Trustee.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees:

a. A parent or legal guardian of an active LPS student at the time of election, who is designated by the LPS Parents' Association of a rotating LPS school as determined by the CEO to represent the LPS Parents (the "Parent Representative").

b. Following the graduation of the initial class, an alumna or alumnus of LPS, who is designated by the LPS Alumni Association of a rotating LPS school as determined by the CEO to represent the Alumni (the "Alumni Representative").

c. An LPS teacher of a rotating LPS school as determined by the CEO, selected by the LPS faculty of that school (the "LPS Faculty Representative").

d. An LPS student, selected by the LPS student body of a rotating LPS school as determined by the CEO (the "LPS Student Representative").

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4 Term of Office

a. The term of office of all members of the Board of Trustees shall be three years, with the following exceptions:

(1) The term of any Trustee who is the Parent/Legal Guardian, Alumni, LPS Faculty or LPS Student Representative shall be one year.

(2) The Board may at its discretion and for good reason elect by majority vote a trustee for a term of less than three years.

b. No Trustee, other than a Trustee serving as a corporate officer may serve for more than six (6) consecutive years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustee resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees

The Board may remove a Trustee without cause as provided by the California Nonprofit Public Benefit Corporation law. Without limiting the Board's right to remove a Trustee without cause, the Board may remove any Trustee:

1. Who has failed to attend two or more of the Board's Regular Meetings in any calendar year;
2. Who has been declared of unsound mind by a final order of court;
3. Who has been convicted of a felony;
4. Who has been found by a final order or judgment of any court to have breached any duty imposed by the California Nonprofit Public Benefit Corporation Law; or
5. For such other reason as the Board may determine.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the California Attorney General.

F. Vacancy

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at 2601 Mission Street, 9th Floor, San Francisco, CA 94110, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. MEETINGS OF THE BOARD

All meetings of the Board shall be conducted in accordance with the Brown Act (Govt. Code 54950 et seq.).

A. Place of Meetings

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held at any time called by the Chair or by any three (3) Trustees.

E. Adjournment

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place is fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

Notices of Board Meetings shall be given as follows:

1. **Annual Meetings and Regular Meetings:** At least 72 hours prior to the regular meeting, the Board must post an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session.

2. **Special Meetings:** Notice of a special meeting along with an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session, must be provided 24 hours in advance of the meeting to all the Board and to all media outlets who have requested notification. The notice must also be posted at least 24 hours prior to the meeting.

V. **ACTION BY THE BOARD**

A. **Quorum**

A quorum consists of one-third of the fixed number of Trustees.

B. **Action by the Board**

1. **Actions Taken at Board Meetings.** The actions taken and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the California Nonprofit Public Benefit Corporation Law or as set out in these Bylaws.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Trustees withdraw, provided that any action taken is approved by at least a majority of the quorum required.

2. **Actions Without a Meeting.** The Board may take any required or permitted action without a meeting if all the Trustees individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.

3. **Meeting By Telephone or Other Telecommunications Equipment.** Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.

- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (i) Whether a person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting or a member of the public entitled to participate during such portions of the meeting that are open to the public.
 - (ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- (d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees.
- b. Filling vacancies on the Board or any committee which has the authority of the Board.
- c. The amendment or repeal of any Board resolution.
- d. The fixing of any compensation for serving on the Board or any committee.
- e. The amendment or repeal of Bylaws or the adoption of new Bylaws.
- f. The appointment of other committees of the Board, or the members of the committees.

g. The expenditure of corporate funds to support a nominee for Trustee.

h. The approval of any self-dealing transaction, as defined by the California Nonprofit Public Benefit Corporation Law.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. **Standard of Care**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is not subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law (e.g., FERPA, the Confidentiality in Medical Information Act etc.).

F. Participation in Discussions and Voting At Meetings

Every Trustee present at a meeting has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences

Pursuant to the Brown Act, meetings, votes and discussions by the Board and Board committees are open to the public subject to certain limited closed session exceptions. In the case of meetings, votes and discussions conducted in closed session, every Trustee has a duty to maintain the confidentiality of such Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

VI. OFFICERS**A. Officers**

The officers of the corporation consist of a Chair, a President, a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings

2. President. The President (who is referred to as CEO or Executive Director) is responsible for the day-to-day operation of the Corporation, including performing the Chair's duties if the Chair is disabled or not present. The President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting,

whether it was annual, regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair or President.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

VII. NON-LIABILITY OF TRUSTEES

Subject to applicable provisions of the California Nonprofit Public Benefit Corporation law, the Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

The corporation shall indemnify any Trustee, officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the California Nonprofit Public Benefit Corporation Law.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the California Nonprofit Public Benefit Corporation Law.

X. SELF-DEALING TRANSACTIONS

The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

1. The Board's action of fixing a Trustee's compensation as a Trustee or corporate officer; or

2. A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the corporation in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in the class of persons intended to be benefited by the public or charitable program;

XI. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the President.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist.

