LOS ANGELES LEADERSHIP ACADEMY

High School: 234 East Avenue 33, Los Angeles, CA 90031
Phone (323) 227-7719 • Facsimile (323) 227-7721
Middle School: 2670 Griffin Avenue, Los Angeles, CA 90031
Phone (213) 381-8484 • Facsimile (213) 381-8489

Charter Renewal Petition

November 10, 2011

✓ APPROVED
By LAUSD Board of Education
12/06/11
Element 5: Employee Qualifications

Executive Director
Principal
Assistant Principal
School Operations Director
Community Outreach Coordinator
Office Manager
Teachers

Element 6: Health and Safety

Criminal Record Summary: Employees and Volunteers
Insurance Requirements: LAUSD-Specific Language
Evidence of Insurance: LAUSD-Specific Language
Hold Harmless/Indemnification Provision: LAUSD-Specific Language
Element 7: Means to Achieve Racial and Ethnic Balance
Court-ordered Integration: LAUSD-Specific Language
No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students: LAUSD-Specific Language
Federal Compliance: LAUSD-Specific Language
Evidence of Insurance: LAUSD-Specific Language
Hold Harmless/Indemnification Provision: LAUSD-Specific Language
Element 8: Admissions Requirements
McKinney-Vento Homeless Assistance Act
Element 9: Annual Financial Audits
Budget
Attendance Accounting and Student Information Systems
Food Service
District Oversight Costs: LAUSD-Specific Language
Balance Reserves
Special Education Revenue Adjustment/Payment for Services: LAUSD-Specific Language
Audit and Inspection of Records: LAUSD-Specific Language
Element 10: Student Discipline, Suspensions and Expulsions: LAUSD-Specific Language
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Readmission
Special Education Discipline
Gun Free Schools Act
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Retirement Rights
Collective Bargaining Rights
Salaries and Benefits
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Los Angeles Leadership Academy

Introduction by Roger Lowenstein, Founder and Executive Director

On August 29 of 2011, Los Angeles Leadership Academy began its tenth year of operation. This has been quite a journey. Many accomplishments, some setbacks, but more like two steps forward for every one back. If anyone had suggested to me in 2002, when we opened, that after nine full years of operation I would not be coming before the Board with a school running like a Swiss watch at the pinnacle of academic success, I would have reacted in disbelief. Of course I could create a perfect school in nine years! But what did I know? In 2002 I was naïve and arrogant. Now I will say to the Board that I feel we are about halfway to where I want to be. I will not rest until we have a fully functioning K-12 program, an API score over 800 and we are a California Distinguished School.

So, where are we at this moment? And more importantly, do we deserve to be renewed? We have some really notable accomplishments. We are a school with nearly 100% free or reduced lunch kids, 100% graduation rate and 100% going to college or university, even our undocumented students. When Superintendent Deasy spoke at our graduation in June, he commented that if all his schools had this statistic he could sleep easier at night. Our high school program is tiny (250 students), and as a result our students bond like family and, to a great extent, genuinely enjoy being at school. The teachers care and the students know it. Our graduates come back and visit when they are on break from college.

So, we are a good school. We meet all four minimum legal criteria for renewal. We are six-year WASC accredited. But of course that is not nearly sufficient. We want to be a great school, and we are not there yet. For a couple of years our API scores leveled off around 700, and we slipped from a 5/10 to a 4/8, then lower. Our math scores pulled us into Program Improvement, then our ELA scores followed, such that last year we were a PI 2 school. That rankled. Part of the problem was a slower than needed response to the challenge of aligning curriculum to the content standards, and using data to drive instruction. Last year, with the help of ZOOM Data Director, we began to utilize benchmark assessments that looked like the CSTs, and by analyzing the results of the benchmarks our teachers were able to re-teach and re-assess. This is the first time that I can safely say that we have a system in place that permits genuine differentiated instruction, breaking down the data to permit individualized attention. In only our first year of this system, our Schoolwide and Socioeconomically Disadvantaged subgroup API scores each jumped 19 points to 718, surpassing our growth target. In addition, we showed a significant improvement in closing the achievement gap for our African American students with a gain of 85 points to a 2011 API of 697. In ELA, we achieved safe harbor Schoolwide and for our Socioeconomically Disadvantaged subgroup by increasing our proficient and advanced students to over 40%. In math, the increase Schoolwide and for our Socioeconomically Disadvantaged subgroup was a step in the right direction, but not significant enough to earn the safe harbor rating. These successes and near successes have solidified our resolve to increase student achievement in the coming years in order to achieve our short-term goal of exiting Program Improvement.
Let me address the issue of facilities. Very few charter schools have been able to accomplish what we have done. We own two amazing campuses in Lincoln Heights, both historic structures formerly serving as social service agencies. Our high school at 234 East avenue 33 is the former Florence Crittenton Center, a home for pregnant teens that also housed a nonpublic high school. The 28,000 square foot building (the main portion dating from 1914) sits at the bottom of four acres of hillside. It has taken us four years to acquire the property (with the substantial assistance of the California School Finance Authority) and fully renovate it to contemporary “E” occupancy building standards.

Our middle and elementary schools are at 2670 Griffin Avenue, a 60,000 square foot historic structure built by the Salvation Army in 1926. It formerly housed Booth Hospital and a nonpublic high school. In 2009 we acquired the site and raised 1.5 million dollars to renovate the 34,000 square foot front part of the building. In August 2010 we obtained our Certificate of Occupancy and commenced operation of our middle school at that site.

In April 2011 we obtained our second charter in order to expand into the elementary years. For the first two years of operation we will operate both our elementary and middle school program in the front building at 2670 Griffin. In June of this year we received a $900,000 grant from the California School Finance Authority, the last funds necessary to pay for the 2.5 million dollar renovation of the rear 26,000 square foot building. See Appendix J annexed. That structure will be the permanent home of our middle school, as the elementary program grows to fully occupy the front building.

Once we have both sites fully renovated and we have a 900 student K-12 college prep program all within two blocks of each other, we will be in a position to powerfully impact our community. Lincoln Heights has one of the lowest adult education levels in the county – 7th grade. We will change that.

I mention facilities so prominently because the search for adequate facilities has absorbed so much of our time and energy in the past ten years. We were in various churches, a condemned motel, always searching for a stable solution. Although other schools have looked to Prop 39 and co-location as an answer to their facilities crisis, we purposely took another route. To finally own our own wonderful facilities, in a community we are thrilled to serve, is a miracle. Now we will be able to dig deep roots in Lincoln Heights; now we will be able to focus completely on academic rigor and building a culture of success.

Before I finish this introduction, let me mention a few things that excite me about our program. First of all, we have decided to create a dual language Spanish/English program for our elementary school. This program will generate bilingual and biliterate students who will be proficient in both social and academic languages by fifth grade. Studies show that bilingualism actually makes people smarter! Because we are a K-12 program we will be able to carry the dual language program throughout our entire 13 years. When we return for our next renewal in five years we hope to be able to demonstrate some terrific results.

Secondly, because of the budget crisis, last year we had to abandon our award-winning healthy food program. We were only one of a handful of schools in the nation that cooked from scratch;
no sugar, no refined flour, very little red meat, salad bar at every lunch with fresh fruit and vegetables. But we were subsidizing it significantly; the budget crunch killed it. We have been looking for ways to revive that program without having to subsidize it. This year we have begun an urban farming program, designed to terrace our four-acre hillside behind the high school, and grow substantial quantities of fruits and vegetables, sufficient to restore our salad bar at lunch. We are at the very beginning of this program, and we need a grant or two to really launch it, but the work is promising. The goal is to assign every entering ninth grader his/her own terrace, and to incorporate farming with nutrition, science education, and fitness.

Finally, I want to mention that a handful of our students have been able to spend their junior year abroad, either through a program called SYA (School Year Abroad) or AFS. We have students who went to Spain, Thailand, Vietnam, Ghana, Egypt, Turkey and Peru. We have helped to fund raise or locate scholarships to make this possible. When those students come back for their senior year they are so much better prepared for college than when they left. And the colleges take notice. There is one group of students who cannot participate in this kind of program – our undocumented students. I am pleased to say that we have worked extremely hard to locate college scholarships for those students as well, whose only hope for federally financed student aid is passage of the DREAM Act.

In sum, I believe that the value-added qualities demonstrated by our school merit re-chartering. Thank you for reading this and considering us.

**History of Founding Organization**

The Los Angeles Leadership Academy opened in the fall of 2002 in the rented school building of Immanuel Presbyterian Church on Catalina Street in Koreatown. Beginning with 120 sixth and seventh graders, the school added a grade a year until there was a full middle school and high school program, grades 6-12. The school serves 600 of the poorest families in California. More than 95% of the students qualify for free or reduced lunches; 10% are special needs. This past year, our fourth high school graduating class, our graduation rate is 94.4%. All of our graduates have been admitted to college.

In 2007 Los Angeles Leadership Academy’s charter was renewed for five years; in that same year WASC accredited the school for a full six-year term (On September 8, 2011 we received a letter from WASC indicating that our mid-term review was favorable). Also in 2007, we acquired a permanent high school facility on Avenue 33 in Lincoln Heights (the former Florence Crittenton Center), which in turn inspired the acquisition of a 60,000 square foot facility, the former Salvation Army campus, two blocks south of the high school on Griffin Avenue. This facility now houses our middle school, and upon renovation of the remaining section of the building, our future K-5 program. Thus this petition represents the accomplishment of a dream that few charter schools have been able to fulfill – a permanent K-12 “all-through” program in facilities owned by the school, all within two blocks of each other.
Mission

The Los Angeles Leadership Academy prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. Supportive relationships between students, staff and families promote a community of well-rounded learners through attention to students’ individual needs and interests. Students develop leadership by taking action on important social issues in a process of reflection, research, skill development, and community partnership.

Statement of Need

Our vision is to create a seamless educational transition for students K-12 in a school that is focused on a rigorous, academic and social justice embedded curriculum. Currently our middle school, grades 6 through 8, is located at 2670 Griffin Avenue in Lincoln Heights, and our high school, grades 9 through 12, is located two blocks away at 234 East Avenue 33. By starting a K-5 elementary school located at our middle school site, our K-12 program will produce graduates prepared to take on any challenges. Our instructional program includes a low student to teacher ratio so that a personal and professional relationship gets established at the onset of a child’s educational career. Our instructional program is data driven and collaborative so that teachers create professional learning communities at every grade level. Teachers collaborate with their grade level team and meet vertically with their department peers all the way through middle and high school. This vertical articulation is crucial to the implementation of a seamless standards-based K-12 instructional program. Teachers utilize data to increase the complexity of the lessons or differentiate the instruction and curriculum for students with special needs. Our curriculum has the social justice theme woven throughout the grade levels so that every graduate steps out of our school empowered in their decision-making abilities. Our school environment is safe, nurturing, and developmental. Parents, students, and community members feel welcomed and have ownership of the learning environment.

Our school is in the Lincoln Heights area of Los Angeles County. As mentioned above, the average adult education level is 7th Grade. 5.5% of residents 25 and older have a four-year degree. This is extremely low for the City of Los Angeles and low for the County (http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/lincoln-heights/). We will be targeting the next generation of students and instilling a drive and desire to pursue higher education. We will increase our students’ ability to understand, communicate, and express their need for positive change in their community.

Whom the School Educates

Los Angeles Leadership Academy currently serves students in grades 6 through 12 and is home to many students from international families. Reflective of the surrounding neighborhood, many students’ parents, and students themselves, are recent immigrants to the United States. Of these
families, the largest number is from Mexico and El Salvador, with the remaining from Korea, Guatemala, Nicaragua, Cambodia, Japan, and The Philippines. Many students speak a language other than English as their first language, with Spanish being the most common. 75% of the student body speaks a language other than English in the home, and 70% are classified as English Language Learners.

The Los Angeles Leadership Academy has built a culture and educational program that helps diversity become a benefit rather than a barrier for students, whether differences are by ethnicity, nationality, language, religion, sexual orientation, or physical, intellectual, and emotional needs and abilities. The school community respects and celebrates diversity through its activities that celebrate the historical, cultural, linguistic, and personal assets that each student possesses. The educational program helps students see how diverse perspectives and values actually enhance their understanding and effectiveness in the world. Since ethnic and national diversity cause tension in the students’ surrounding communities, the school is proactive in providing structured space for students to navigate these differences and view other students as complex individuals not defined by just one characteristic such as ethnicity, nationality, or gender. Los Angeles Leadership Academy’s educational program has been flexible enough to allow staff to find ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. Both student recruitment areas have high concentrations of families living below the poverty line; 97% of students are eligible for the federal Free or Reduced Meals Program. The Los Angeles Leadership Academy constantly looks for ways to address community needs with a supportive, responsive staff and program.

AFFIRMATIONS AND ASSURANCES:

In this charter petition, all references to the terms “charter school”, “school”, and “Los Angeles Leadership Academy” are interchangeable, and have the same meaning. Los Angeles Leadership Academy shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils
who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the school nor any employee to work at the charter school.

In accordance with Education Code Section 47605(d)3, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

### Element 1: Description of the Educational Program

#### School Sites and Contact Information:

The addresses:

- 2670 Griffin Avenue (Middle School)
- Los Angeles, CA 90031-2311
- 234 East Avenue 33 (High School)
- Los Angeles, CA 90031-2311

The phone numbers:

- (213) 381-8484 (Middle School)
- (323) 227-7719 (High School)

The contact person: Roger Lowenstein
- Executive Director
- RLowenstein@LALeadership.org

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The number of classrooms: 28

The grade configuration is: 6-12

Enrollment Grades 6-12: 525. Operational capacity is 550.


The 2012-13 instructional calendar is:
August
21\textsuperscript{rd} – 24\textsuperscript{th} - Pupil Free Days-PD Teachers
27\textsuperscript{th} – School Starts

September
3\textsuperscript{th} – Labor Day
28\textsuperscript{th} – 5\textsuperscript{th} Week Grading Period

October
3\textsuperscript{th} – Pupil Free Day – PD Teachers – Parent Conferences
22\textsuperscript{th} – 26\textsuperscript{th} – Benchmark Week
31\textsuperscript{st} – Pupil Free Day – PD Teachers

November
1\textsuperscript{st} – Pupil Free Day – PD Teachers
2nd - 1\textsuperscript{st} Quarter Grading Period-10 Week
12\textsuperscript{th} – Holiday – Veteran’s Day
21\textsuperscript{st} – 23rd – Thanksgiving Holiday

December
7\textsuperscript{th} – 15\textsuperscript{th} Week Grading Period
21st – Jan. 1 – Winter Break

January
2\textsuperscript{nd} – Pupil Free Day – PD Teachers
3rd.- School Resumes
7\textsuperscript{th}, 11\textsuperscript{th} - Benchmark Week
18\textsuperscript{th} – End of Semester – 20 Weeks
21\textsuperscript{st} – Holiday – Martin Luther King
22nd- Pupil Free Day – PD Teachers

February
18\textsuperscript{th} – Holiday – President’s Day

March
4th – 8\textsuperscript{th} Week Grading Period
18\textsuperscript{th} – 22\textsuperscript{nd} – Benchmark Week
25th – 29\textsuperscript{th} – Spring Break

April
1\textsuperscript{st} – school resumes
8\textsuperscript{th} – Pupil Free Day – PD Teachers
10\textsuperscript{th}.- School Resumes

May
11th – 15th Week Grading Period
14th-18th – CST Testing Week
27th – Holiday - Memorial Day

June
10th – 14th – Benchmark Week
14th – Last Day of School; End of Semester-20 Week
15th – Promotion/Graduation (Saturday)
17th – Pupil Free Day – PD Teacher

The 2012-13 bell schedule is attached as Appendix B.

The admission requirements include:

1. Birth Certificate
2. Immunization Record
3. Proof of Address

If space is available, traveling students will have the option to attend.

Profile of an Educated Person

An educated person is a self-motivated, reflective, competent, lifelong learner who demonstrates and develops intellectual, personal, and civic qualities. Intellectual development is demonstrated through critical thinking that considers the roles of viewpoint and evidence in drawing conclusions, uses supposition to consider alternative outcomes and explanations, and makes connections within an area and to other relevant areas. An educated person has an awareness of the relevance and importance of ideas, information, and inquiry to personal and civic purposes. An educated person integrates into his or her thinking knowledge basic to core academic disciplines, and applies methods used by the disciplines designed to ask and answer questions, test ideas, and show proof, to measure and represent information, and to express ideas. Basic knowledge about the world and deep knowledge about subjects of interest and importance are part of intellectual development, as are skills for effectively using technology and gathering information. Finally, intellectual development involves the ability to communicate ideas and information clearly and effectively, in a variety of contexts and for a variety of purposes.