If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract, other transaction or program (other than to present factual information or to respond to questions prior to the discussion). Before authorizing the transaction, the Board shall consider and in good faith decide after reasonable investigation that the Corporation could not obtain a more advantageous agreement with reasonable effort under the circumstances. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract other transaction or program if he or she has a direct financial interest, is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

To ensure that the Corporation and the Board adhere to the highest ethical standards, and avoid both the existence and the appearance of conflict of interest, the Board may develop and adopt guidelines for itself and the Corporation addressing such issues as: (1) recusal guidelines for Directors and employees; (2) ethics policies; (3) privacy policies; and (4) document retention policies.

F. Interpretation of Charter

Whenever any provision of these Bylaws are in conflict with the provisions of any LPS school's charter, the provisions of these Bylaws control.

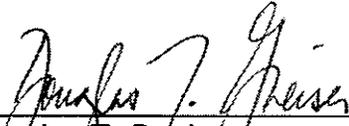
XII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Leadership Public Schools, Inc., a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Trustees of said corporation, which Trustees are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

Dated: January 7, 2005



Douglas T. Greiser
Corporate Secretary

Compliance with Public Records Act & Brown Act

Leadership Public Schools will fully comply with the Public Records Act and the Brown Act.

PUBLIC RECORDS ACT

Leadership Public Schools agrees to comply with the Public Records Act. The Charter School recognizes that Education Code Section 47604.3 requires the Charter School to promptly respond to all inquiries, including, but not limited to, inquiries regarding its financial records from the chartering authority (i.e., State Board of Education) and the Superintendent of Public Instruction. Leadership Public Schools fully complies with this section as it relates to all records of the approved charter.

It should also be noted that the Charter School is cognizant of its responsibility to comply with the Family Educational Rights and Privacy Act ("FERPA") under federal law (20 U.S.C. §1232g) and other privacy laws related to personnel records (i.e., confidential medical information, etc.).

THE BROWN ACT:

Leadership Public Schools agrees to fully comply with the Brown Act as we value transparent governance and input from parents and community members regarding the educational quality and operation of the school.

Evidence of 501(c)(3) Nonprofit Organization Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 25 2003

LEADERSHIP PUBLIC SCHOOLS INC
70 CARMEL ST
SAN FRANCISCO, CA 94117-4333

Employer Identification Number:
73-1643646
DLN:
17053281059002
Contact Person:
DIANE M GENTRY ID# 31361
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

-2-

LEADERSHIP PUBLIC SCHOOLS INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

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LEADERSHIP PUBLIC SCHOOLS INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

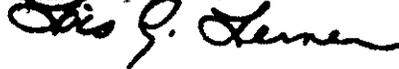
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosure(s) :
Addendum

Letter 947 (DO/CG)



STATE OF CALIFORNIA
FRANCHISE TAX BOARD
PO BOX 1286
RANCHO CORDOVA CA 95741-1286

In reply refer to
755:G :EU

March 18, 2003

LEADERSHIP PUBLIC SCHOOLS INC
70 CARMEL ST
SAN FRANCISCO CA 94117-4333

Purpose : SCHOOL
Code Section : 23701d
Form of Organization : Corporation
Accounting Period Ending: June 30
Organization Number : 2278050

You are exempt from state franchise or income tax under the section of the Revenue and Taxation Code indicated above.

This decision is based on information you submitted and assumes that your present operations continue unchanged or conform to those proposed in your application. Any change in operation, character, or purpose of the organization must be reported immediately to this office so that we may determine the effect on your exempt status. Any change of name or address must also be reported.

In the event of a change in relevant statutory, administrative, judicial case law, a change in federal interpretation of federal law in cases where our opinion is based upon such an interpretation, or a change in the material facts or circumstances relating to your application upon which this opinion is based, this opinion may no longer be applicable. It is your responsibility to be aware of these changes should they occur. This paragraph constitutes written advice, other than a chief counsel ruling, within the meaning of Revenue and Taxation Code Section 21012(a)(2).

You may be required to file Form 199 (Exempt Organization Annual Information Return) on or before the 15th day of the 5th month (4 1/2 months) after the close of your accounting period. Please see annual instructions with forms for requirements.

You are not required to file state franchise or income tax returns unless you have income subject to the unrelated business income tax under Section 23731 of the Code. In this event, you are required to

March 18, 2003
LEADERSHIP PUBLIC SCHOOLS, INC.
ENTITY ID : 2278050
Page 2

file Form 109 (Exempt Organization Business Income Tax Return) by the 15th day of the 5th month (4 1/2 months) after the close of your annual accounting period.

Please note that an exemption from federal income or other taxes and other state taxes requires separate applications.

THIS EXEMPTION IS GRANTED ON THE EXPRESS CONDITION THAT THE ORGANIZATION WILL SECURE FEDERAL EXEMPT STATUS WITH THE INTERNAL REVENUE SERVICE. THE ORGANIZATION IS REQUIRED TO FURNISH A COPY OF THE FINAL DETERMINATION LETTER TO THE FRANCHISE TAX BOARD WITHIN 9 MONTHS FROM THE DATE OF THIS LETTER.

E ULCH
EXEMPT ORGANIZATIONS
BUSINESS ENTITIES SECTION
TELEPHONE (916) 845-4173

EO :

COPY

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 19 2005**

LEADERSHIP PUBLIC SCHOOLS INC
C/O DAVID F CRUTCHER
1000 FOURTH ST STE 390
SAN RAFAEL, CA 94901-0000

Employer Identification Number:
73-1643646
DLN:
17007108707034
Person to Contact:
SHERRETTE LAZENBY ID# 52100
Contact Telephone Number:
(877) 829-5500
Plan Name:
LEADERSHIP PUBLIC SCHOOLS INC 401A
RETIREMENT PLAN
Plan Number: 001

Dear Applicant:

We have made a favorable determination on the plan identified above based on the information you have supplied. Please keep this letter, the application forms submitted to request this letter and all correspondence with the Internal Revenue Service regarding your application for a determination letter in your permanent records. You must retain this information to preserve your reliance on this letter.

Continued qualification of the plan under its present form will depend on its effect in operation. See section 1.401-1(b)(3) of the Income Tax Regulations. We will review the status of the plan in operation periodically.

The enclosed Publication 794 explains the significance and the scope of this favorable determination letter based on the determination requests selected on your application forms. Publication 794 describes the information that must be retained to have reliance on this favorable determination letter. The publication also provide examples of the effect of a plan's operation on its qualified status and discusses the reporting requirements for qualified plans. Please read Publication 794.

This letter relates only to the status of your plan under the Internal Revenue Code. It is not a determination regarding the effect of other federal or local statutes.

This determination letter is applicable for the amendment(s) executed on March 15, 2004.

This determination letter is applicable for the plan adopted on November 17, 2003.

This letter considers the changes in qualification requirements made by the Uruguay Round Agreements Act, Pub. L. 103-465, the Small Business Job Protection Act of 1996, Pub. L. 104-188, the Uniformed Services Employment and Reemployment Rights Act of 1994, Pub. L. 103-353, the Taxpayer Relief Act of 1997, Pub. L. 105-34, the Internal Revenue Service Restructuring and Reform Act of 1998, Pub. L. 105-206, and the Community Renewal Tax Relief Act of 2000,

Letter 835 (DO/CG)

Sep 15 05 11:34a David F. Crutcher 415-456-3148 P.2

-2-

LEADERSHIP PUBLIC SCHOOLS INC

Pub. L. 106-554.

This letter may not be relied on with respect to whether the plan satisfies the requirements of section 401(a) of the Code, as amended by the Economic Growth and Tax Relief Reconciliation Act of 2001, Pub. L. 107-16.

The requirement for employee benefits plans to file summary plan descriptions (SPD) with the U.S. Department of Labor was eliminated effective August 5, 1997. For more details, call 1-800-998-7542 for a free copy of the SPD card.

We have sent a copy of this letter to your representative as indicated in the power of attorney.

If you have questions concerning this matter, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Robert P. Bell
Manager, EP Determinations

Enclosures:
Publication 794

Letter 835 (DO/CG)

Sep 15 05 11:34a David F. Crutcher 415-456-3148 p.3

2278050

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

ARTICLES OF INCORPORATION

MAY 29 2002

OF

WILL JONES, SECRETARY OF STA

LEADERSHIP PUBLIC SCHOOLS, INC.

The undersigned Incorporator hereby executes the following Articles of Incorporation for the purpose of forming a corporation under the General Corporation Law of the State of California:

ARTICLE I

The name of the corporation is: **LEADERSHIP PUBLIC SCHOOLS, INC.**

ARTICLE II

- A. The corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.
- B. The specific purpose of this corporation is to establish and operate schools, including but not limited to public charter schools that provide a free education to students in elementary school, middle school, and high school, and such other educational activities as the Board of Directors may define from time to time.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Mark E. Kushner, Esq.
70 Carmel Street
San Francisco, CA 94117

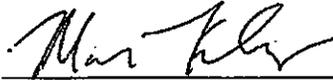
ARTICLE IV

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).
- B. No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

IN WITNESS WHEREOF, the undersigned Incorporator has executed the foregoing Articles of Incorporation on May 28, 2002.



Mark E. Kushner
Incorporator



**VERIFICATION OF GOOD STANDING OF LEADERSHIP PUBLIC SCHOOLS
NON-PROFIT CORPORATION**

25241525887

CORPORATE RECORDS & BUSINESS REGISTRATIONS

This Record Last Updated:04/25/2003
Database Last Updated:06-03-2003
Update Frequency:WEEKLY
Current Date:06/04/2003
Source:AS REPORTED BY THE SECRETARY OF STATE OR
OTHER OFFICIAL SOURCE

COMPANY INFORMATION

Name:LEADERSHIP PUBLIC SCHOOLS, INC.
Address:70 CARMEL ST
SAN FRANCISCO, CA 94117

FILING INFORMATION

Filing Date:05/29/2002
State of Incorporation:CALIFORNIA
Date Incorporated:05/29/2002
Status:ACTIVE
Corporation Type:NON-PROFIT
Business Type:CORPORATION
Address Type:MAILING
Registration ID#:C2278050
Where Filed:SECRETARY OF STATE/CORPORATIONS
DIVISION
1500 - 11TH STREET
SACRAMENTO, CA 95814

REGISTERED AGENT INFORMATION

Agent Name:MARK KUSHNER
Address:70 CARMEL ST
SAN FRANCISCO, CA 94117

PRINCIPAL INFORMATION

Name:MARK KUSHNER
Title:PRESIDENT
Address:70 CARMEL ST
SAN FRANCISCO, CA 94117

TAX INFORMATION

Franchise Tax Details:

Status:GOOD STANDING

ADDITIONAL DETAIL INFORMATION

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Memorandum of Understanding

LPS currently does not have an MOU with the Oakland Unified School District, but in this section please find a model MOU that we now use in other districts.