Personal development encompasses social, physical, emotional, and ethical competencies, as well as practical skills, habits, and self-awareness. These include the ability to relate to people in a variety of contexts, to cope with life’s many challenges, to view the world with ethical
sensibility, to have facility of self-expression, and to monitor and maintain emotional and physical fitness. A quality education also instills habits that help one have control of one’s life: to set and attain goals, to learn from experiences, and to know when and how to follow social norms. Self-awareness involves recognizing one’s strengths and limitations, knowing what one wants to achieve in life, and being reflective about one’s interactions and relationships with others.

Civic development refers to one’s ability to work strategically in a democracy toward a vision for a better world. Effective citizens understand how structures of power function and how they shape the world in which we live. They work effectively and respectfully with others, and are able to negotiate difference, build coalitions and create greater social awareness. Citizenship requires balancing individual and collective needs, in fairness to all people and with mindfulness of ecological and social interconnectedness in an ever-smaller global village. Thoughtful citizens develop personal responses to injustice based on a personal philosophy and a set of beliefs about the social, economic, and political world order. Civic leaders use practical tools to access the levers of power to address social problems. They work in cooperation with others to attain solutions to make the world a more just and caring place.

While not every educated person chooses to act as a leader, our school sees the natural and desirable connection between education and leadership. A leader is a person who employs intellectual, personal, and civic qualities to make the world a better place. A leader considers alternative paradigms to decide what is just and compassionate. A leader takes action, with reflection and courage, in partnership with others. The Los Angeles Leadership Academy expects its students to examine their roles in the school and the larger community, and to take action to realize their visions for a positive school community and a better world. Our school believes that by filling leadership roles in the school and in the community at large, students will be inspired to become leaders as well as educated people.

**How Learning Best Occurs**

The Los Angeles Leadership Academy learning community continually seeks to link curriculum, instruction, and the school’s organization, policies, and practices to a conception of how learning best occurs, when learners:

- Start with their own knowledge and experience as the basis for learning;
- Feel that new ideas, information, and skills are relevant, useful, or important;
- Are motivated by genuine interest or purpose;
- Are known well by their partners in learning;
- Are challenged just beyond their present level of performance, and work to high expectations;
- Regularly experience success or accomplish something difficult during the learning process;
- Construct meaning through their experience, “doing” more often than listening;
- Are engaged in activities that match personal learning styles;
- Can focus without excessive distraction by physical surroundings or personal issues; and
Practice and apply new skills and concepts to real situations.

The Los Angeles Leadership Academy learning community believes that an effective educational program places learning in the context of personal development and well-being. Learners are best prepared to learn when they are well; well-being must be a priority in any educational environment. Traditional school learning is only one area of development in which people need to thrive in the world. Families are the primary agents to nurture the healthy and productive development of their children, but when families cope with multiple stressors that cripple their ability to guide their children in a rapidly changing, challenging world, educators must be prepared to help. The Los Angeles Leadership Academy learning community affirms this obligation, and will build its program based on a conception of the conditions that best promote learning, when students:

- Are valued, respected, nurtured and supported in their endeavors;
- Work in a safe environment with clear, consistent behavioral norms and consequences;
- Are physically active, eat well, and have proper medical care and housing;
- Have relationships that endure and even improve despite occasional negative interactions;
- Are in touch with their needs, interests, and feelings;
- Communicate effectively with others in many contexts;
- Have a sense of control over what happens in their lives;
- Feel accepted and valued in their social groups;
- Have explanations for troubling events in their lives and in the world;
- Have practical skills for accomplishing their goals;
- Help others in some way;
- Are prepared to cope effectively with life’s diverse challenges; and
- Live in accordance with a considered, well-developed ethical view.

Overview of Educational Philosophy and Practice

*Teachers organize instruction such that students will:*

- Be prepared to excel at the college level and in chosen careers;
- Become proficient in asking and answering questions according to the methods of major academic disciplines, and learn to draw on several fields when approaching a problem;
- Understand how culture shapes individuals’ perspectives and actions, as well as how individuals affect the culture and the broader society in which they live;
- Develop a vision of a just and caring world, align their actions according to those visions, and know how to act strategically to realize their visions;
- Understand the relevance of learning to personal, community, and social goals;
- Practice creative expression through the visual and performing arts;
- Practice healthy living by maintaining physical fitness, being conscious of diet, and understanding how their developing bodies are functioning; and
• Demonstrate self-awareness, self-direction, and breadth in accomplishment.

**Instructional activity must:**

• Be grounded in critical pedagogy, a democratic educational practice rooted in a dialogical praxis in which students discover themselves as historical subjects with the power to question, critique, and act in the interest of democratic life;
• Include project-based learning and other constructivist and experiential learning strategies oriented to inquiry and depth;
• Engage student interest, often allowing student choice of topics to explore in depth;
• Have meaning and relevance to students, connecting to their previous knowledge and experience; and
• Reflect teachers’ commitment to best practices in education, social justice, and lifelong learning.

**The school is organized to:**

• Provide teachers common planning time to support an integrated curriculum, information sharing about students, and participatory decision-making;
• Create a working laboratory for democracy in which staff, students, and parents develop voice and vision;
• Support fluid school boundaries so community members become integrated into the life of the school and students participate in the productive, cultural, and civic life of the community; and
• Make adult learning as high a priority as student learning so that teachers are supported in constantly improving their practice and may serve as true examples of life-long learners.

**All stakeholders are expected to help develop and evolve a school culture that:**

• Exemplifies respect, generosity, and fairness to all people;
• Supports students’ needs and interests; and
• Balances individual and collective needs.

**Qualities**

The Los Angeles Leadership Academy integrates a program of leadership development with academic study. Instruction develops intellectual, personal, and civic qualities fundamental to the school’s mission, vision, and view of an educated person. The specific curricular content and skills to be mastered are taken from the California State Board of Education (SBE) content and performance standards. The Los Angeles Leadership Academy’s distinctive goals for students supplement the state content standards. The curriculum balances the need for breadth and depth. A combination of assessment tools (portfolios, exhibitions, criterion-referenced standardized
tests, teacher-designed tests, benchmark tasks, surveys, narratives, and self-evaluations) align with learning outcomes. These assessment tools will give a rounded and continuous picture of students’ progress that are then used to guide students and inform instruction. The whole learning community is asked to support every student in moving skills at or beyond each grade level. The details of the educational program described is subject to change as the learning community evolves its thinking on how to best meet the mission and vision of the school.

Intellectual Development

An innovative, research-based curriculum will begin with a focus on literacy, gradually raising the complexity of ideas and application as students move from grade level to grade level. Literacy will be reinforced through emphasis on reading, writing, speaking, listening and vocabulary development across all content areas. They will also master mathematics, science, and the social sciences. Students will learn to view problems through the lens of each discipline by practicing the methods of each and understanding the language of the disciplines as well as the vocabulary. Applications through projects and community-oriented work will help students realize the relevance of their studies to life experience and will help them to experience being practitioners of the disciplines. Instruction will help students learn how to learn, asking critical questions and investigating possible answers with research, logic, and experimentation. Students will also be exposed to the contributions of different cultures in each subject area.

Students will develop an understanding of the fundamentals of the visual and performing arts, health maintenance, physical fitness, technology, and information gathering. Instruction in these areas will move between study, application and reflection. The curriculum will lay the groundwork for students to express themselves artistically, to regulate physical and emotional health, and to experience the benefits of sports and a fitness program. Students will also learn how to gather information from libraries, the Internet, specialists, and other local resources. Students will apply technological skills in their projects. They will study and exercise components of informed, critical judgment and develop effective communication. Students will apply these qualities in a wide variety of contexts.

Woven throughout the coursework in all content areas is a focus on six areas of general intellectual development. Students will be asked to consider:

- **VIEWPOINT**, that is, perspectives that must be considered, in analyzing new ideas and information, and what ideas are being presented.
- They will be asked to use **EVIDENCE** in making judgments, and to show how they know what they know.
- They will make **CONNECTIONS** within their work and to other issues of interest, sometimes in a context of an integrated curriculum.
- They will use **SUPPOSITIONS** to consider alternative outcomes and explanations.
- They will be asked to find **RELEVANCE** of their studies to their own lives, and to explain why their inquiries are important.
• Finally the will use varied means of COMMUNICATION to present ideas and questions.

**Personal Development**

Our curriculum reflects the belief that education must address students as whole people. Instruction will be developmentally appropriate and promote interpersonal, emotional, and practical skills so that students will be prepared to maintain healthy relationships, cope with life challenges, and set and achieve personal and career goals. Viewing life from the perspective of ethics will help students develop their own rules for living and a basis for judging right and wrong actions. Ethical and emotional sensibility, keen habits of mind, and breadth of knowledge will contribute to the development of a sophisticated world view grounded in thought and feeling.

**Civic Development**

Working within a framework of civic leadership, the civic development component will ask students how they might use their talents to benefit society. Students will develop a personal philosophy by considering principles of justice and compassion in current and possible social, political, and economic contexts. Students will identify and map assets in their cultures and in their communities. Knowing about these assets will help equip them to respond as they identify important social problems affecting people in and outside of their communities. Through community action projects, students will learn to use resources and democratic processes to employ strategic responses. The problem solving in these projects will require students to synthesize and apply intellectual, personal, and civic learning. The combination of study, practice and reflection will advance students’ capacity for civic participation.

**Leadership**

The Los Angeles Leadership Academy develops leadership through a process of study, practice, and reflection as students form and advance their own visions of how the world ought to be. The leadership curriculum is folded into core subject areas that address component parts of civic leadership by mapping instructional activities onto the desired pupil outcomes of civic leadership. Community action projects and other leadership activities also develop leadership as a whole by integrating across all subject areas and synthesizing skills.

The Los Angeles Leadership Academy’s conception of leadership hinges on a sense of civic purpose. Principles such as justice, independence and social equality will provide a philosophical framework for students to answer the question: “Why should an individual work with others to realize collective action?” Students are asked to find purpose using their intellect, feelings, and ethical and civic sensibilities to consider how they want to work for the common good. When they identify social problems to address, they use their intellectual qualities to understand the nature of the problem, to evaluate solutions, and to gain evidence supporting their intended action. Personal qualities are also critical to good leadership, such as strong interpersonal skills and emotional and ethical sensibilities that inform vision. Finally, civic development gives students the skills to be effective leaders, so that they understand the basics of
governance, power dynamics, communication, consultation with communities and stakeholders, and generally how to work to realize a vision.

At its best, our school serves as a laboratory for democracy. The school is conceived as a civic laboratory as all members are asked to create a democratic, just, caring and respectful community. The school promotes citizenship by asking students to evolve this community in accordance with these key principles, as members who agree to participate in democratic decision making, to practice fairness, caring and respect, and to offer feedback on how the school’s actual practice measures up to its principles. The school, then, asks every member to be leaders who recognize the importance of their participation in community life, and who speak and act when they see something is wrong. Meaningful participation in this mini-democracy requires the use of intellectual, personal and civic skills.

**Mandala Words**

In 2002, when Los Angeles Leadership Academy opened its doors to 120 sixth and seventh graders, the staff defined the general principles that would describe a student graduating from Leadership Academy. What resulted was a list of “mandala” words and their descriptions.

| Community     | We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. |
| Empowerment   | We claim our power to define ourselves and to struggle for liberty.                                |
| Well-Being    | We nurture our minds, bodies and spirits by practicing healthy habits.                           |
| Creator       | We express our uniqueness, imagine new possibilities, shape ourselves and impact the world.     |
| Love          | We care deeply about others, and ourselves and express this through our actions.                |
| Integrity     | We have the strength and self-confidence to act in accordance with our beliefs.                |
| Inquiry       | We constantly seek understanding by asking questions of ourselves and of the world around us.   |
| Scholars      | We are critical thinkers engaged in a lifelong pursuit of knowledge.                            |
| Activists     | We envision a just and humane world, strive to make it real, and inspire others to do the same. |
| Courage       | We have the strength to recognize and challenge our fears.                                      |

This list appears in every classroom at Los Angeles Leadership Academy. These general principles assist us in providing our students guidance and setting expectations. These principles establish a common language, clear expectations, and a common culture that is articulated throughout the school. Students understand their role and responsibility as life long learners. They understand their obligation and responsibility to themselves and their community. Grade level teams create a curriculum that includes descriptions of the mandala words that increase in complexity as the student matures.
Process of Selecting Curriculum, Materials, and Instructional Activities

Curriculum, materials, and instructional activities are chosen based on how well they reflect best practices in education, align with the desired pupil outcomes, and accommodate the interests and passions of students and teachers. The criteria incorporate research data and understanding of cognitive learning processes. To best align the school’s instructional philosophy and desired pupil outcomes, methods and materials do not take subject matter in isolation, but as parts that fit with the overall objectives of the school. For example, an important civic development outcome is that students understand the principles of justice, independence and social equality. To have a full appreciation of these principles, students must encounter them in varied ways throughout the school’s activities and curriculum. Therefore, the curriculum, materials, and instructional activities cannot be simply the sum of separate subject area materials. Instructional methods and materials must support an integrated curriculum. We are assisted in this process by reference to the state adoption process set forth in the Education Code.

Program Goals

Our program goals will enable our students to become self-motivated, competent, and lifelong learners. Our goals will develop the academic skills and create high achievers thus creating self-confident and competent students. Their desire to succeed and become our exemplary citizens will in return establish lifelong. A standards-based, data driven instructional program will not only increase student achievement, it will help also differentiate the instructional delivery of the program on a daily, weekly, and monthly basis.

A “Typical” Day

A “typical” day in the eyes of a visitor to LA Leadership Academy becomes one of satisfaction. Satisfaction is the feeling that any parent, student, or community member walking into our front office will experience. You get satisfaction “sensing” that everything is under control and well maintained throughout the building. As a parent you feel safe that your child is attending this school. You feel a sense of commitment from teachers, staff, and administration. Everyone is dedicated to making every student successful and college bound.

Office staff is bilingual and very attentive to any requests made of them. Students walking around the hallways are respectful, courteous, and happy. We have parent volunteers assisting us in the main office, in our cafeteria, or in and around the playground. Parents are empowered to come and volunteer their time and energy while feeling committed to the mission of the school. Many parents exceed their 30 hours of volunteer time expected of them and go above and beyond their responsibility.

Visiting a classroom, the visitor would see students highly engaged and motivated during the lesson. Students are collaborating with each other and facilitating the teaching and learning process. The physical layout of the classroom is conducive to learning. Teachers have a whiteboard and a sitting area right in front of it. In this whole group setting teachers will model, share, demonstrate, and teach the curriculum to students. Teachers use name sticks or other equity calling techniques to ensure that every child gets an opportunity to speak and answer.
Teachers know which students are English language learners, special education students, high achievers, socio-economically disadvantaged and low achievers. Teachers know how to utilize this list of students to integrate these students heterogeneously throughout the day and homogeneously during teacher’s small group instruction. Grouping students with similar needs allows the teacher to maximize her instructional time with students and targets their needs.

In addition, teachers utilize many strategies to teach and scaffold the curriculum to students at-risk of become under achievers. Teachers use:

- Thinking Maps
- Word Walls
- Rubrics
- Mind maps
- Interactive notebooks
- Share writing samples
- Bulletin boards for language arts, math, writing, science, social studies, and ELD.

Formative assessments help monitor the progress of student’s learning toward standards and provide students with specific feedback. Types of formative assessments are teacher walk-arounds, quizzes, Do Nows, exit slips, literature circles, and journals. Summative assessments evaluate the achievement of standards. Some examples are final exams, portfolios, standardized testing, and student projects. These projects are designed to allow students with a variety of different learning styles to demonstrate their acquired knowledge. This project-based learning strategy will require an extended time frame, collaboration, inquiry, investigation, research, and the construction of an artifact or performance of a task to demonstrate proficiency.

Teachers are caring, sensitive, and motivating. They differentiate instruction to meet the individual needs of all students. They have open communication with parents on a daily basis and not allow any of the students to fall behind. We intervene academically, emotionally, socially, and economically by providing resources and support. Visitors to LA Leadership Academy walk away satisfied with their experience.