**DRAFT MEMORANDUM OF UNDERSTANDING
BETWEEN THE OAKLAND UNIFIED SCHOOL DISTRICT
AND LEADERSHIP PUBLIC SCHOOLS, INC.**

**For Approved Charter for
LPS-College Park**

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**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
OAKLAND UNIFIED SCHOOL DISTRICT AND
LEADERSHIP PUBLIC SCHOOLS, INC.
Regarding the approved Charter for LPS-College Park**

I. RECITALS

CHARTER GRANTED TO LEADERSHIP PUBLIC SCHOOLS – COLLEGE PARK

The governing board of the Oakland Unified School District (hereinafter "District") granted a Charter to Leadership Public Schools (hereinafter "LPS") – City referred to as LPS-College Park on [Date], pursuant to the terms of the Charter Schools Act of 1992, as amended. This Charter, among other matters, calls for LPS and the District to enter into a mutually agreeable memorandum of understanding regarding the operation and funding entitlements of the charter school.

PURPOSE OF THIS MEMORANDUM

This Memorandum of Understanding ("MOU") outlines the specific funding sources anticipated to be available to LPS and the specific terms under which the District will both claim funding entitlements on behalf of the charter school and make such funding available to LPS. This agreement also defines the operational and oversight arrangements between the District and LPS, and defines and resolves other matters of mutual interest not otherwise resolved within the terms of LPS' Charter.

TERM OF MOU

This MOU becomes effective as of Date and covers the 2006-07 fiscal year. LPS and the District may use this agreement as the basis for developing similar understandings in future fiscal years, and both parties agree to meet and discuss the terms of this and any future MOUs in good faith and in a timely manner. If the parties do not agree to terms for a new agreement, this MOU will continue for the duration of the Charter, including any renewal of the Charter.

II. DEFINITIONS

AVERAGE DAILY ATTENDANCE

"Average daily attendance" shall mean the attendance of charter school pupils while engaged in educational activities required of them by the charter school, as defined in Education Code Section 47612, and in Section 11960, of Title 5, Chapter 11, Subchapter

19, Article 1, of the California Administrative Code of Regulations and other applicable laws.

III. GOVERNANCE AND DISPUTE RESOLUTION

GOVERNANCE

It shall be LPS' duty and obligation at LPS' expense and cost and under the direction of the LPS' governing body, to manage, operate, and administer the charter school. The parties agree that at all times, the charter school remains accountable and subject to the oversight of the District as provided for in the Charter School Act, the Charter and this Agreement.

All employees of the charter school shall be employees of LPS and not employees of the District, and LPS shall be the employer for all purposes.

No officer or employee of LPS has the express, implied or ostensible power or authority to either enter into or bind the District to a contract or agreement in any way not authorized herein, or to extend the credit of the District to any third person or party without the express written permission of the District.

LPS is a nonprofit corporation governed by a board of directors in accordance with its bylaws and articles of incorporation. As allowed by charter law, the District may appoint a member to this board of directors. Any such District-appointed director shall have all rights, privileges and legal liabilities of any regular member of the board of directors. Regardless of such appointment and participation, the District and LPS remain separate legal entities.

DISPUTE RESOLUTION

Leadership is committed to partnering with the Governing Board of the District and the District in the spirit of cooperation and mutual benefit. It is agreed that the School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocation actions are taken.

The Governing Board of the District and the District agree to inform the CEO or CEO designee of LPS and the Principal of the charter school if the Governing Board of the District and the District are contacted regarding a conflict at the School. Matters unable to be resolved by the Governing Board of the District and the District or designee and LPS will be referred to a mutually agreed upon legally licensed mediator at standard cost. The parties shall share equally any costs and fees other than attorney fees associated with the mediation.

The intent of this dispute resolution process is to (1) resolve disputes within LPS and the charter school pursuant to LPS and the charter school's policies, (2) minimize the oversight burden on the Governing Board of the District and the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

LPS and the Governing Board of the District and the District agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the charter school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and LPS Board members governing the charter school shall be resolved pursuant to policies and processes developed by LPS.

The Governing Board of the District and the District shall not intervene in any such internal disputes without the consent of the LPS Board of Trustees and shall refer any complaints or reports regarding such disputes to the governing board or its designee for resolution pursuant to LPS. The Governing Board of the District and the District agree not to intervene or become involved in the dispute unless the dispute has given the Governing Board of the District and the District reasonable cause to believe that a violation of this Charter or related laws or agreements has occurred, or unless the LPS Board of Trustees has requested the Governing Board of the District and/or the District to intervene in the dispute.

Disputes between the School and the Charter-Granting Agency

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

In the event of a dispute between the charter school and the charter grantor, LPS and the Governing Board of the District and the District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and the CEO of LPS. In the event that the charter grantor believes that the dispute relates to an issue that could lead to revocation of the Charter, this shall be specifically noted in the written dispute statement.

The CEO of LPS and Superintendent of the District or their designees shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two

governing board members from their respective boards who shall jointly meet with the Superintendent of the District and CEO of LPS or their designees to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and CEO shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the CEO and Superintendent, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the LPS Board and the charter-granting Board jointly agree to bind themselves.

CHARTER REVOCATION

LPS shall be governed at the school level in accordance with the Charter provisions approved by the Governing Board of the District, and as provided in this Memorandum of Understanding. The District shall hold LPS accountable for following its Charter and the MOU, and may revoke the Charter at any time consistent with the law. Prior to revocation, the District will afford the charter school a reasonable opportunity to correct unless the violation constitutes a severe and imminent threat to the health or safety of the pupils.

SCHOOL CLOSURE

In the event of closure of the charter school, LPS will follow the procedures established in its Charter. In addition, LPS will develop a plan for the maintenance and transfer of pupil records. LPS is solely responsible for the maintenance and transfer of such pupil records.

IV. FUNDING SOURCES

DIRECT FUNDING

LPS has opted to receive funding from the state directly for the charter school, pursuant to Education Code Section 47651. The District shall cooperate in any necessary processes to ensure the appropriate and timely reporting of data and transfer of funds to the charter school. Though the District's role in the transfer of state funds is anticipated to be minimal, the District will ensure timely transfer of property tax funds due to LPS as required by Education Code Section 47635 and its successors. Average daily attendance, for purposes of Section 47635 shall be based on the number of students enrolled in the school multiplied by the charter school's prior year average daily attendance as a percentage of enrollment as reported to the California Basic Education System. If prior year figures do not exist, the District's prior year percentage figures shall be used as a proxy.

ANTICIPATED FUNDING SOURCES AND AMOUNTS

Table [insert number], attached, lists the specific funding sources anticipated to be available to LPS based on the best available estimates as of the time this Memorandum was prepared. Each funding source will require a separate explanation including

applicable calculation of the revenue. LPS may seek other revenue sources not listed in Table [insert number].

SPECIAL EDUCATION

All children with disabilities enrolled in the charter school shall receive special education and designated instruction and services in a manner that is consistent with their individualized educational programs and is in compliance with the Individuals with Disabilities Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations. In such cases, the costs and funding for the special education shall be in compliance with the provisions of the Education Code 47640 through 47647.

LPS agrees to participate in a Special Education Local Plan Area (SELPA) in one of the following ways:

- a. LPS may join the SELPA for the region in which the charter school is located in order to facilitate delivery of services and participation in an approved local plan. For special education funding, LPS shall go through the SELPA office. LPS shall be defined as a school district for the purpose of providing special education services to students of the charter school. As outlined in Education Code 15420, LPS, serving as a Local Education Area ("LEA"), will be responsible for complying with all provisions of 20 U.S.C., Chapter 33 and implementing regulations as they relate to LEAs. LPS shall be permitted to establish eligibility to receive state and federal funding for special education in a manner consistent with federal and state law; or
- b. LPS may operate as a special education program through the District in which the charter school is geographically located, and be represented at its local SELPA by the District. LPS' special education funding will be established at the SELPA or by the SELPA members, which include the host school district but not LPS. To the extent established with the host school district, LPS will be responsible for its own contracts or agreements to ensure against special education costs that may exceed its special education funding.

By [insert date], LPS will select one of the SELPA options above, and indicate that selection in writing to the District.

Federal special education funds to LPS will be distributed according to the SELPA Budget Allocation Plan. As required by federal law, LPS will receive its proportionate share of federal special education funds within five months of the date the charter school opens. The SELPA is responsible for ensuring that federal funds are available and allocated to LPS within the timeframes established by federal law.

State funds for special education will be distributed in the same manner as to other districts within the SELPA. The SELPA Budget Allocation Plan will be adjusted to

accommodate admission of the new charter school. LPS will adhere to all the provisions as outlined in the SELPA Budget Allocation Plan.

OTHER FUNDING SOURCES

LPS will receive funding from the California State Lottery with the understanding that the per-ADA amounts owing can vary depending on the receipts of the California State Lottery and other factors. LPS will receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California in the state fiscal-year Budget Act and/or related legislation to the extent that the charter school and its students generate such entitlements.

V. CASH FLOW AND SCHOOL DISTRICT SERVICES

CASH FLOW

LPS has opted to receive funding from the state through the District, pursuant to Education Code Section 47651, such that all state and federal revenue that comes from the State Department of Education earmarked for the charter school will flow through the District to LPS. The District shall cooperate in any necessary processes to ensure the appropriate and timely reporting of data and transfer of funds to the charter school. The District will ensure timely transfer of all charter school funds received from the state within two business days. The District will also ensure timely transfer of property tax funds due to LPS as required by Education Code Section 47635 and its successors. Average daily attendance, for purposes of Section 47635, shall be based on the number of students enrolled in the charter school multiplied by the charter school's prior year average daily attendance as a percentage of enrollment as reported to the California Basic Education System. If prior year figures do not exist, the District's prior year percentage figures shall be used as a proxy.