Curriculum Content

The Content Standards for California Public Schools define the skills, knowledge and abilities students will be expected to master. We will employ current state adopted textbooks and materials, and other supplementary resources, such as newspapers, magazines and digital media. These resources will allow us to reach all students, regardless of their level of proficiency. Courses offered are as follows:

Middle School Course List:

6th grade:
ELA 6
Math 6  
Ancient History  
Earth Science  
Physical Education 6  
Advisory/Intervention  

7th grade:  
ELA 7  
Pre-algebra  
Medieval History  
Life Science  
Physical Education 7  
Advisory/Intervention  

8th grade:  
ELA 8  
Algebra I  
U.S. History  
Physical Science  
Physical Education 8  
Advisory/Intervention  

High School Course List, by Grade:  

English:  ELA 9-12, ELA 11 Honors, AP Language, AP Literature  
Math: Algebra I, Geometry, Algebra II, Pre-calculus, Calculus, AP Calculus  
Science: Biology, Chemistry, Honors Chemistry, AP Biology, Physics  
Language: Spanish I-III, AP Spanish  
Electives: Art I-II, Film Studies, Journalism, Speech and Debate, Jr. Leadership, Leadership  
Council, Physical Education Sports Elective, Urban Farming  
Intervention: CAHSEE Math, CAHSEE ELA, Algebra I Support, ELA Writing Support  
Physical Education  

After school Program Course List:  

Art, Music, Cheer, Sports, CAHSEE Intervention, SAT and ACT Test Prep, Tutoring, College  
preparation for students and parents  

Graduation Requirements:  

Passing both parts of the CAHSEE, plus attaining passing grades in:  

A. History/Social Science  3 years  
B. English  4 years
C. Mathematics                                  3 years
D. Science                                          2 years
E. Foreign Language                         2 years (unless tested out)
F. Visual/Performing Arts                  1 year
G. Electives                                         1 year

**English-Language Arts**

Research based instructional practice, utilizing SDAIE strategies, is provided in traditional and
digital instruction and assessment. In addition to the use of a traditional standards-based ELA
textbook a variety of novels and other readings have been selected and established for the use by
all ELA teachers in addition to ELA intervention courses. Computer labs are available for
student use, one at each school site.

See the California State Board of Education (CDE) website: [http://www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss) for

**English Language Development**

An English Language Development computer lab has been established for the use by all high
school ELA teachers in addition to ELA intervention courses. Computer labs are available for all
student use, one at each school site, and provide access to specifically designed software and
technology tools and other web sites to supplement, support and enhance the mastery of the
English-Language Arts and English Language Development standards.

See the CDE website for the English Language Development Standards.

**Mathematics**

The core mathematics program incorporates the five strands of mathematics: number sense;
algebra and functions; measurement and geometry; statistics, data analysis and probability; and
mathematical reasoning; and is aligned with the Content Standards for California Public Schools.

Site-licensed software and teacher-designed computer activities will enhance and improve
students’ understanding by providing individualized activities to reinforce skills and concepts
and foster deeper mathematical learning. Program fosters differentiated learning experiences to
fit every student’s needs, standards-aligned content, guided instruction based on skill gap
diagnosis, and comprehensive study and focus on “core concepts” crucial to success in Algebra.
This data will be used to monitor and assess student growth every 10 weeks. Students that are
falling behind will be given intervention. Teachers will monitor student progress and classroom instruction will be adjusted to meet student needs.

As with all math lessons, emphasis will be kept on reasoning, students will be asked to communicate their thinking and solutions and discussion will be encouraged. Integrating literacy and mathematical concepts will help increase students’ understanding of the relationships between vocabulary and math concepts. This integration of math and vocabulary development will increase a student’s ability to understand the relationship between math and other curricular areas.

See the CDE website for the Common Core State Standards for Mathematics Standards, adopted August 2010.

**History-Social Science**

The History-Social Science curriculum is based on the Content Standards for California Public Schools.

This series introduces the basic concepts of each discipline (history, geography, civics and economics) and weaves historical and social sciences’ analysis skills into content instruction while technology-based resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events. Program is sequentially organized to provide structured, in-depth study, strategies for universal access, and a unified narrative that allows all students an opportunity to achieve the essential knowledge and skills as prescribed and recommended by the *History-Social Science Framework*. The Framework lists recommended resources and hands on activities for all grades. Resources include recordings of traditional songs, map guides, video recordings, webpages, digital collections, articles, biographies, books, and a list of museums and addresses of sites students can visit.

See the CDE website for the California State History and Social Science Standards.

**Science**

The Science curriculum is based on the Content Standards for California Public Schools.

This series introduces the basic concepts of each discipline including earth, life, and physical sciences at specified grade levels and weaves analysis skills into content instruction while technology-based resources provide individualized student access to foster deeper student understanding of scientific concepts. Program is sequentially organized to provide structured, in-depth study, strategies for universal access, and a unified narrative that allows all students an opportunity to achieve the essential knowledge and skills as prescribed and recommended by the *Science Framework*. The Framework lists recommended resources and hands on activities for all grades. The program is designed to meet the challenge of providing meaningful science
education for all students in diverse American classrooms and to prepare them for life in the 21st century.

As hands-on and experiential learning are critical aspects of the Academy’s instructional program, the natural environment of the Academy site will serve as a major focal point of scientific investigation. Students will observe and explore their immediate surroundings, and will predict how their actions affect the future. Features of the program include research-based and nationally field tested materials, classroom tested, students learn by doing, integrated reading, writing and mathematics, assessment system, and interactive technology.

See the CDE website for the California State Science Standards.

**Visual and Performing Arts**

The visual arts component of the California State Content Standards will be integrated with all other curricular and content areas in grades 6-8th. A comprehensive Arts program is provided at the high school level meeting the U.C. A-G requirements in addition to providing varied elective choices. At all grade levels students will gain an appreciation of artistic perception, aesthetic valuing, creative expression, and historical and cultural context.

- English language development will be a focal point as students are given the opportunity to discuss their shared art experiences with each other.
- Age-appropriate projects, which incorporate correct use of materials, introduction of various art techniques and media, including the use of technology and of various art and film software, will be explored.

  “Because art often has emotional content, it can enhance student understanding of emotions and how to express them in safe and appropriate ways.”

*Promoting Social and Emotional Learning*

Maurice J. Elias, 1997

See the CDE website for the California State Visual and Performing Arts Standards.

**Physical Education (non-core)**

Using the Physical Education Model Content Standards for California Public Schools as the basis of instruction, physical education will be scheduled for grade levels 6-9 to include the appropriate number of minutes of physical education as per state guidelines. Specific skills and activities are planned by teachers, supervised by administrators, and implemented by paraprofessionals. Our Physical Education (PE) program is aligned with the NASPE National Standards. Each grade level span program includes a recommended sequence for specific
content to be taught. The program has 4 components: curriculum, training, equipment, and follow-up support.

To support the goals of maintaining and improving the physical, mental, and overall well-being of all students, in addition to the implementation of the physical education standards, the school has established Wellness Policies on Physical Activity and Nutrition. The plan promotes healthy food choices throughout the school day, active physical participation by all students, and holds all stakeholders responsible for ensuring that the full intent of the guidelines are met.

See the CDE website for the California State Physical Education Standards.

Technology (non-core)

To more clearly align and integrate students’ use of technology with content instruction and learning, the Technology Foundation Standards, developed by the International Society for Technology in Education have been adapted in order to clarify the skills and abilities that students should master. The founders of the Los Angeles Leadership Academy agree with the California Master Plan for Education and will explore the implementation of a state-of-the-art technology environment as funding becomes available:

“Effective use of technology can enhance the learning environment for some students and contribute to teacher efforts to transform the learning environment so that it is more student-centered, problem and project-centered, collaborative, communicative, customized, and productive. It provides a tool that can enable teachers and faculty to support such activities far more efficiently than has been possible in the past…Strategic use of technology simply can make learning far more interesting, even exciting, than what many students have encountered in their educational experience.”

The California Master Plan for Education, 2002


Classroom Technology Environment for Los Angeles Leadership Academy

I. Technology Infrastructure Requirements (per LAUSD)
   LA Leadership Academy has designed an infrastructure, hardware, technical support, and software plan that includes the use of existing and plan for future purchase and implementation of equipment and peripherals necessary to meet both the curriculum and professional development goals and objectives.

II. Funding and Budget (per LAUSD, ETP, item 6.0)
LA Leadership Academy is committed to creating and maintaining a high-quality learning environment for all of its students. Our technology budget always reflects a push toward upgrading classrooms with the latest technology. In addition, we aggressively compete for grants and other funding sources, including E-Rate discounted services, in order to provide more advanced technology opportunities for both our teachers and students use, than our budget would normally allow.

III. Technology Monitoring and Evaluation (per LAUSD ETP, item 7.0)
LA Leadership Academy continues to use data-driven decision making practices in all areas including the evaluation of technology. The expectation that the use of technology in the classroom and as a student tool will effectively produce increased student achievement will not be the final word. We are committed to monitoring and evaluating the effectiveness of technology implementation and the best use of technology budget funds and are ready and able to make mid-course corrections as needed.

IV. Integrated Communications: with students, parents, and teachers using Classroom Computers, community computer labs, and high speed T1 Internet Connectivity. In addition to classroom use for instruction, and computer lab instruction for students, parents also have an opportunity to learn computer literacy in evening workshops. Los Angeles Leadership Academy provides education to students, parents, and teachers to enhance communication, share documents, and access school and teacher web pages and grade books.

V. School Computer Lab with a shared Printer: A computer laboratory with high speed internet access is available for 26 stations to serve an entire classroom for various purposes including but not limited to:
- learning
- research websites
- college access and applications
- online courses
- ELD, ELA, and Math interventions
- online testing websites
- art, science, math, and social studies resources
- interactive exercises with students and teacher
- writing lab
- use of computer technology
- computer etiquette classes
- parent/community technology access/training/workshops

VI. Copy/Scanning/Fax: Los Angeles Leadership Academy provides the necessary equipment which allows teachers and staff to copy, scan and fax.

VII. Resource Room(s) for teachers/staff. Los Angeles Leadership Academy provides a room for teachers and staff to use that houses teacher tools, resources, and materials.
This room is equipped with technology and appropriate software suitable for publishing capabilities including:

- High powered copy machines with 2-sided copying and stapling capability
- Scanner
- Laminating machine
- Die cuts
- Manipulatives for math
- Digital cameras
- Recording equipment/software for downloading pictures, video, or music
- Inventory storage rooms are located at each site for specific content materials and include inventory systems/book shelves/ and equipment

VIII. Productivity and Education Software. Los Angeles Leadership Academy ensures that each computer will be equipped with Microsoft Office Suite, Word, Excel, Powerpoint, Publisher and Access so that teachers, students and staff will have industry standard productivity tools. In addition the education software or website license will be available:

- Math and CAHSEE Math support and assessment
- Language arts and CAHSEE ELA support and assessment
- Data Director Zoom –data management/assessment system
- PowerSchool - Student Information System
- Google docs – communication and document sharing system
- Math and Language Arts publisher software
- National Geographic website license
- Adobe Acrobat Pro

IX. Audio Visual Tools: Los Angeles Leadership Academy is increasing the upgrade to its classrooms with the latest technology tools as budget allows. The following list includes items that are already implemented or scheduled for future implementation:

- Document Camera (Elmo) to project documents only available in hard copy. This technology also uses live projection technology to show a biology dissection exercise or projecting 3D objects/models in science and chemistry
- Classroom Sound System with Speakers/Amplifier so that the teachers is heard clearly throughout the classroom;
- Printer (shared classroom printer)
- Large Screen TV/DVD player system
- Digital and Video Cameras
- SmartBoard system with a projector system.
- Response clickers – set of 30 for classroom use during whole class instruction
- Small Computer lab of 5 to 10 computers within the classroom for small group instruction and center work.
- Classroom Computer labs of 26 computers for full-class instruction and individual research
- Classroom set of 10 iPads to access literature and library resources for small group instruction
**Instructional Practice**

Teachers, not curriculum, have the greatest impact on student achievement. In a report on “The Real Value of Teachers,” the *Education Trust* cites a study by W.L. Sanders and J.C. Rivers (1996), which indicates that:

“So large was the impact of teachers on student learning that it exceeded any one thing about the students themselves…teacher effectiveness is the ‘single biggest factor influencing gains in achievement,’ an influence bigger than race, poverty, parent’s education, or any of the other factors that are often thought to doom children to failure.”

Los Angeles Leadership Academy recognizes the critical role teachers play in determining a student’s success or failure, and focuses on direct instruction as the primary instructional approach, and includes a balanced literacy program. Although small group, whole group, and individualized instruction are also utilized, direct instruction, and the specific methodologies associated with direct instruction, define the instructional practice of the school. Providing students a rigorously developed highly scripted method of teaching helps support students that require the content material introduced in a structured, fast paced, and interactive way to help improve cognitive skills. Teachers model skills, provide guided practice, multiple examples, and constant assessments throughout the lessons. Components of a balanced literacy program provide additional strategies to meet individualized and group needs of students. Strategies including Shared Reading, Reading Aloud, Guided Reading, and Independent Reading, Modeled/Shared/Independent Writing, and Interactive Writing are incorporated throughout the day to differentiate instruction for students. Teachers also differentiate the instructional program and curriculum by increasing or decreasing the level of complexity and rigor. Teachers re-teach, and reassess students for mastery of the standards. Once accomplished, students are taught the next standard, assessed, re-taught, and reassessed to determine if mastery was gained. This cycle is implemented with fidelity and it increases the number of students mastering the standards. Our assessments include formative assessments such as warm-ups (Do Nows), quizzes, exit slips, and mid-unit tests; and summative assessments such as end-of-unit assessments, end-of-chapter assessments, quarterly benchmarks, and end-of-term assessments.

**Example of Assessment Schedule:**

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<td>Quizzes</td>
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<td>Mid-Unit Tests</td>
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<td>Mid Terms</td>
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Teachers use strategies in the area of language acquisition and literacy to promote English language acquisition, academic achievement, and cross-cultural skills. Teachers refine and align their pacing guides and instructional practice to consistently incorporate SDAIE (Specifically Designed Academic Instruction in English) and cognitive strategies. Lead Teachers and other selected staff members are trained in classroom evaluation and coaching techniques which includes lesson plan development, classroom observation and feedback. Research supports the use of an explicit instructional methodology, particularly with student groups similar in demographics to the students who attend the Academy:

“A traditional approach makes clear to the student what the objectives are and specifies the various learning tasks to be mastered in an increasing order of difficulty. Because of this explicitness, it is of particular benefit to those who are less well prepared.”

The Academic Achievement Challenge:
What Really Works in the Classroom
Jeanne Chall, 2000

Teachers also receive staff development in instructional strategies that affect student achievement. Robert J. Marzano, What works in schools: Translating Research into Action, has identified nine instructional strategies that provide a framework of effective instructional design. These nine instructional strategies are divided into specific behaviors that increase teacher effectiveness. The consistent implementation of a specific instructional delivery system, and regular classroom observations and coaching by lead teachers, university consultants, and other selected staff, ensure emphasis on a standards-based focus for teaching and learning.

See Appendix A: Marzano’s Nine Strategies

Students with Special Needs

The ultimate goal in California is to ensure access to high-quality curriculum and instruction for all students in order to meet or exceed the state’s content standards.

“To reach that goal, teachers need assistance in assessing and using the results of that assessment for planning programs, differentiating curriculum and instruction, using grouping strategies effectively, and implementing other strategies for meeting the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, and students with combinations of special instructional needs.”

California Language Arts Framework (pg. 263)


**English Learners**

English Learners are supported through a combination of English Language Development (ELD) instruction, modified instruction, a supportive school culture, and additional academic support as needed. After the first semester, mandatory intervention is provided to students that are failing their classes. Intervention may be provided during teacher office hours, after school or on Saturdays. Our after school program works with us collaboratively and provides an hour of intervention in math or reading comprehension to students that are in need of additional support. The after school program and intervention teachers work with students’ teachers to make sure intervention fits the student’s current academic and language acquisition need. Teachers provide instruction using SDAIE techniques whenever students have difficulty understanding English. Teachers also pair English learners with students who can effectively translate, and most activities will be hands-on and collaborative rather than textbook or workbook-based, diminishing the reliance on reading and listening as the only learning methods. In addition, teachers implement collaborative activities that encourage students to communicate with each other and help with the learning process. Teachers scaffold information so that students are able to access the core curriculum through various teaching strategies. Teachers provide graphic organizers and The Los Angeles Leadership Academy also promotes the success of English learners by valuing Spanish language as a critical resource and fostering a bilingual culture.