The District shall also share with LPS a share per unit of average daily attendance of all local operational funding sources. These sources shall include all those listed in Education Code Section 47636(b) and any other reasonably available similar sources of funding. During the fiscal year governed by this agreement, the anticipated level of funding from these sources is [\$ insert figure]. The District shall transfer these funds to LPS within 10 business days of the District's receipt of the funds.

DISTRICT OVERSIGHT

LPS and the District agree that "supervisory oversight," as used in Education Code Section 47613.7 shall include the following:

All activities related to the charter revocation and renewal processes, as described in Section 47607;

- Activities relating to monitoring the performance and compliance of the charter school with respect to the terms of its Charter, related agreements and

all applicable laws, including teacher credentialing and fingerprinting monitoring;

- Review of and timely response to the annual school performance report, if any, and related processes as outlined under Element [I?] of the Charter.
- Participating in the dispute resolution process as described under Element N of the Charter.

As provided by charter law, the District may charge LPS for actual costs of supervisory oversight up to one percent (1%) of the charter school's general purpose block grant and categorical block grant annual apportionments from the State Department of Education for this oversight.

If the school receives a "substantially rent free" facility from the District, the District may seek reimbursement for up to three percent (3%) of the charter school's general purpose block grant and categorical block grant annual apportionments from the State Department of Education for this oversight. In this case, "supervisory oversight" as used in Education Code Section 47613.7 shall also include the following:

- Major facilities maintenance and replacement costs. Major facilities maintenance costs shall include all non-routine maintenance, replacement and repair services, including major maintenance and replacement of the roof, mechanical systems (heat, ventilation, air conditioning, electrical, plumbing), and other major maintenance and upgrades, at a level comparable with other district schools and to the extent that these costs are normally funded from sources such as state and local facilities bond proceeds, developer fees, redevelopment agency revenue, and other non-operational sources not provided to the charter school. LPS shall be responsible for routine upkeep, maintenance, and repairs at a level comparable with other District schools and to the extent that these services are normally funded from the operational sources available to the charter school.

The District shall maintain auditable records documenting the amount of staff time and other costs reasonably necessary to fulfill its obligations as a charter-granting agency. The District shall invoice the School in December, April, and June for these actual and documented costs, net of any reimbursement for such costs received from the state mandates claims process or other source, and noting the specific tasks performed, staff member who performed the task, time spent on each task, and a list of other related reasonable costs

DISTRICT SERVICES

In addition to general oversight, the District may provide, without limitation, the following services to LPS with an indication of costs for services:

- Financial Services: Costs to be negotiated;
- STRS enrollment, processing and reporting services: Actual costs are \$50 per employee set up, \$50 per month for up to 20 employees, and \$2.50 per month for each employee in excess of 20;
- Grant writing services;

- Governmental compliance services (e.g., Categorical Programs Compliance);
- Transportation;
- Food service (including for Free- and Reduced-price lunch students);
- Primary or excess insurance on a per student basis.

By [insert date], LPS will determine those services it may desire to purchase from the District.

The total annual costs of these services shall be attached to and incorporated into this MOU. The District will invoice LPS for the cost of general oversight and these additional services on a monthly basis. LPS will remit payment for such invoices on a timely basis, but no later than thirty (30) days from the receipt of the invoice.

The District and LPS may mutually agree that the District will provide other contracted services.

ADJUSTMENTS AND RECONCILIATION

The amounts described above and in Tables [insert numbers] are estimates of amounts due to LPS based on the current best information available. LPS may at any time request a meeting to discuss adjustments to or reconciliation of these figures whenever these estimates are not reflective of actual amounts owing.

VI. DATA REPORTING AND OBSERVATION

AVERAGE DAILY ATTENDANCE

LPS will develop an attendance reporting calendar and maintain a system to contemporaneously record and account for average daily attendance (“ADA”). LPS will report ADA figures to the District, County Office of Education or California Department of Education (“CDE”) as appropriate, and on a timely basis. If necessary, the District will report ADA data to the [insert name] County Office of Education and/or California Department of Education as necessary to enable LPS to receive the funding specified in this Memorandum. LPS shall notify the Chief Financial Officer of the District if, during any month, actual ADA falls more than 10 percent below estimated ADA.

CDS CODE AND CBEDS INFORMATION

LPS shall also obtain a CDS code number for the charter school from the California Department of Education and complete and submit enrollment and other necessary demographic information, if necessary, through the District or County Office of Education, to the California Basic Education Data System (CBEDS) consistent with state time lines.

ENROLLMENT

LPS shall be allowed to participate in all District High School fairs and enrollment events with other District schools and LPS shall be allowed to present as requested at District middle schools. In addition, the District shall enable LPS to mail information to District students at LPS' expense.

BUDGET AND FINANCE

LPS shall prepare and submit to the District a proposed budget for the upcoming fiscal year showing estimated revenues and expenditures based on reasonable assumptions by June 1 prior to the beginning of the subsequent fiscal year. Justification for each revenue source with calculations is required.

FINANCIAL REPORTS

INTERIM REPORTS: First report as of October 31 due by December 15; second report as of January 31 due by March 15.

STATE FINAL REPORT: If required by the state, LPS will submit the annual report on or before the deadline set by the state, currently required by December 15 of the following fiscal year after the report period.

AUDIT

LPS shall cause to be prepared an audit of the financial transactions of the charter school each year. LPS shall immediately forward a copy of the audit to the Chief Financial Officer of the District upon receipt of the final audit findings in accordance with the state time lines. Any negative findings or deficiencies shall be resolved pursuant to the terms of the Charter.

LPS shall contract for an audit to be prepared in accordance with Governmental Auditing Standards. LPS shall also conduct a Single Audit if LPS is required to do so under federal guidelines. The audit shall be performed by an independent auditor, Vicenti, Lloyd & Stutzman, or another auditor acceptable to the District. LPS shall be responsible for developing and implementing an audit resolution plan for any findings and/or recommendations included in the audit of the prior year. Such plan shall be submitted to the District by March 15 for review and approval each year during the term of this contract.

FACILITY AND WORKPLACE SAFETY

LPS shall comply with and maintain appropriate records of compliance with all applicable workplace safety laws and regulations, and shall make such records available to the District upon request.

The charter school is located within the geographical boundaries of District. LPS will meet all physical requirements established by law for safety, access, maintenance and repair. By [insert date], LPS will develop and submit a school maintenance, safety and access plan for review by the District. This plan may include District responsibility for Proposition 39 facilities. The charter school facility must meet all applicable state and federal requirements for public charter school facilities.

STUDENT RECORDS

LPS shall maintain student records of general directory information, academic progress, immunization and other health records. Furthermore, LPS shall also maintain separate individual student disciplinary records and individual education plans for students who require special education services, and shall make such records available to the District upon request as consistent with applicable law such as FERPA.

EMPLOYEE RECORDS

LPS shall maintain full employee personnel records for each employee, and shall make such records available to the District upon request as consistent with applicable law such as HIPAA. LPS will provide a calendar, master schedule and copies of staff credentials on a yearly basis.

REQUIRED DISCLOSURES

LPS shall immediately notify the District of any pending or actual litigation and/or claim from any party of potential infraction, criminal or civil action against LPS or any employee, Special Education complaint or due process, or request for information by any governmental agency in connection with the Charter approved by the governing board of the District.

AGENDAS AND MINUTES

To assist in oversight responsibilities, agendas will be provided directly to the District consistent with timing requirements of the Brown Act.

OTHER DATA

LPS shall provide all data and reports required by the California Department of Education, including CBEDS, attendance reports, projected teacher needs, etc. LPS shall also obtain and work cooperatively to supply to the District in a timely and accurate fashion any other information required by the District to complete its oversight responsibilities.

OBSERVATIONS

Any designee(s) of the District may observe any activities of the charter school, its operations, instruction, or meetings, at any time.

VII. SCHOOL PROGRAMS AND ACADEMIC PERFORMANCE

ADMISSION PREFERENCE

LPS' admission preferences, if any, are described in the Charter.

SPECIAL EDUCATION AND SELPA INVOLVEMENT

By [insert date], LPS will have selected one of the options for SELPA involvement outlined in Section IV above. LPS shall then work with the District staff and, as appropriate, the selected SELPA to enter into its local plan. Written documentation of LPS' involvement with its SELPA shall be added as an addendum to this MOU.

In addition to its SELPA involvement, LPS can contract for special education services, and can contract with another public agency to provide special education or related services to an individual with exceptional needs. A contract for provision of services may be made with any LEA, or with either a non-public school or non-public agency that has been certified by the California Department of Education to provide special education and related services. LPS is responsible for providing required data to the SELPA. (The SELPA is responsible for data reporting and collection under the California Special Education Management Information System.)

All eligible students enrolled in the charter school shall receive appropriate special education services in accordance with applicable state and federal laws and regulations as well as the Local Plan. No student will be denied enrollment in the charter school due to a disability or LPS' inability to provide necessary services.

ACADEMIC PERFORMANCE

LPS must conform with applicable *No Child Left Behind* requirements as specified in annual measurable objectives and other statewide assessments as applicable to charter schools.

LPS' measurable pupil outcome goals for the charter school are described in the Charter.

VIII. PERSONNEL

LPS shall meet all credentialing requirements of state and federal law and regulations, including the California Education Code and the *No Child Left Behind Act*, as applied to charter schools.

Core teachers shall be fully credentialed and credentialed in appropriate subject matters. LPS shall have the flexibility to hire non-credentialed teachers in non-core classes, including art, music and other non-core classes, as long as such flexibility does not contradict state or federal requirements.

Upon hiring, all employees will be fingerprinted and undergo a background check in order for LPS to receive subsequent arrest information. All employees will have a fingerprint clearance prior to beginning employment at LPS. The Vice President of Operations, or the Vice President of Operations' designee, shall be the designated contact at LPS for all employment matters, including establishing a fingerprinting process and accepting subsequent arrest records, monitoring credentials, requesting emergency permits, etc., on an ongoing basis, and providing such information to the District upon request, consistent with applicable laws. The District may monitor credentials and assignments as consistent with law.

LPS employees will participate in STRS as allowed by law or LPS' 401(a) retirement plan.

LPS has established policies for protecting the employment rights of employees. Such policies include statements that cover contracts, sick/vacation leaves or tenure at former districts while teachers work in the charter school.