English Language Development is implemented school-wide. At the middle school level, students identified and assessed as English learners have the opportunity to receive ELD instruction at their proficiency level. Students are grouped for an hour every day to receive standards based instruction in ELD. Students that are not ELL are assessed and given English enrichment activities and instruction to help them increase their vocabulary and develop public speaking skills and articulation. All students benefit from a differentiated standards-based program targeted at their instructional level and abilities. In addition, EL students benefit from the graphic organizers created with thinking maps increasing students’ understanding in core subjects including science and social studies.

In accordance with SB 638, Los Angeles Leadership Academy administers the California English Language Development Test (CELDT) to those students whose parents have identified a language other than English as either the first language or a dominant language utilized at home. Previously identified English learners are given the CELDT test during the testing window of July 1st through October 1st. Parents are notified of CEDLT results within 30 calendar days following receipt. The CELDT is administered yearly to monitor the progress of students initially identified as Limited English Proficient (LEP), and to help reclassify students as their English proficiency and corresponding academic skills in English warrant the transition. New enrollees are tested within thirty (30) calendar days of enrollment. Procedures and instruments to be used for initial identification, continued assessment, and reclassification are the same as those used by the LAUSD.

**Decision Guide**

New Enrollees:

a. Home Language Survey is administered
b. If English Only, then student is placed in a regular instructional program

If there is an indication of Primary Language other than English
   c. Student is assessed using the CELDT in listening, speaking, reading, and writing

If student’s are IFEP
   d. Students will be placed in the regular instructional program

If students are English Learner (EL)
   e. Initial placement in appropriate EL program and services
   f. CELDT annual assessment until reclassification criteria met

Reclassification criteria:
   1. Student has an annual CELDT overall performance level of 4 or 5 with skill area scores
      of 3 or higher in Listening, Speaking, Reading, and Writing.
   2. The student scores Basic or above on the ELA section of the CST.
   3. The student is judged successful in a mainstream English Program based on a grade C or
      better in English.
   4. The parent has been consulted and notified that the student is eligible for Reclassification,
      using the Notification of Reclassification Letter.

If student is reclassified to fluent English proficient (RFEP)
   g. Regular instructional program, monitoring progress for two years

   h. Teachers, administrators, and parents monitor student academic performance
      i. CST Basic, Proficient and Advanced Language Arts scores are monitored
      ii. Maintains grade C or better
      iii. Teacher recommendation
   i. Parents are notified in writing at least once a year if student is making adequate
       progress or is at risk of not meeting grade level standards.
       i. Parents are notified in November or December and offered intervention
          services during school hours and after hours.
   j. Evidence that student is provided linguistic and academic instructional services
      appropriate to student’s diagnosed academic need.

**Student with Individualized Educational Programs**
The Los Angeles Leadership Academy staff monitors students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students’ diverse needs through appropriate instruction successfully reduce the need for additional supplemental services. The Los Angeles Leadership Academy is committed to creating a supportive environment for students with exceptional needs, and to provide needed services for those students who have Individualized Education Programs (IEPs).

**Low Achieving Student**

Students that have been identified as at-risk or low performing students are students that are involved in before or after school interventions, Saturday School, or one on one tutoring from their teacher. These students have accommodations, modifications, or 504 plans, as appropriate. Classroom instruction is organized, lessons are focused and sequential and students are grouped according to deficiency during the day to meet their needs. Direct Instruction is systematic and focused and allows ample teacher interaction and self-assessment. Students know how well they are doing daily.

**GATE/High Achieving Students**

High achieving students are challenged through teacher’s pacing and/or increased rigor of the instructional program. Pacing, the most commonly used strategy for differentiation where the teacher may speed up or slow down the instruction, is an easy strategy to implement. Rigor of instruction is also important. Increasing complexity or modifying instruction means to enrich instruction so that it encourages students to address topics, time periods, or connections across disciplines not normally expected at that grade level. Grouping and regrouping students to accomplish tasks, provide enrichment, and create project-based activities helps increase high achieving student engagement and increase their challenge.

Students are identified as GATE/High Achieving based on their annual CST Proficient and Advanced scores on their CST test. In addition, students scoring in the 90% percentile in their benchmark tests are identified as high achieving students. Professional development for teachers to learn how to increase the rigor of their instruction includes Thinking Maps, which are graphic organizers to use in all content areas, and Icons of Dimensions of Depth and Complexity. These graphic organizers help students make inferences and connections from different perspectives. Students learn concepts in a more complex manner.

**Socio-Economically Disadvantaged Students**

Our socio-economically disadvantaged students have their instructional, personal, and emotional needs met. This group of students is identified at the start of the school year and they are monitored throughout the year. This population of students intersects other sub-groups in our school population. In some cases, our socio-economically disadvantaged students are also our
EL students, special education, or lower achieving students. By analyzing data we pin-point students’ needs and more accurately provide intervention, support, and resources. In addition, understanding the different sub-group categories that a child falls under, allows us the flexibility to provide added support structures in socio-emotional circumstances. Struggling students attend after school intervention provided by a teacher or the after school program.

**Professional Development**

The school’s mission statement defines the vision and direction of the school:

> ...research suggests that the most salient variable in improving student achievement is not the brand name of the program but the degree of implementation of the program. In brief, it is practices and people, not programs, that make the difference for student achievement.

*Professional Development into Student Results*
Douglas B. Reeves, 2010

Our Professional Development Plan is a living document. Our plan changes and accommodates our teachers’ needs as determined by the implementation of our instructional program and the data gathered from unit and benchmark assessments. As we implement our instructional program, we modify our instruction while we implement strategies, methodologies, and classroom management procedures to meet the needs of our students. Teachers also inform us of their strengths and weaknesses through surveys and evaluations. We integrate their needs into our plan. We develop our teachers’ strengths so that we create a cadre of experts in particular strategies.

All professional development focuses on developing and increasing academic instructional expectations in all curricular areas so that every child attains the skills necessary to effectively communicate. By developing a well-rounded individual, our students meet and exceed our expectations, our mission, and our vision. We emphasize the development of vocabulary, math literacy, and communication skills through writing. Instructional practices in the classrooms in all grade levels increase vocabulary development, increase math vocabulary and language, and integrate writing across the curriculum.

Twelve full days of professional development for all certificated staff is scheduled each school year. Professional development activities are scheduled on Wednesdays and all programs and school-wide initiatives are implemented with ongoing support from vendors and consultants. A trainer-of-trainers model is used whenever possible to make the most effective use of resources with lead teachers serving as the trainers and mentors.

All staff members are trained in Thinking Maps, Rubrics, Icons of Depth and Complexity, Data Analysis, Portfolios, and how to create rigorous Benchmarks using Data Director ZOOM! Administrators and staff members are trained together. Administrators are given an additional level of training that includes a monitoring piece for school site implementation.
*Special Education Program*

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Los Angeles Leadership Academy will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Los Angeles Leadership Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

*Modified Consent Decree Requirements*

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.
As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

**Element 2: Measurable Student Outcomes**

Paralleling its vision of an educated person, the Los Angeles Leadership Academy’s exit outcomes are divided into three broad components: intellectual, personal, and civic. Leadership is not identified as an outcome within a particular area since it is a synthesis of intellectual, personal, and civic outcomes. Intellectual outcomes correspond to specific subject areas as well as areas of general intellectual development that run across all subject areas. The personal and civic components will be taught through community projects as well as woven throughout the curriculum.

The following outcomes will demonstrate the extent to which the school has met its established CST and CAHSEE goals:

Percentage Targets of Students Proficient and Advanced on the CST Language Arts

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Sixth</td>
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<td>50</td>
<td>65</td>
<td>80</td>
<td>100</td>
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Percentage Targets of Students Proficient and Advanced on the CST Math

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<tbody>
<tr>
<td>Sixth</td>
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<td>30 45 60 80 100</td>
<td>30 45 60 80 100</td>
<td>30 45 60 80 100</td>
<td>30 45 60 80 100</td>
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<tr>
<td>Seventh</td>
<td>50 60 70 85 100</td>
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<td>50 60 70 85 100</td>
<td>50 60 70 85 100</td>
<td>50 60 70 85 100</td>
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<tr>
<td>Algebra I</td>
<td>45 55 65 80 100</td>
<td>45 55 65 80 100</td>
<td>45 55 65 80 100</td>
<td>45 55 65 80 100</td>
<td>45 55 65 80 100</td>
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<tr>
<td>HS Summ.</td>
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</table>

API Growth Target

<table>
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<tr>
<th>2011-12 API Target</th>
<th>2012-13 API Target</th>
<th>2013-14 API Target</th>
<th>2014-15 API Target</th>
<th>2015-2016 API Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>735</td>
<td>750</td>
<td>775</td>
<td>790</td>
<td>800</td>
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</tbody>
</table>

Percentage Targets for Students Advanced and Proficient in the CAHSEE

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</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>87 / 39</td>
<td>90 / 45</td>
<td>95 / 50</td>
<td>100 / 55</td>
<td>100 / 60</td>
<td>100 / 65</td>
</tr>
<tr>
<td>ELA</td>
<td>85 / 52</td>
<td>90 / 55</td>
<td>95 / 60</td>
<td>100 / 65</td>
<td>100 / 70</td>
<td>100 / 75</td>
</tr>
</tbody>
</table>

CAHSEE goals will focus on moving a greater percentage of students from passing to proficient. CAHSEE intervention courses will continue to be included in the master schedule, in the 10th grade advisory curriculum and as a part of our after school program curriculum.

**Goal 1:** Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.

**Measurable Outcomes:**

- All students will meet or make progress towards proficient or advance mastery of the standards according to the proficiency
criteria as denoted by the California Standards English Language Arts Tests.

- 2011-12 - 50%
- 2012-13 – 60%
- 2013-14 – 75%
- 2014-15 – 85%
- 2015-16 – 100%

- All subgroups as determined by our number of enrollees per grade level and per ethnicity group over 100 will meet or make progress towards proficient and advance mastery of standards.
- English Language Learners will increase individual **CELDT scores** for the majority of the years covered by this charter petition.
  - Students must score a 4 or 5 Overall CELDT
  - Students must score a 4 or 5 in CELDT listening and speaking
  - Students must score a 3 or higher in Reading and Writing CELDT
- Progress toward mastery of English Language Development standards will be monitored and documented on the Academy’s ELD Portfolio for all English Language Learners. ELD standards demonstrate progression of language acquisition in detail and developmentally. While English Language Arts standards overlap and are aligned with the ELD standards, both sets of standards provide teachers a comprehensive Language Arts program.

**Goal 2:** Students will strive to master the rigorous academic content of the California State Content Standards, and think critically and reflectively about their academic progress, accepting personal responsibility for improvement.

**Measurable Outcomes:**

- The learning process will be transparent to students through the use of standards-based Focused Learning Targets and aligned assessments in every content area.
- Students will use their target sheets to ask critical questions on content and to self-assess their level of mastery for each standard
- The use of Mastery Grading techniques will be evident in every classroom and students will be constantly reflective of where they stand on a proficiency scale in each of their courses

**Goal 3:** Students will build a foundation for a responsible work ethic by regular and punctual attendance.

**Measurable Outcome:**
• The attendance rate of the Los Angeles Leadership Academy will be maintained at **95% or higher**. The school year will include 179 days of instruction.

**Goal 4:** Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.

**Measurable Outcomes:**

• The number of referrals for disruptive classroom behavior and negative playground interactions will decrease yearly. (Data will be maintained in PowerSchool.) Student information will be used to communicate with the classroom teacher.

• Each class will identify a community-based environmental improvement or awareness project to be completed by the end of the school year and presented to the Board of Directors of the Leadership Academy. Projects will be displayed at the school and at locations within the community.

**Attendance Requirements**

**Instructional Minutes**

The Los Angeles Leadership Academy’s instructional schedule will exceed the minimum instructional minutes required by the Los Angeles Unified School District and the State of California. The table below compares the required number of minutes and the minutes that are offered by the Los Angeles Leadership Academy:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Required # of Minutes</th>
<th>Instructional Minutes at Los Angeles Leadership Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>54,000</td>
<td>69,055</td>
</tr>
<tr>
<td>7th</td>
<td>54,000</td>
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<tr>
<td>8th</td>
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</tr>
<tr>
<td>9th</td>
<td>64,800</td>
<td>69,055</td>
</tr>
<tr>
<td>10th</td>
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</tr>
<tr>
<td>11th</td>
<td>64,800</td>
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</tr>
<tr>
<td>12th</td>
<td>64,800</td>
<td>69,055</td>
</tr>
</tbody>
</table>

See Appendix B: Instructional Minutes Bell Schedules

**School Calendar**
The Los Angeles Leadership Academy operates on a single-track, traditional calendar year of 179 days.

See Appendix C: 2012-13 School Calendar
Element 3: Assessment Methods

Testing: LAUSD-Specific Language

The Los Angeles Leadership Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Los Angeles Leadership Academy does not test (i.e., STAR, CELDT, CAHSEE) with the District, the school hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the school. Any such grant of authority will be consistent the Family Educational Rights and Privacy Act (FERPA).

See Appendix D: Tentative Testing Schedule

Methods of Assessment

On-going assessment of student progress is critical to the grouping of students for differentiated instruction. Students will benefit from the instruction providing to students at their instructional level. To better accommodate the different learning modalities and styles of all students, multiple measures need to be employed by the teachers and school. Assessments must be on-going; both formative and summative throughout the year. Other forms of multiple measures include:

- Anecdotal
- Record keeping
- Observations
- End product
- Do Nows and Exit Slips
- Quizzes
- Mid-unit and Unit Assessments
- Benchmarks
- Final
- Surveys
- Projects
- Performance

From this list of multiple measures alternative/authentic assessments that are grade-level content-specific CST-format generated tests can be created to assess students.

Publishers’ Tests

Publishers’ tests are used to determine consistent and continuous student progress toward state content standards. Assessments is conducted based on the recommended schedule of each adopted program, but the general timeframe calls for weekly and end-of-unit assessments for each state adoption. Publishers’ tests are given to students according to the core class-pacing guide.
Teacher-Designed Tests

Teacher-developed assessments contribute additional information to measure student progress, while anecdotal records and observation provide the personalized, individualized information necessary to maintain a positive emotional learning environment and to meet the needs of every student.

Teacher-created tests when developed through an on-line assessment database like Data Director Zoom, help support teachers in creating standards-based test item questions that clearly match the instruction and timing of the test. Teachers have access to managing their students’ records and analyze data more frequently.

Benchmarks are established through the Data Director ZOOM assessment program and an outside provider such as Action Learning Systems, Inc. Data Director Zoom data source is the student achievement data program that includes access to the technology tool of Data Director to enhance our school data culture. This program allows teachers to create assessments, benchmark, quizzes, or use pre-established assessments that have been loaded onto the system. Data Director Zoom Source empowers teachers to make more targeted instructional decisions and enhance student progress. The program compiles student achievement data into one place-including state tests, benchmarks, formative assessments, and teacher-created assessments.

To facilitate ongoing assessment and monitoring, the Data Director ZOOM assessments are administered with the aid of a laptop and scanner, which assist with efficient administration, scoring, and analysis of results. Each teacher is given a laptop computer and access to the Internet to insure consistency and accuracy of assessments.

Benchmark testing is conducted prior to finalizing student grades each semester (every ten weeks).

Where state adopted materials and assessments are not available (foreign language, visual and performing arts, and physical education), teacher-designed assessments aligned with the content standards of the State of California and appropriate pacing schedules for each of the curricular areas will determine levels of progress toward mastery of respective standards at each semester reporting period.

Data Collection System

Data is collected on student attendance and retention. As students are asked to take active roles in shaping a positive school culture and in participating in decision-making, data is collected about students’ actual participation. In addition to quantitative data, this may include observations about students’ attendance and participation patterns, both in class and in school life.

Data is also collected quarterly to continually measure student progress. Student information is used to monitor and adjust student interventions throughout the year. The school uses
PowerSchool and Data Director Zoom to ensure the efficient analysis of data quarterly, yearly and across years. A value-added metric is readily accessible for the executive director and principal to review individual teacher patterns over time.