IX. INDEMNITY AND INSURANCE

INDEMNITY

LPS is a non-profit corporation and shall assume all liability, fiscal and otherwise, for the actions, errors and omissions of its officers, employees, volunteers and agents.

The District shall not be liable for the debts and obligations of LPS. LPS shall assume all liability, fiscal and otherwise, for the actions, errors and omissions of its officers, employees, volunteers and agents. LPS shall defend, indemnify, save and hold harmless the District, its officers, employees, volunteers and agents from any and all claims, costs and liability for any damages, sickness, death or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of LPS, its officers, employees, volunteers and agents or hereunder, save and except claims or litigation arising through the sole negligence or sole willful misconduct of the District. LPS will reimburse the District for any expenditure, including reasonable attorneys' fees, the District may make by reason of the matters that are the subject of this indemnification, and if requested by the District will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of LPS.

LPS shall not be liable for the debts or obligations of the District. The District shall assume all liability, fiscal and otherwise, for the actions, errors and omissions of its officers, employees, volunteers and agents. The District shall defend, indemnify, save

and hold harmless LPS, its officers, employees, volunteers and agents from any and all claims, costs and liability for any damages, sickness, death or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of the District, its officers, employees, volunteers and agents or hereunder, save and except claims or litigation arising through the sole negligence or sole willful misconduct of LPS. The District will reimburse LPS for any expenditure, including reasonable attorneys' fees, LPS may make by reason of the matters that are the subject of this indemnification, and if requested by LPS, the District will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the District.

INSURANCE

During the entire life of the Charter or modification thereof, LPS shall take out and maintain insurance policies meeting the following insurance requirements:

- a. **Liability Insurance:** LPS shall provide general liability insurance, including coverage for owned and non-owned automobiles, with minimum combined single limit coverage of not less than \$1 million per occurrence for all damages, including consequential damages, due to bodily injury, sickness or disease, or death to any person, or damage to or destruction of property including the loss of use thereof, arising from each occurrence. Such insurance shall be endorsed to include the District and its officers, employees, volunteers and agents as additional insured as to all services performed by LPS under this agreement. Said policies shall constitute primary insurance so that other insurance/self-insurance policies held by the District shall not be required to contribute to any loss covered under LPS' insurance policy or policies.
- b. **Property Insurance:** LPS shall carry property insurance in the amount as deemed necessary by the Lessor and naming the Lessor as loss payee.
- c. **Vehicle Liability Insurance:** LPS shall carry vehicle liability insurance for bodily injury (including death) and property damage which provides total limits of not less than \$1 million dollars combined single limit per occurrence applicable to all owned, non-owned, and hired vehicles.
- d. **Workers Compensation:** LPS shall provide workers' compensation insurance coverage for its employees and volunteers for not less than statutory limits per occurrence.
- e. **Certificate of Insurance:** LPS shall provide the District with a certificate of insurance evidencing the above insurance prior to the effective date of this MOU. The liability insurer shall be endorsed to name the District as additional insured with an additional insured endorsement. The certificate(s) shall be provided no later than the effective date of this Agreement. If LPS should renew the insurance policy(s) or acquire either a new insurance policy(s) or amend the coverage afforded through an endorsement to the policy at any time during the term of this Agreement, then LPS shall provide (a) current certificate(s) of insurance.

- f. **Additional Provisions:** The insurance policies provided by LPS shall include a provision for thirty (30) days written notice to the District before cancellation or material changes of the above-specified coverage.

Both LPS and the District shall seek the coverage from reputable insurance companies and shall support one another's efforts to join any Joint Powers Authorities that provide insurance coverage or risk management services. This section shall become void in the event that either party finds that coverage as described above is not commercially available. "Commercially available" shall mean that the coverage is available from reputable insurance companies for a per-student cost that does not exceed 150 percent of the District's prior-year, per-student costs for similar coverage. If reasonable coverage is not commercially available, both parties shall renegotiate the terms of this agreement

X. CONSTRUCTION AND SEVERABILITY

AMENDMENTS

This agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement.

CHARTER PROVISIONS

The Charter approved by the Governing Board of the District shall take precedence if there is any conflict between the Charter and this Agreement.

ATTACHMENTS

The following attachments are incorporated into and agreed to in this MOU and are binding on the parties as if they were fully set forth in this MOU:

- Table [insert number]: Estimated Revenue Sources by Program for the Proposed Initial Fiscal Year of Operation
- Table [insert number]: Proposed Cash Flow Schedule

SEVERABILITY

If any provision or any part of this agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, statute or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

NOTIFICATIONS

All notices, requests, and other communications under this agreement shall be in writing and mailed and faxed to the proper addresses as follows:

To District at:

**Kimberly Statham, State Administrator
OUSD
1025 Second Ave. Rm. 301
Oakland, CA 94606-2212
Fax: 510-879-8800
Phone: 510-879-8200**

To LPS at:

**Mark Kushner, CEO
Leadership Public Schools, Inc.
2601 Mission St, 9th Floor
San Francisco, CA 94110
Fax: 415-358-4513
Phone: 415-695-0669**

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below.

**BY _____ DATE _____
Kimberly Statham, State Administrator**

**BY _____ DATE _____
Mark Kushner, CEO & Founder
Leadership Public Schools, Inc.**