By establishing a data collection system, student intervention programs can be implemented more readily immediately after an assessment. The information is available and student grouping is easier. Our intervention program is implemented and modified quarterly.

**Student Progress Reports**

Student progress reports create a succinct written record of student performance by compiling data from multiple assessments. Progress reports are one of several ways to ensure parents are well-informed about student performance. The school-wide rubrics used to score portfolios and exhibitions translate into a meaningful analysis of student performance, with point values accompanied by written explanations. Progress reports compile narratives, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student progress report. Explanations are designed to help students and parents interpret the relationship of standardized testing to other assessments.

**State Mandated Assessment**

Los Angeles Leadership Academy participates in all required statewide assessment tests and meets all statewide standards applicable to non-charter public schools. The school tests independently and a copy of the school’s test results is submitted to the District on a CD on or before September 30, following that spring’s test administration. CELDT results are submitted to the District no later than two weeks after receipt of the CD from the state’s vendor. CDs are sent to:

School Information Branch  
333 S. Beaudry Ave., 16th Floor  
Los Angeles, CA 90017

**Use of Assessment Data**

Lead teachers for each grade level meet with a trainer of teachers to regularly analyze assessment results generated through Zoom Data Source. The Zoom Data Source assessment program may be administered more often than every ten weeks; intermittent assessments are conducted for students who are struggling to master standards. Five, ten, and fifteen-week assessments serve to determine if benchmarks have been attained. Student progress for the grade level as well as individual students will be evaluated on an on-going basis to determine professional development needs for teachers as well as intervention assistance for selected students. End of semester benchmarks are administered to determine if the student has attained mastery.

Data is crucial for professional development, interventions, and enrichment. Without data and proper data analysis, student growth will be slow. Identification of at-risk students early in the
school year helps us determine the type of intervention necessary for student success. Data also
tells us where our students are succeeding.

**Local Accountability**

The Board of Directors receives written reports summarizing student progress at regular
intervals. Lead teachers for each grade level are responsible for presenting progress toward
mastery of standards, attainment of established measurable outcomes, plans for improvement and
specific needs related to the purchase of materials, programs or other resources and support. The
school administration implements modifications to the curriculum and selects materials and
activities to be utilized by students based on an analysis of student progress reported by lead
teachers and recommendations made by the principal.

Student achievement is the responsibility of grade level teams to share with their students,
parents, and administration. Student progress is the responsibility of all the team members of the
grade level.

**State and Federal Accountability**

At the state level, we have met and will continue to meet our Academic Performance Index
goals. Our targeted goal is 800.

At the federal level, we will have our sub-groups meet their targets in English-Language Arts,
Mathematics, History and Social Science, and the Sciences. We will exit Program Improvement.

<table>
<thead>
<tr>
<th>Sub-groups</th>
<th>English-Language Arts</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td>Schoolwide</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>40</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
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<td>45</td>
</tr>
<tr>
<td>English Learners</td>
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<td>35</td>
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<tr>
<td>Students with Disabilities</td>
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</tr>
</tbody>
</table>
Element 4: Governance

Separate Legal Entity

The Los Angeles Leadership Academy and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the school.

Public Laws

Los Angeles Leadership Academy complies with all laws that apply to public agencies, unless exempted by state law. Los Angeles Leadership Academy will comply with the Brown Act.

LAUSD-Specific Language:
Members of the Los Angeles Leadership Academy’s Board of Directors, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the charter school Board pursuant to Education Code section 47604(b).

Non-Profit Status

The Los Angeles Leadership Academy has been incorporated as a non-profit corporation, has been granted tax-exempt status by the IRS under sec.501(c)(3), and as such, is permitted to receive tax-deductible contributions. Los Angeles Leadership Academy and/or its nonprofit corporation are separate legal entities and are solely responsible for the debts and obligations of the school.

See Appendix E: Articles of Incorporation

By-Laws

As with any non-profit corporation, the by-laws of the Los Angeles Leadership Academy are amended from time to time (e.g., to expand the number of members on the Board of Directors). The Los Angeles Leadership Academy will submit all such by-law amendments to the Innovation and Charter Schools Division within 30 days of such amendment. The Innovation and Charter Schools Division will determine, in their sole discretion, whether such amendment so materially affects the operations of the school as to trigger the District’s petition amendment process.

See Appendix F: By Laws

Board of Directors
The Los Angeles Leadership Academy is governed by a Board of Directors. The Board meets regularly five times a year (every other month during the school year). There is an Executive Committee with authority identical to the full Board, except without authority to vote on the purchase or sale of real estate. The Executive Committee meets from time to time in between regularly scheduled meetings, when conditions require it. The Board of Directors is comprised of 14 voting members and three non-voting advisors. Because the school complies with Government Code 1090, the Executive Director and two teacher representatives attend Board meetings, but do not vote. In compliance with the Brown Act, notices of Board meetings are posted prominently at both sites in a place accessible to the public (bulletin board adjacent to the office door), and on the school’s website, www.laleadership.org.

**Los Angeles Leadership Academy Organizational Chart**

![Organizational Chart]

**Appointment of Directors:**

The selection of the Board is controlled by the corporation’s by-laws, which mandate that a nominating committee propose candidates to guarantee a diversity of points of view. All Board members serve a three-year term. One-third of the members serve for two years, one-third serve
three years, and one-third serve four years. Thus, in any one year, only one-third of the Board will be either replaced or re-elected. A Board member may be re-elected no more than twice.

**Duties of Directors:**

The Board of Directors is responsible for approving school policy, not for managing school operations. Directors:

- attend meetings of the Board;
- attend meetings of the Board committees on which they sit;
- contribute to the mission and vision of the school based on the skills and experience they bring;
- help organize fund-raising efforts;
- assure that decisions are consistent with the vision and mission of the school;
- assure that decisions do not threaten the financial stability of the school.

**Qualifications:**

Directors are selected based on their commitment to the mission and vision of the school, their willingness to fill the roles and functions as Directors, and their experience in educational leadership or expertise, adolescent development, community involvement or civic leadership, fundraising, financial management, legal or personnel matters related to schools, program design or development, or experience with low-income or minority children. The experience requirement does not apply to parent members, who are nominated and elected by their constituent group. Potential Directors selected for the Board participate in a process to assure that they understand the mission and vision of the school.

**Functions of the Board of Directors (full Board and Executive Committee):**

It is the job of the Board of Directors to establish and approve major operational policies, to select and evaluate the Executive Director, to approve the school’s annual budget and oversee the school’s financial affairs, to direct fundraising activities, to approve all major contracts, and to raise private funds when necessary. Amendments to the charter and memorandums of understanding are made through the Board for review and approval by the District. The Board of Directors plays a key role in developing a culture of cooperation for the school. The Board understands the mission and vision of the school and informs all of its decisions with that mission and vision. Because the school strives to produce a continuous stream of leaders in a multicultural society, the Board itself exemplifies the kind of leadership it expects from its students. For that reason, the Board reflects the many faces of the community at large, and resonates with the many voices of those whom the school attempts to serve.

**Advisory Board:**

In addition to the Board of Directors, there is an Advisory Board comprised of individuals with particular skills whom the Board may call on from time to time in order to accomplish specific tasks. The Advisory Board includes prominent individuals in the community who cannot
commit the time necessary to sit on the Board of Directors, who nevertheless wish to contribute some time and effort to advance the success of the school.

**Governance Committees:**

The Board of Directors appoints committees as needed in order to advise it and inform its work. Committees make recommendations which are forwarded to the Board. For its members, the committees draw upon all stakeholders: faculty, non-teaching employees, volunteers, parents and members of the Board of Advisors. Board committees include Personnel/Nominating, Capital Campaign, Budget, and Executive.

**Parent/Guardian Involvement**

The term “parents” refers to the primary adult caretakers of children, be they biological parents, parents by marriage, biological grandparents, adult siblings, or legal guardians through the foster care system.

The Los Angeles Leadership Academy recognizes that parent partnership in education is critical to children’s success in school. A true partnership between parents and schools does not consist of a one-way flow of information and directives from the school to the parent. Schools must be responsive to the needs of parents, view them as experts on their children, and utilize their potential to help the school and their children thrive. The Los Angeles Leadership Academy recognizes that many parents are not accustomed to actively participate in school life and decision-making, so all staff will actively support and encourage parents to become involved. The Community Outreach Coordinator finds varied ways to bring parents into school life and draw on their areas of expertise and experience.

**Parents in Governance:**

Parents’ views are respected in school decisions because they know their children best, and because the school has a duty to be responsive to their needs and interests so long as they are consistent with the school’s mission and vision. The Los Angeles Leadership Academy offers parents seats on all governance committees and on the Board of Directors to assure that parent perspectives are heard and respected in decision-making arenas. Parents are asked to become informed about issues on which they are asked to help make decisions. Parent governance representatives have a special charge to assure that pertinent information is communicated to other parents, and that they are diligent in assuring that their communiqués in committee and to the Board of Directors reflect the diversity of ideas and perspectives present among parents.

A parent/guardian from each school site sits on the Board of Directors.

Parent membership in the Board of Directors and on the governance committees is representative in nature. Parents assuming these roles agree to undertake the responsibility of representing fairly the breadth of interests and perspectives among all parents/guardians. This means that parents involved in governance play a role in educating parents about governance matters at
issue, and take steps to get input from all parents. The Parent/Community Outreach Coordinator helps facilitate this process.

**Ongoing School-Home Links:**

Strong relationships between home and school depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the school, and to help school staff understand the needs, wishes, values and culture of parents and students. The Community Outreach Coordinator is the primary facilitator of this process. School-home bridge-building activities include:

- Orientation for new families to clarify the mission and vision of the school, the educational approach, and expectations for parent participation;
- Parent meetings to solicit input on major school decisions and feedback on ongoing operations;
- Preparation and presentation of the school’s parent handbook;
- Invitation of parents to committee meetings and school functions;
- Inclusion of parents in assessment process, and in learning exhibitions;
- Training in how the school’s assessment process works, including parents’ roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and advisors;
- Workshops to help parents support their children’s educations;
- College, career, and academic counseling for every parent and student; and
- School celebrations.

**Grievance Procedure for Parents and Students**

Los Angeles Leadership Academy has designated the Operations Director to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the school alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Los Angeles Leadership Academy will notify all its students and employees of the name, office address, and telephone number of this designated individual.

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

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

**Teacher Involvement**

The Los Angeles Leadership Academy views teachers as the experts in curriculum and instruction. As the primary executors of the school’s educational program, they are the day-to-day stewards of the school’s mission and vision. Their voices are heard and respected in all matters related to curriculum, instruction, and student achievement, and have weight in all areas of academic decision-making. All Board committees have teacher representatives. Teachers confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans, long-range school plans, and other issues.

**Community Involvement**

The Los Angeles Leadership Academy is actively involved in community life. Students are introduced to the resources, cultural assets and needs of the community through observation, inquiry, and participate in community governance forums. Students communicate with diverse area residents, workers, and other area stakeholders. They choose issues on which to focus in their community action projects. Students invite community members to attend forums, community tours, and other activities they assist in organizing. Students and teachers learn about the staff and work of local community organizations to find shared connections in their work and activities. The Los Angeles Leadership Academy looks for ways area businesses and organizations may collaborate to enhance the schools’ mission and vision, and assure that the school is a good neighbor.

**LAUSD Charter Policy: LAUSD-Specific Language**

The Los Angeles Leadership Academy will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries: LAUSD-Specific Language**

The Los Angeles Leadership Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The Los Angeles Leadership Academy acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the school’s operations is received by the District, Los Angeles Leadership Academy shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.
Notifications: LAUSD-Specific Language

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the Los Angeles Leadership Academy.

Element 5: Employee Qualifications

The most critical element to the success of the Los Angeles Leadership Academy is its staff. The mission and vision of a school are just words on paper without a team committed to and capable of realizing them. Regardless of their role in the school, every person hired by the Los Angeles Leadership Academy actively helps to promote a rigorous educational experience, healthy personal development, and civic leadership for all students. Every staff person is expected to treat all students, parents, staff, and other community members with respect, and to follow the Los Angeles Leadership Academy Code of Conduct.

The Los Angeles Leadership Academy believes that all persons are entitled to equal employment opportunity. The school shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

To best meet families’ needs and the school’s mission, employee recruitment seeks to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

All employees of the Los Angeles Leadership Academy must submit to a criminal background check as required by Education Code Section 44237. The Los Angeles Leadership Academy adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Prior to work, each employee furnishes an up-to-date Mantoux tuberculosis (TB) test, and documents establishing legal employment status.

Full-time staff members typically are hired for one-year terms. Although some staff employees are “at will”, long-term contracts, if ever adopted, will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. These expectations will be designed to support the mission and vision of the school and to comply with state laws.
Salaries and types of benefits are generally competitive with other public schools.
Staff hiring and relations reflect the following commitments:

- Expectations are clearly communicated;
- Thoughtful, consistent evaluation processes provide meaningful assessment of staff member’s job performance with respect to the mission and vision of the school, and to state laws;
- Employees performing below expectation receive conferencing and corrective interventions as appropriate;
- The school supports professional development and encourages staff to contribute based on their unique talents;
- All employees help create and sustain a respectful, supportive working environment with open lines of communication; and

The Los Angeles Leadership Academy staff includes the following:

**Executive Director**

**Roles and Functions:**

The Executive Director is directly responsible to the Board of Directors. Delegating duties as appropriate, he or she will:

- Supervise the operations of the school in accordance with school policies;
- Work closely and cooperatively with the Operations Director and the Principal to insure effective and smooth operations;
- Maintain a balanced school budget, such that is best promotes the mission and vision of the school;
- Working with the CFO, draft an annual budget proposal for the Board of Directors;
- Assure that the school is in compliance with state and federal law, its Charter, and the requirements of any funding sources it receives;
- Secure private, state, and federal grants, and direct private fundraising efforts;
- Serve as primary liaison to the Board of Directors;
- Report to the Board of Directors as to the short-term fiscal and programmatic success, in cooperation with the Principal and Operations Director;
- Hire and fire according to the processes outlined in the Charter and the Personnel Handbook;
- Assemble and present annual reports;
- Respond to complaints and suggestions of staff, students and parents not addressed by teachers, the Community Outreach Coordinator, or the Principal;
- Acknowledge praiseworthy efforts of staff, students, and parents;
- Participate in education-related organizations as appropriate;
- Insure a safe, clean, and aesthetically pleasing campus;
• Prepare and maintain employee policies, safety procedures, emergency drills and evacuation plans and corresponding handbooks;
• Sit on any committee as needed.

**Qualifications:**

The Executive Director will have at least three years experience with program development or administration for a school, organization, or corporation. He or she will have at least two years experience sitting on or reporting to a Board of Directors for a school, organization, or corporation. He or she will demonstrate deep understanding of and commitment to the mission and vision of the school. He or she will have proven experience as a team leader, and will be able to inspire staff through positive and capable leadership. He or she will have experience resolving personnel issues objectively and through due process. The Executive Director will guide staff such that each member uses his or her expertise to enhance the educational program.

**Evaluation:**

The Board of Directors will be responsible for evaluating the performance of the Executive Director based in part on the evaluations of staff and parents. The Personnel Committee will develop criteria for evaluation based on a concept of ideal fulfillment of the roles and functions of the Executive Director. This evaluation will be completed by the Board of Directors and reviewed with the Executive Director annually. An evaluation will be completed and presented by December 30 of each year, with an opportunity for revision before the final version is submitted by March 1 of each year.

**Principal**

**Roles and Functions:**

The Principal will:

• Guide the educational program to assure that it best advances the mission and vision of the school;
• Facilitate collaboration among teachers in developing and implementing curriculum and instruction;
• Facilitate positive, constructive communication among Board of Directors, administrative staff, teachers, students, and parents, especially as related to curriculum, instruction, and assessment;
• Coordinate student assessment and academic accountability reporting;
• Complete an annual performance report;
• Coordinate professional development opportunities in consultation with teachers;
• Oversee staff and scheduling;
• Assist teachers with student discipline;
• Disseminate information on best practices to teachers;
• Coordinate teacher evaluation;
• Support instructional practice through observation and discussion;
• Arrange for substitute teaching staff as needed;
• Coordinate WASC accreditation activities;
• Collaborate with the Community Outreach Coordinator to bring parents, community members and volunteers into the life of the school;
• Oversee the Technology Coordinator/Manager;
• Actively participate in any education-related organizations as appropriate; and
• Report to the Executive Director, and sit on the Curriculum and Instruction, Personnel and Budget Committees.

Qualifications:

The principal has deep understanding of and commitment to the vision and mission of the school. He or she demonstrates ability to translate this understanding into an effective educational program. He or she has proven experience in educational leadership or program development. He or she has proven experience working in effective collaboration with teachers to realize a shared vision. He or she has a working knowledge of methods of progressive education, critical pedagogy, and instructional strategies related to the vision of the school. He or she demonstrates commitment to keeping current with best practices in education. A California administrative credential is preferred.

Evaluation:

The principal will be evaluated annually by the Executive Director who will review the evaluation with the principal and the Board of Directors based on a concept of ideal fulfillment of the roles and functions of the position. The evaluation will be completed and presented by February 1 of each school year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Assistant Principal

The Assistant Principal’s essential duties and responsibilities include, but are not limited to:

• Overseeing the administration of student discipline.
• Performing duties related to instructional leadership, including observation and evaluation of assigned teaching staff, staff development, and oversight of department and team collaboration.
• Developing student, classroom, and school schedules and calendars.
• Coordinating and implementing student standardized and placement testing, including CELDT, CASHEE and STAR.
• Designing and administering the summer school program.
• Implementing and overseeing the school safety and emergency response program.
• Overseeing, monitoring and supporting student attendance, student data, and meal count reporting (as performed by the Office Manager), including Calpads, CBEDs and Powerschool reporting requirements.
• Implementing appropriate procedures to ensure budgeted attendance and enrollment levels are maintained.
• Supervising and evaluating the school custodian and overseeing routine facilities and maintenance issues.

• Overseeing school budget for classroom supplies, textbooks and other department expenditures.
• Developing and administering system for student internships.
• Developing and managing student counseling system, including supervising and evaluating counseling staff.
• Supporting school recruitment efforts.
• Supervising before, during and after school, including occasional evening and weekend events.
• Other duties as reasonably requested by the Principal or Executive Director.

Reporting: the Assistant Principal reports to the Principal.

Qualifications: California administrative credential preferred; bi-lingual (Spanish) preferred; Minimum of two years of administrative experience preferred; strong multi-tasking skills; ability to communicate clearly and concisely in written and oral form; ability to form effective working relationships with students, staff and the community; demonstrated commitment to school’s social justice mission.

Evaluation: The Assistant Principal will be evaluated on an annual basis by the Principal and the Executive Director.

School Operations Director

Roles and Functions:

The School Operations Director:

• Monitors the school’s accounting;
• Assures that all reporting functions are conducted accurately and in a timely manner;
• Assures that all payments are made accurately and in a timely manner, including payment of wages and salaries;
• Working with the CFO, pursues timely receipt of Block Grant, Title I, and other payments to the school;
• Oversees the processing of student enrollment and staff hiring paperwork;
• Advises the Executive Director as to contracts with vendors for security, transportation, and food service;
• Manages transportation, as needed;
• Supervises the placing of orders for office and classroom supplies;
• Supervises the Clerk; and
• Sits on committees as needed.

Qualifications:

The School Operations Director has at least three years of related experience. He or she understands and is committed to the mission and vision of the school.

Evaluation:

The School Operations Director will be evaluated annually by the Executive Director who will review the evaluation with the School Operations Director and the Board of Directors. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by January 31 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Community Outreach Coordinator

Roles and Functions:

The Community Outreach Coordinator:

• Maintains lines of communication with parents and guardians;
• Facilitates high levels of meaningful participation of parents and guardians in the life and decision-making of the school;
• Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
• Coordinates training of parents and guardians to act as partners in education;
• Brings community members into the life of the school in ways that enhance the mission and vision of the school;
• Responds to requests for information about the school; and
• Sits on the Parent Committee and the Community Action Committee.

Qualifications:

The Community Outreach Coordinator will have proven experience working with schools as an advocate, organizer, or staff person. He or she will have experience representing a constituency or coordinating group activity. He or she will have the ability to lead meetings effectively and with a positive presence. He or she will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff. He or she will understand and be committed to the mission and vision of the school, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that
support the mission and vision. He or she will speak, comprehend, read and write fluently in Spanish and English.

**Evaluation:**

The Community Outreach Coordinator will be evaluated annually by the Executive Director, with the input of a group of parents chosen by the Executive Director for such purpose. The evaluation will be completed and presented by January 30 each year with an opportunity for revisions before the final version is submitted by March 1 of each year.

**Office Manager**

**Roles and Functions:**

Delegating duties as appropriate to any office personnel or volunteers, the Office Manager:

- Performs clerical and administrative procedures for daily school operations;
- Interacts pleasantly and professionally with all members of the learning community and the public;
- Maintains a neat and welcoming atmosphere in the office;
- Prepares correspondence, forms, reports, memorandums, and student attendance and enrollment data in an accurate and timely manner;
- Assures that student data, permission slips, and other required paperwork are kept current for each student as needed;
- Prepares and maintains correspondence with students’ parents;
- Translates school documents and communications to Spanish or English as needed;
- Assures that the office phone is covered;
- Oversees the processing of student enrollment;
- Has regular, punctual attendance; and
- Assists teachers and administrative staff as needed.

**Qualifications:**

The Office Manager will have at least two years working as an office manager, administrative assistant, or equivalent position. He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs. He or she will speak, comprehend, read, and write fluently in Spanish and English. He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

**Evaluation:**

The Office Manager will be evaluated annually by the Principal and Executive Director who will review the evaluation with the employee. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the
position. An evaluation will be completed and presented by January 31 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

**Teachers**

**Roles and Functions:**

Teachers:

- Facilitate curriculum, instruction, and assessment in a manner consistent with the mission and vision of the school;
- Actively maintain respectful, open communication with students, parents, and other staff members;
- Help students learn to regulate their own behavior, develop strong interpersonal and coping skills, and use their voice;
- Assess student needs and look for ways to meet them as an ongoing part of their job;
- Collaborate with administration other teachers to plan integrated curriculum;
- Participate in weekly staff meetings to discuss school plans, student progress, teaching practice, and other issues as needed;
- Map instruction and student work to key California Academic Content Standards and to the Measurable Pupil Outcomes;
- Understand and comply with the California Standards for the Teaching Profession;
- Participate in planning and professional development activities before and during the school year;
- Pursue professional development and keep current with best practices in their subject areas;
- Maintain a professional portfolio;
- Participate openly in reflective dialogue and the peer evaluation process;
- Cooperate to allow observation of teaching by administrators or other teachers;
- Maintain communication with parents and guardians of students;
- Participate on at least one governance committee; and
- Have regular, punctual attendance.

**Qualifications:**

Teachers must have a valid credential to teach in California, with at least three years of teaching experience preferred. The school will maintain current copies of all teacher credentials. Those credentials will be readily available for inspection upon request. Teachers must be “highly qualified” within the meaning of the No Child Left Behind Act. Teachers must demonstrate deep understanding of the mission and vision of the school, and be able to translate that understanding into their practice as teachers. Teachers must demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Teacher candidates selected
for hire participate in a staff retreat to assure that they understand the mission and vision of the school.

**Evaluation:**

Teachers are evaluated according to a process and criteria designed by all staff, and approved through the collective bargaining process and by the Board of Directors. The process is designed such that final evaluations are completed by the Principal and the Executive Director no later than April 15.

Teachers have one full evaluation by the end of December, with one to three subsequent partial evaluations during the year. A teacher with an unsatisfactory final evaluation will not receive an invitation to renew his or her contract.

In addition to formal assessments, teaching staff continuously engages in reflection and discussion about teaching practice. Doors to classrooms are open, literally and metaphorically to encourage and welcome teachers to know each other’s instructional practices, and to welcome parents without appointment. For many teachers, this openness can be uncomfortable, but the teaching staff is committed to making the process supportive and constructive. The staff continually seeks to improve its teaching practice, and that means being honest and critical about one’s own performance, as well as emphasizing each teacher’s strengths. When some aspect of teaching practice is unsatisfactory and extra interventions are needed, the Principal and the Executive Director seek to provide appropriate remediation.

**Element 6: Health and Safety**

**Criminal Record Summary: Employees and Volunteers**

The requirement that each employee of the school furnish the school with a criminal record summary is described in Education Code §47605 (9b)(5)(F) Staff is required to be examined for tuberculosis in the manner described in Education Code section 49406.

Additionally the school has the following procedures in place:

- Students are required to submit complete immunization records prior to enrolling at Los Angeles Leadership Academy and as a requirement for school attendance;
- Procedures for authorization, correct administration, and locked storage of students’ prescription medication;
- Procedures in the event of natural disasters such as fires and earthquakes;
- Procedures in the event of bomb threats or disasters caused by humans;
- Regular execution of fire and earthquake drills;
- Completion of a thorough evacuation plan, including procedures for parents;
- Appropriate training of instructional and administrative staff in emergency response;
• Provision to staff of an emergency kit that includes critical emergency phone numbers, the school’s emergency plans and procedures, emergency response guide, and an emergency medical kit;
• Prevention of contact with blood-borne pathogens;
• The school as a drug, alcohol, and tobacco-free workplace;
• Child abuse reporting procedures;
• Instruction in health education;
• Use and upkeep of safe school facilities;
• Furnishing and maintenance of facilities in a secure and clean manner;
• Safe use and storage of custodial products and other hazardous materials;
• Safe food preparation and storage according to federal guidelines; and
• Bus and car transportation of students only with insured, appropriately licensed drivers.

• In partnership with community healthcare providers, school will provide screening of pupils’ vision and hearing and the screening of pupils for scoliosis.

**Insurance Requirements: LAUSD-Specific Language**

No coverage shall be provided to Los Angeles Leadership Academy by the District under any of the District’s self-insured programs or commercial insurance policies. The school shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the school from claims which may arise from its operations. Each school location shall meet the below insurance requirements individually.

It shall be the school’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Los Angeles Leadership Academy’s insurance shall be primary despite any conflicting provisions in the school’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the LAUSD Office of Risk Management.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Los Angeles Leadership Academy does not operate a student bus service. If the school provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Los Angeles Leadership Academy to cover all employees who handle, process or otherwise have responsibility for school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omission liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Los Angeles Leadership Academy’s insurance shall be primary despite any conflicting provisions in the school’s policy.

**Evidence of Insurance: LAUSD-Specific Language**

The Los Angeles Leadership Academy shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Avenue, 28th Floor, Los Angeles, CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.*
Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

**Hold Harmless/Indemnification Provision: LAUSD-Specific Language**

To the fullest extent permitted by law, the Los Angeles Leadership Academy does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the school, and their officers, directors, employees or volunteers. Moreover, the school agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The Los Angeles Leadership Academy will have a Health, Safety and Emergency Plan in place. The Los Angeles Leadership Academy will insure that staff has been trained in health, safety, and emergency procedures and maintains, a calendar and conducts emergency response drills, for students and staff.

The Los Angeles Leadership Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Los Angeles Leadership Academy shall require all employees of the school, and all volunteers who will be performing services that are not under the direct supervision of a school employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The school will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The school shall also insure that it receives subsequent arrest notifications from the Department of Justice to insure the ongoing safety of its students.
Element 7: Means to Achieve Racial and Ethnic Balance

The Los Angeles Leadership Academy is committed to maintaining a diverse student body, and takes the following steps to achieve a racial, ethnic, and gender balance that is reflective of the Los Angeles Unified School District as a whole:

1. Conducts outreach to students from the closest elementary and secondary schools. The schools closest to the facility are predominantly Latino, with 6-17% comprised of Asian American students.

2. Conducts outreach to the nearest elementary or secondary school with a large percentage of African American students. Three to five miles south of the facility, several elementary schools range from 30-48% African American. The school makes every effort to assure that students traveling to Los Angeles Leadership Academy have appropriate transportation options, and that provisions are made to ensure that their parents participate fully in the life of the school.

3. Conducts outreach through civic-oriented community organizations in central to west Los Angeles. White students are a rarity in the schools of Los Angeles’ lowest income areas, but some White parents may be interested in the unique program of the Los Angeles Leadership Academy. In particular, parents with an interest in civic leadership may wish to send their children to a school that shares their value of active social responsibility.

4. Recruitment efforts include advertising in local paper, flyers, brochures, postcards, informational fairs, church visits, pre-school visits, Open House, School Tour Meetings, and parent meetings at local schools. Languages targeted are Spanish, English, Chinese and Vietnamese.

Court-ordered Integration: LAUSD-Specific Language

The Los Angeles Leadership Academy shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Los Angeles Leadership Academy shall provide a written plan in the charter petition and upon further request of the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The
District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students: LAUSD-Specific Language**

The District and The Los Angeles Leadership Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). The Los Angeles Leadership Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending The Los Angeles Leadership Academy shall have the right to continue attending The Los Angeles Leadership Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to The Los Angeles Leadership Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

The Los Angeles Leadership Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. The Los Angeles Leadership Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at The Los Angeles Leadership Academy under the NCLB-PSC program increases in subsequent years, The Los Angeles Leadership Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance: LAUSD-Specific Language**

As a recipient of federal funds, including federal Title I, Part A funds, The Los Angeles Leadership Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. The Los Angeles Leadership Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. The Los Angeles Leadership Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other
applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

The Los Angeles Leadership Academy also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

Element 8: Admissions Requirements

Outreach:

Parents who are more aware of alternative educational options for their children are more likely to provide more academic support for their children at home. Thus, charter schools might tend to draw students who are somewhat more likely to succeed. The Los Angeles Leadership Academy is committed to serving all children, including those more likely to “slip through the cracks” for lack of adequate support at home or school. Therefore, the recruitment strategy of the school targets students directly through after-school and L.A. Bridges programs, and by recommendations from teachers and counselors of students who might benefit from a more intimate learning environment. Local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure are asked for referrals.
Applications to the Los Angeles Leadership Academy should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are expected to attend an information session to learn more about the educational program of the Los Angeles Leadership Academy. The application asks students and parents to answer questions related to their interest in attending the school. Parents complete this portion orally if they choose. An incomplete answer by a parent will not disqualify a student. The content of answers is not used as a factor of admission, but the requirement helps assure that students are seriously interested in attending the Los Angeles Leadership Academy.

**The Public Random Drawing and Admissions Preferences**

As described above, if there are more applicants than spaces, there will be a public lottery to fill all available spaces. No one residing outside the State of California will be permitted to participate in the lottery. Los Angeles Leadership Academy will admit all pupils who wish to attend as outlined in Education Code 47605 (d) (2) (A)-(B)). The school has developed procedures for a public random drawing in the event the school meets its capacity and additional students wish to enroll. Consistent with California and federal law and federal non-regulatory guidance, the school will provide a preference for current students and siblings of current students in that these two categories of students are exempt from participating in the public random drawing. Los Angeles Leadership Academy will not discriminate on the basis of geographic residence. All students residing in the State of California may enroll in accordance with the California Charter School Law. Also in accordance with California law, pupils who reside in the LAUSD attendance area are given preference. There will be no other exemptions or preferences given and preference for students who reside within the District will be carried out in a way consistent with both California and federal law and with federal non-regulatory guidance as follows: The school will employ a single lottery with a higher weighting for students who reside in the LAUSD attendance area. The weighting factor shall be 2:1 in favor of students who reside in the District attendance area. This weighting factor shall be agreed to by the District, and this policy and procedure shall be published in the school’s admissions materials.

These are the rules of the public random drawing:

1. Parents that have applied for admission will be sent a letter, no later than 30 days in advance of the lottery, announcing the lottery to be conducted at an evening meeting in March. Lottery meetings will also be publicly announced through fliers and signs posted outside the school.

2. Six parents will be randomly selected from the list of applicants to monitor the lottery process and to, among other duties, divide applicants into those residing within the District and those residing elsewhere, and helping to identify those in the preferential categories.

3. Names will be selected by lottery to fill all available seats. In addition, additional names will be selected to constitute a waiting list. Parents of students selected at the lottery meeting will be given
three weeks to complete the application and to submit all necessary documentation.
4. The waiting list will be used to fill enrollment if any of the first selected applicants fail to complete the application process.
5. The lottery meeting for the high school will take place at 234 East Avenue 33, Los Angeles, CA 90031; for the middle school the lottery meeting will take place at 2670 Griffin Avenue, Los Angeles, CA 90031.
6. Parents will be contacted by letter and telephone.

Parents and students admitted to the school are expected to attend an orientation session to review the policies and expectations of the school. The Community Outreach Coordinator assures that all families understand these expectations and are aware of ways to be involved in the school’s life and decision-making. Each student is given a student handbook in the native language of the parent, provided a translator for that language can be secured, unless they indicate that a copy in English is preferred.

**McKinney-Vento Homeless Assistance Act**

Los Angeles Leadership Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and insure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Los Angeles Leadership Academy will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

**Element 9: Annual Financial Audits**

The Los Angeles Leadership Academy’s Budget Committee oversees the selection of an independent auditor with experience in education finance and the completion of an annual audit of the school’s financial affairs. Financial statements are prepared in accordance with generally accepted accounting principles. The audit verifies the accuracy of the Los Angeles Leadership Academy’s financial statements, attendance, and enrollment accounting practices, and reviews the Los Angeles Leadership Academy’s internal controls. The audits are conducted in accordance with generally accepted auditing standards. To the extent required under applicable federal law, the audit scope may be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit is filed with the District by the end of October of each fiscal year. This is a two-step process. First, upon receiving an audit exception, the Budget Committee and CFO review the exception and decide what steps are necessary to address and correct the problem. The Budget Committee reports to the Los Angeles Leadership Academy’s Board of Directors with those recommendations. The Board of Directors, through its CFO Kristin Dietz of Charterworks, reports to the LAUSD
regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the District.

The following reports are submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

a. Provisional Budget – Spring prior to operating fiscal year;
b. Final Budget – July of the budget fiscal year;
c. First Interim Projections – November of operating fiscal year;
d. Second Interim Projections – February of operating fiscal year;
e. Unaudited Actuals – July following the end of the fiscal year;
f. Audited Actuals – December 15 following the end of the fiscal year;
g. Classification Report – monthly according to school’s Calendar;
h. Statistical Report – monthly according to school’s Calendar of Reports;
i. P1, first week of January;
j. P2, first week of April;
k. Instructional Calendar – annually five weeks prior to first day of instruction;
l. Other reports as requested by the District.

Oversight provided to Los Angeles Leadership Academy by the Innovation and Charter Schools Division generates the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments and techniques as described in Element 3;
- An analysis of whether student performance is meeting the goals specified in Element 2. This data will be displayed on both a school-wide and disaggregated by major racial and ethnic categories and language dominance to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established by the Los Angeles Leadership Academy Board of Directors during the year including any changes in the Board’s composition;
- Data on the level of parent involvement in the school’s governance and volunteer programs and summary data from an annual parent and student satisfactions survey;
- A copy of the Los Angeles Leadership Academy’s health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether the Los Angeles Leadership Academy implemented the means listed in charter Element 7 to achieve a racially and ethnically balanced student population;
- An overview of the Los Angeles Leadership Academy’s admissions practices during the year and data regarding the number of student enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended;
• Analyses of the effectiveness of the school’s internal and external dispute mechanisms and data on the number of and resolution of disputes and complaints; and
• Other information regarding the educational program, staff development, and the administrative, legal, and governance operation of the school relative to compliance with the terms of the charter generally.

**Budget**

The Los Angeles Leadership Academy has adopted the direct funding model as provided for in AB 544. All state and federal public revenue will be deposited in the Los Angeles Leadership Academy account in the Los Angeles County Treasury. Any funds still flowing through the LAUSD will be transferred in a timely manner. The Los Angeles Leadership Academy serves as its own fiscal agent for all public and private grants, funds and gifts awarded now and in the future. Any monies accrued from deposits or investments are used to support the instructional program.

**Attendance Accounting and Student Information Systems**

The Los Angeles Leadership Academy keeps daily records of attendance and completes official state registers on a monthly basis. Required reports are submitted to the LAUSD, LACOE and the California Department of Education in a timely manner.

**Food Service**

The Los Angeles Leadership Academy contracts with a third party vendor to provide a meal program that is operated in compliance with all state and federal regulations. In accordance with the Federal Lunch Act, eligible students will be provided breakfast, lunch and snack without charge. Produce grown through our own urban farming project, and commodities obtained through government sources will supplement, where possible, the vendor’s program.

**District Oversight Costs: LAUSD-Specific Language**

The District may charge for the actual costs of supervisory oversight of the Los Angeles Leadership Academy not to exceed 1% of the school’s revenue, or the District may charge for the actual costs of supervisory oversight not to exceed 3% if the school is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Los Angeles Leadership Academy will maintain a funds balance (reserve) of its expenditures as required by section 15450, title 5 of the California Code of Regulations. Los Angeles Leadership
Academy commits to begin and end each school year with a minimum of 5% of expenditures in reserve.

**Special Education Revenue Adjustment/Payment for Services: LAUSD-Specific Language**

In the event that the Los Angeles Leadership Academy owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the school, the school authorizes the District to deduct any and all of the in lieu property taxes that the school otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The school further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the school. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the school agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records: LAUSD-Specific Language**

Los Angeles Leadership Academy agrees to observe and abide by the following terms and conditions as a requirement of receiving and maintaining its charter authorization:

- The school is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitors the fiscal condition of the school.
- The District is authorized to revoke this charter for, among other reasons, the failure of the school to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit the school’s books, records, data, processes and procedures through the District’s Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Los Angeles Leadership Academy has developed and will maintain internal fiscal control policies governing all financial activities.

**Element 10: Student Discipline, Suspensions and Expulsions: LAUSD-Specific Language**

**Approach to Student Discipline:**

The Los Angeles Leadership Academy has an approach to discipline that emphasizes prevention over punishment through a school culture of caring and respect, a focus on students’ social and emotional development, and clear, consistent policies. The school culture creates powerful norms and incentives to guide student behavior. Students who are valued, respected, and treated as competent often respond in kind. Teachers and parents help students cultivate conscientious, respectful behavior, and this behavior will be self-perpetuating as students increasingly follow suit. Teachers and administrators do their part by setting the tone of the school, by reminding students of expectations, by managing the school in appropriate and culturally competent ways, and by helping students learn how to take responsibility for their actions. Disciplinary issues are handled in fair and sometimes inventive ways that seek, above all, to help student learn to live up to expectations.

The Los Angeles Leadership Academy’s discipline policies and procedures advance an ethic of caring and the goals of student learning and improvement through the following elements:

- The school’s mission and values drive disciplinary action. Students’ cognitive skills, healthy personal development, and effectiveness as leaders are enhanced as the faculty shifts responsibility for students’ behavior to students by coaching rather than ordering students. Adults may tell students what to do, but students will have opportunities to talk about what happened and to develop self-control.
- Consequences are applied on a case-by-case basis. Zero tolerance and mechanical responses are typically not acceptable, as adults best serve the needs of the school by fairly exercising judgment based on their knowledge of students and situations.
- Discipline is conducted in a process of talking and reflection. Students have opportunities to explain their actions, to introduce their own “witnesses,” and they are expected to look earnestly at their behavior and attempt to prevent future problems.
- Resources are devoted to relationship building. Small schools tend to have dramatically lower rates of serious disciplinary incidents and threats to safety. The small class size, the advisory program, student-centered learning methods, and relationship building activities build trust, respect, and a sense of collaboration among students and staff.
• Teachers and parents will have support to develop skills in effective positive classroom management and parenting techniques, and in character education, conflict resolution, and related areas.

Los Angeles Leadership Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Los Angeles Leadership Academy shall insure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Los Angeles Leadership Academy shall insure the appropriate interim placement of students during and pending the completion of the school’s student expulsion process.

Los Angeles Leadership Academy will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The school will also insure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. The Academy insures that staff is knowledgeable about discipline issues and remedies through the Academy’s ladder of consequences, attached as Appendix I. If the student receives or is eligible for special education, the school identifies and provides special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Los Angeles Leadership Academy shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Los Angeles Leadership Academy, the school shall forward student records upon request of the receiving school district in a timely fashion. The school shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately, or as soon as practically possible, containing:

• Pupil’s last known address
• A copy of the cumulative record
• Transcript of grades or report card
• Health information
• Documentation of the expulsion proceeding, including specific facts supporting the expulsion
• Student’s current educational placement
• Copy of parental notice of expulsion
• Copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date, and
instructions for providing student’s compliance for reinstatement, appeal process and options for enrollment; and

- If the student is eligible for Special Education, the school must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 accommodations, the school must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or was directly and substantially related to the student’s disability; and B) Was the misconduct a direct result of the school’s failure to implement the 504 Plan?

**Outcome Data**

Los Angeles Leadership Academy shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions and reinstatements, and makes such outcome data readily available to the District upon request.

**Discipline Policies:**

The Los Angeles Leadership Academy has developed a comprehensive set of student discipline policies that clearly describe the school’s expectations for attendance, work habits, mutual respect, and safety. The school’s policies on student discipline are designed and revised with input from the school community, including students, parents, and teachers. All students and a parent/guardian of each student are asked to verify that they have reviewed and understand the policies prior to enrollment. The school’s discipline policies are not discriminatory, arbitrary or capricious and follow general principles of due process. The policies, and in particular the grounds for suspension and/or expulsion, are summarized in the Student-Parent Handbook and the discipline matrix is available to all stakeholders upon request. Mandatory vs. discretionary suspensions and expulsions will follow the Ed. Code.

See Appendix H: Discipline Matrix
See Appendix I: Discipline Ladder of Consequences

**Due Process**

Let us assume that there is an allegation of a serious infraction set forth in the Discipline Matrix, and expulsion is a possible outcome. Of paramount importance is the safety of students. If there is deemed to be a potential safety risk the accused student is immediately suspended by action of the principal and sent home. In that case the parent or guardian is immediately notified by telephone. If there is no risk to students the suspension can be conducted in school, assuming that adequate supervision is available.

Administration is charged with investigating all incidents. If the accused student denies the conduct, there will be a hearing conducted by the principal in all cases where suspension or expulsion is a possible outcome. All hearings must occur as soon as reasonably possible after the date of the incident, and in no case later than 30 days following the incident. Parents and/or
guardians will be notified of the hearing, both by telephone and in writing, in their native language, and will be invited to attend. Translation services will be provided at all hearings at which parents or guardians attend, and who are not native English speakers. The advisor of the accused student must attend the hearing. At a hearing the accused student may produce any evidence he/she deems relevant, including witnesses. Although the principal is charged with conducting the hearing, the determination of suspension or expulsion must be made by a committee of no less than two administrators. If at the conclusion of the hearing the determination is made that the student did in fact commit the offense, and the Matrix requires expulsion, the student will be expelled and the parent or guardian notified in writing. The notification will also outline the right of the student to appeal to a committee of the Board of Directors tasked with conducting a new hearing. The student and/or parent or guardian will have 30 days from receipt of the expulsion notice to demand an appeal. That formal expulsion hearing is in fact a trial de novo at which evidence, witnesses and testimony will be taken again. The student will be allowed representation at such hearing, if he/she so chooses. At the conclusion of the appeal hearing the Board committee will make a recommendation to the full Board to be acted upon at the next regularly scheduled Board meeting. If the recommendation is a punishment less than expulsion, such as in school suspension, the student will be allowed to immediately begin service of that punishment. If the recommendation is expulsion, the student will remain suspended outside the school until Board action. It remains the continued responsibility of the school, in a timely manner (as soon as reasonably possible and in accordance with LAUSD opportunity transfer policy), to seek and obtain placement of the accused student in another school pending the outcome of the appeal. At the Board level, the Board may ratify the recommendation of the Committee, reject the recommendation, or choose to impose any consequences within the entire range of the Matrix. Decisions of the Board are final.

Rehabilitation Plans

Pupils who are expelled from Los Angeles Leadership Academy shall be given a rehabilitation plan upon expulsion as developed by the school’s administration and approved by the school’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of re-view for readmission. The rehabilitation plan will include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the school for readmission.

Readmission

The Board of Directors shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the school shall readmit the pupil unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The school is responsible for consideration of reinstating the student upon the conclusion of the expulsion period.
**Special Education Discipline**

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Los Angeles Leadership Academy will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion of a student with a 504 Plan, the school’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly or substantially related to the student’s disability? B) Was the misconduct a direct result of the school’s failure to implement 504?

**Gun Free Schools Act**

Los Angeles Leadership Academy shall comply with the federal Gun Free Schools Act.

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**Element 11: Retirement Programs, Employee Rights**

**Retirement Rights**

By election of Los Angeles Leadership Academy’s Board of Directors, each staff member of the Los Angeles Leadership Academy participates in the federal Social Security System (non-certificated staff), the State Teachers Retirement System (certificated staff), or other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees and/or agreed upon through the collective bargaining process.

**Collective Bargaining Rights**

The Los Angeles Leadership Academy is the exclusive public school employer for purposes of collective bargaining. Any District union employee who is offered employment and chooses to work for the Los Angeles Leadership Academy will not be covered by his or her collective bargaining unit agreement, but will be represented by whatever Unit, if any, is chosen by the Los Angeles Leadership Academy employees. The Los Angeles Leadership Academy may extend the same protections and benefits in individual contracts or as part of a collective agreement. By agreement reached by MOU in 2006, the teachers at Los Angeles Leadership Academy have formed a collective bargaining unit, and have become a local Unit of the California Teachers Association.

**Salaries and Benefits**
As bargained for, the Los Angeles Leadership Academy currently uses the salary scale of the Los Angeles Unified School District as a rough guideline for teacher compensation. Los Angeles Leadership Academy reserves the right to limit salary points to graduate classes directly enhancing the subject matter being taught. A recommendation to change the teachers’ salary system is subject to collection bargaining. The Los Angeles Leadership Academy will offer benefits including health, medical, dental and vision, but reserves the right to offer benefit programs that differ from those offered by the LAUSD. A recommendation to change the teachers’ benefits package is subject to collective bargaining. Employees are eligible to receive Workers’ Compensation Insurance, unemployment insurance, and Medicare as applicable, with the Los Angeles Leadership Academy and the employee contributing appropriate amounts.

**Working Conditions**

All employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for all co-workers. All employees will follow state and federal law regarding alleged improprieties and adhere to the Los Angeles Leadership Academy’s Code of Conduct. The Code of Conduct includes the prohibition of illegal harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendo related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation.

**Paid Leave:**

Each full-time employee will be paid for five (5) paid days each year for illness, in addition to bereavement, or personal necessity as defined by the Employee Handbook. Teachers’ leave shall be determined by the collective bargaining agreement. Unused days may not be rolled over to the following calendar year. Full-time employees are paid for legal holidays per the annual calendar. The Los Angeles Leadership Academy will comply with all applicable state and federal laws including the Family and Medical Leave Act.

**Work Day and Year:**

The contract year includes 179 days serving students directly, and a minimum of ten (10) paid staff development days. The work week is 40 hours. Teachers will be required to be present for all instructional minutes according to their teaching assignment and for all staff meetings.

**Process for Staff Recruitment, Selection, Evaluation and Termination:**

The school looks for teachers who are highly qualified. A teacher who is highly qualified has a bachelor’s degree and has demonstrated subject matter competence or has a state credential. Teachers may also have an intern certificate or be currently enrolled in an approved California Commission on Teacher Credentialing intern program.

We look for teachers who have the credentials and experience working with underperforming students and students from socio-economically challenged areas, and who demonstrate classroom management and organizational skills.
**Grievance Procedures**

An employee will first discuss any complaint with the Executive Director. The Executive Director and the party with the complaint engage in good faith efforts to resolve the complaint. The good faith effort includes problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. If the good faith effort does not resolve the complaint, the employee may submit a written complaint to the Board of Directors’ Personnel Committee. The Personnel Committee will schedule a hearing at a time and place mutually convenient, but in no event later than 35 days from the submission of the written notice and after notification to the employee. Board members who are interested parties will excuse themselves from the grievance proceedings.

A decision as established by a majority vote of the members of the Personnel Committee will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearing are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as practicable. The decision of the Personnel Committee is final. If the grievance is a complaint of discrimination, a preliminary hearing will take place within 24 hours.

**Due Process:**

All staff members have due process rights. Teachers have the rights provided for in the collective bargaining agreement. For non-certificated staff, rights include the right to mediation by the Executive Director, a hearing, and an appeal to the Personnel Committee.

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**Element 12: Attendance Alternatives**

No student shall be required to attend this or any other charter school. Pupils who choose not to attend The Los Angeles Leadership Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District. As part of a parent orientation meeting, parents/guardians of each pupil enrolled in Los Angeles Leadership Academy shall be informed of the contents of this paragraph, as well as that the student has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

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**Element 13: Rights of District Employees**

Leave and return rights for union-represented employees who accept employment with Los Angeles Leadership Academy will be administered in accordance with applicable collective
bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

**Element 14: Mandatory Dispute Resolution**

The intent of these dispute resolution processes is to:

- Resolve disputes within the Los Angeles Leadership academy pursuant to the school’s policies.
- Minimize the oversight burden on the Los Angeles Unified School District.
- Insure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal matters.

**Internal Disputes**

The Board of Directors of the Los Angeles Leadership Academy has adopted policies and processes for airing and resolving internal and external disputes. Dispute resolution policies and procedures are printed in the School Handbook. The purpose of these policies and procedures is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and the District unnecessarily. School community members include students, teachers, staff, parents, members of the Board of Directors, volunteers, partners, parties contracted for services, and collaborators.

The following guidelines will be used for airing and resolving disputes (for employee grievances, see page 76 above):

1. The parties involved will first discuss and attempt to resolve the issue before proceeding further.
2. If the conflict cannot be resolved with discussion, the parties involved will ask a peer to help resolve the dispute.
3. If peer conflict mediation does not resolve the situation, the parties involved will ask one of the following persons to serve as mediator, or, if mutually agreeable, as arbitrator:
   - Students ask a teacher or administrator
   - Teachers ask another teacher or an administrator
   - Administrative staff asks a teacher, another administrator, or the chair of the Board of Directors
   - Clerical or other staff ask an administrator
   - Parents ask another parent, the chair of the Parent Advisory Council, or the Executive Director
4. All Los Angeles Leadership Academy faculty, staff, administrators, parents, and Board of Directors have pledged to resolve disputes via this dispute process or its replacement.
Disputes between the Los Angeles Leadership Academy and the LAUSD

The staff and governing board members of Los Angeles Leadership Academy agree to resolve any claim, controversy or dispute, arising out of or relating to the Charter agreement between the District and Los Angeles Leadership Academy, except any controversy or claim that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Los Angeles Leadership Academy shall be resolved by mutual agreement at the Issue Conference, either party may request that the Dispute be resolved by mediation. Each party shall bear its own expenses associated with the mediation. The resolution of any dispute must be in writing.

The Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may request that the Dispute be resolved by mediation. Each party shall bear its own expenses associated with the mediation.

Any Dispute between the District and Los Angeles Leadership Academy shall be resolved by mutual agreement at the Issue Conference, either party may request that the Dispute be resolved by mediation. Each party shall bear its own expenses associated with the mediation.
proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**Oversight, Reporting, and Renewal**

The LAUSD may observe or inspect any part of the Los Angeles Leadership Academy’s operations. If available, the Los Angeles Leadership Academy may obtain, on a fee-for-service basis, the following services from LAUSD:

- School police (including filing theft reports, alarm monitoring, and support during times of emergencies)
- Student health and human services (including access to school mental health and suicide prevention services, support from the crisis team, and access to audiology services)
- Services related to state/federal mandated reporting requirements
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Rubbish disposal
- District purchasing contracts
- Environmental health/safety consultation
- Field trip transportation
- School mail
- Student information system
- Food services

**Term of the Charter**
This Charter will be granted for a five-year period commencing on July 1, 2012 and ending on June 30, 2017.

**Amendments**

Any amendments to this charter shall be made by the mutual agreement of the boards of the Los Angeles Leadership Academy and the Los Angeles Unified School District. Material revisions and amendments shall be made pursuant to the standards and criteria in Ed. Code Section 47605.

**Element 15: Exclusive Public School Employer**

The Los Angeles Leadership Academy is deemed the exclusive public school employer of its employees of the charter school for the purposes of the Educational Employee Relations Act (EERA).

**Element 16: Procedures to Be Used if the Charter School Closes**

**Revocation**

- The District may revoke the charter if Los Angeles Leadership Academy violates any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992 as amended. That Act permits the District to revoke the charter of the Los Angeles Leadership Academy if the District finds, through a showing of substantial evidence, that the charter school did any of the following:
  - Los Angeles Leadership Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
  - Los Angeles Leadership Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
  - Los Angeles Leadership Academy failed to meet generally accepted accounting principles of fiscal management.
  - Los Angeles Leadership Academy violated any provision of law.

Prior to revocation, and in accordance with Cal. Ed. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Los Angeles Leadership Academy in writing of the specific violation, and give the Los Angeles Leadership Academy a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

**Charter Renewal**
Los Angeles Leadership Academy must submit its renewal petition to the District’s Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

**Closure Action: LAUSD-Specific Language**

The decision to close Los Angeles Leadership Academy either by the school’s Board of Directors or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Los Angeles Leadership Academy Board of Directors votes to close the school; or the charter lapses.

**Closure Procedures: LAUSD-Specific Language**

The procedures for charter school closure are guided by Cal. Ed. Code §47604.32, 47605, 47605.6, and 47607, as well as CCR Title 5 sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education (CDE) website. References to “Charter School”, “school”, or “Los Angeles Leadership Academy” apply to the school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the CDE. In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Los Angeles Leadership Academy will be issued by Los Angeles Leadership Academy within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notification to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notice to LACOE of the Closure Action shall be made by the Los Angeles Leadership Academy by registered mail within 72 hours of the decision to Closure Action, with a copy provided to the ICSD.
4. The SELPA in which the school participates. Written notification to the SELPA in which Los Angeles Leadership Academy participates shall be made by the school by registered mail within 72 hours of the decision to Closure Action, with a copy provided to the ICSD.
5. The retirement systems in which the school participates. Los Angeles Leadership Academy will within fourteen (14) calendar days of Closure Action contact the State Teachers Retirement System (STRS) and LACOE and follow their procedures for
dissolving contracts and reporting, with a copy of this correspondence provided to the ICSD.

6. The CDE. Written notification of the Closure Action shall be provided to the CDE by Los Angeles Leadership Academy by registered mail within 72 hours of the decision to Closure Action, a copy provided to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed course and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

Los Angeles Leadership Academy shall announce the closure to any school districts that may be responsible for providing education services to the former students of the school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Closure should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

School and Student Records Retention and Transfer

Los Angeles Leadership Academy shall observe the following in the transfer and maintenance of school and student records:
1. Los Angeles Leadership Academy will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary schools for all students both active and inactive at the charter school. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The school will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the school closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The school must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The school will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the school and the LAUSD if it is aware of any liabilities the Los Angeles Leadership Academy owes the State. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask LACOE to conduct and audit of the school if it has reason to believe that the school received state funding for which it was not eligible.

Los Angeles Leadership Academy shall ensure completion of an independent financial audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Los Angeles Leadership Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Los Angeles Leadership Academy will be the responsibility of the Los Angeles Leadership Academy and not LAUSD. Los Angeles Leadership Academy understands and acknowledges that Los Angeles Leadership Academy will cover the outstanding debts or liabilities of Los Angeles Leadership Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Los Angeles Leadership Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Los Angeles Leadership Academy participates, and other categorical funds will be returned to the source of funds.

Los Angeles Leadership Academy will ensure completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the LAUSD in the form required. If the school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed school with the data of the LAUSD. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the Los Angeles Leadership Academy. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the Los Angeles Leadership Academy may be transferred to the LAUSD. If Los Angeles Leadership Academy is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.
   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Los Angeles Leadership Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Los Angeles Leadership Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Los Angeles Leadership Academy shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Los Angeles Leadership Academy shall do all of the following on behalf of the school's employees, and anything else required by applicable law:
   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
   e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Los Angeles Leadership Academy’s right to operate as a Charter School or cause Los Angeles Leadership Academy to cease operation. Los Angeles Leadership Academy and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief
shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities: LAUSD-Specific Language

☐ Charter School Locations: 2670 Griffin Avenue, Los Angeles CA 90031 and 234 East Avenue 33, Los Angeles, CA 90031
☐ Names of District school sites near location: Hillside Elementary, Griffin Avenue Elementary, Gates Elementary, Lincoln Senior High School.
☐ Both sites are located within the boundaries of LAUSD.

District-Owned Facilities

If Los Angeles Leadership Academy is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Los Angeles Leadership Academy shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition the school occupies and uses any LAUSD facilities, Los Angeles Leadership Academy shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Los Angeles Leadership Academy agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e. schools) remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent the school from conducting its educational program. If Los Angeles Leadership Academy shares the use of LAUSD facilities with other LAUSD user groups, the school agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills.)

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

• Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

• Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
• **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share, so long as this requirement does not violate Proposition 39. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:**
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the school, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facilities shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Los Angeles Leadership Academy acknowledges that it is required to adhere to the program accessibility requirements of federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:**

The charter petitioner shall provide the District with a temporary or final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the school shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:**

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. See www.laschools.org/employee/mo/ipm.

**Asbestos Management:**

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

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Appendix A: Marzano’s Nine Strategies

Getting Acquainted with the Essential Nine

Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock.

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Some practical applications for the classroom follow:

1. Identifying Similarities and Differences
   * Use Venn diagrams or charts to compare and classify items.
   * Engage students in comparing, classifying, and creating metaphors and analogies.
2. Summarizing and Note Taking
   * Provide a set of rules for creating a summary.
   * When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
   * Use teacher-prepared notes.
   * Stick to a consistent format for notes, although students can refine the notes as necessary.
3. Reinforcing Effort and Providing Recognition
   * Share stories about people who succeeded by not giving up.
* Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.
* Find ways to personalize recognition. Give awards for individual accomplishments.
* "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice
   * Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.
   * Tell students if homework is for practice or preparation for upcoming units.
   * Maximize the effectiveness of feedback by varying the way it is delivered.
   * Assign timed quizzes for homework and have students report on their speed and accuracy.
   * Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations
   * Incorporate words and images using symbols to represent relationships.
   * Use physical models and physical movement to represent information.

6. Cooperative Learning
   * When grouping students, consider a variety of criteria, such as common experiences or interests.
   * Vary group sizes and objectives.
   * Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback
   * Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
   * Use contracts to outline the specific goals that students must attain and the grade they
will receive if they meet those goals.
* Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
* Keep feedback timely and specific.
* Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses
* Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
* Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers
* Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
* Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it
Appendix B: Instructional Minutes Bell Schedules

Los Angeles Leadership Academy
Bell Schedule with Instructional Minutes

| Annual Instructional Minutes |
|-------------------------------|------------------|------------------|------------------|
| Type of Day                   | Number of Days   | Instructional Minutes | Annual Totals   |
| Regular Day                   | 134             | 405               | 54,270          |
| Minimum Day                   | 38              | 335               | 12,730          |
| High School Finals Days       | 4               | 315               | 1,260           |
| High School CST Days          | 3               | 265               | 795             |
| Totals                        | 179             |                   | 69,055          |

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<th>Required Minutes</th>
<th>Excess Minutes</th>
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<tbody>
<tr>
<td>67,659</td>
<td>1396</td>
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</table>

Regular Day (Monday, Tuesday, Thursday, Friday) – 134 days
57-60 minute periods
5-minute passing periods
30-minute Advisory/Lunch
405 instructional minutes

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<th>End</th>
<th>Instructional Minutes</th>
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</tr>
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<td>Nutrition</td>
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<tr>
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<tr>
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<tr>
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<td>(30)</td>
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<tr>
<td>Advisory</td>
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Regular Day Instructional Minutes 405
Instructional Minutes for 134 Regular Days 54,270

Note: Passing periods to instructional time count as instructional minutes; passing periods from lunch or nutrition to an instructional period does count; passing periods to lunch and nutrition do not count.
Los Angeles Leadership Academy
School Bell Schedule

**CST Day – 3 days**
- 120-140 minute periods
- 5-minute passing periods
- 30-minute Lunch
- 265 instructional minutes

| Day One – English Language Arts – 6 - 11th grades |
| Day Two – Mathematics – 6 - 11th grades |
| Day Three – Science – 8 - 11th grades |
| Social Studies – 8 - 11th grades |

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>Instructional Minutes</th>
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<tr>
<td>CST Assessment</td>
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<td>11:20</td>
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<td>5</td>
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<td><strong>Instructional Minutes for 3 Days</strong></td>
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Note: Passing periods to instructional time count as instructional minutes; passing periods from lunch or nutrition to an instructional period does count; passing periods to lunch and nutrition do not count.
Los Angeles Leadership Academy  
School Bell Schedule

**Finals Day – 4 days (2 per semester)**

*100-105 minute periods*
*5-minute passing periods*
*30-minute Lunch*
*315 instructional minutes*

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<th>Instructional Minutes</th>
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<td>Nutrition</td>
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<td>11:00</td>
<td>(15)</td>
</tr>
<tr>
<td>Passing</td>
<td>11:00</td>
<td>11:05</td>
<td>5</td>
</tr>
<tr>
<td>Period 2 (Period 5)</td>
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<td>100</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:45</td>
<td>1:15</td>
<td>(30)</td>
</tr>
<tr>
<td>Passing</td>
<td>1:15</td>
<td>1:20</td>
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</tr>
<tr>
<td>Period 3 (Period 6)</td>
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<td>3:00</td>
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**Finals Day Instructional Minutes** 315

**Instructional Minutes for 4 Days** 1,260

*Note: Passing periods to instructional time count as instructional minutes; passing periods from lunch or nutrition to an instructional period does count; passing periods to lunch and nutrition do not count.*
Los Angeles Leadership Academy
School Bell Schedule

Minimum Day (Wednesday) – 38 days
45-50 minute periods
5-minute passing periods
30-minute Advisory/Lunch
335 instructional minutes

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>Instructional Minutes</th>
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<tbody>
<tr>
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<tr>
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<td>8:50</td>
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<td>5</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:55</td>
<td>9:40</td>
<td>45</td>
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<tr>
<td>Nutrition</td>
<td>9:40</td>
<td>9:55</td>
<td>(15)</td>
</tr>
<tr>
<td>Passing</td>
<td>9:55</td>
<td>10:00</td>
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<td>Period 3</td>
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<tr>
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<tr>
<td>Period 4</td>
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<td>12:05</td>
<td>(30)</td>
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<tr>
<td>Passing</td>
<td>12:05</td>
<td>12:10</td>
<td>5</td>
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<tr>
<td>Period 5</td>
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<td>12:55</td>
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<tr>
<td>Passing</td>
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<td>1:00</td>
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<td>Period 6</td>
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<td>Passing</td>
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<tr>
<td>Advisory</td>
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<td>2:20</td>
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Minimum Day Instructional Minutes: 335
Instructional Minutes for 38 Days: 12,730

Note: Passing periods do not count as instructional minutes; passing periods from lunch or nutrition to an instructional period do count; passing periods as lunch and nutrition do not count.
Appendix C: 2011-12 School Calendar
# Appendix D: Tentative Testing Schedule

## 2011-12 Testing Dates

<table>
<thead>
<tr>
<th>Month</th>
<th>CELDT</th>
<th>CAHSEE</th>
<th>SAT</th>
<th>ACT</th>
<th>PSAT</th>
<th>CST</th>
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<td>July</td>
<td>Testing Window Starts 7/31 Ends 10/31</td>
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<td>August</td>
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<td>September</td>
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<tr>
<td>October</td>
<td>Ends 10/31</td>
<td>ELA: 10/4 Math:10/5</td>
<td>10/1</td>
<td>10/22</td>
<td>10/12</td>
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<tr>
<td>November</td>
<td>ELA: 11/1 Math:11/2</td>
<td>11/5</td>
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<td>December</td>
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<td>12/3</td>
<td>12/10</td>
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<tr>
<td>January</td>
<td></td>
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<td>1/28</td>
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<tr>
<td>February</td>
<td>ELA: 2/7 Math: 2/8</td>
<td></td>
<td>3/11</td>
<td></td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td>April</td>
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<tr>
<td>May</td>
<td>ELA: 5/8 Math: 5/9</td>
<td>5/5</td>
<td></td>
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<td>6/2</td>
<td>6/9</td>
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<tr>
<td>July</td>
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Appendix E: Articles of Incorporation

ARTICLES OF INCORPORATION

OF

THE LOS ANGELES LEADERSHIP ACADEMY

A California Nonprofit Public Benefit Corporation

i) Name.

The name of this Corporation is THE LOS ANGELES LEADERSHIP ACADEMY.

ii) Purposes.

2.1 This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law exclusively for public and charitable purposes. This corporation is organized exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States internal revenue laws (the “Code”).

2.2 The specific purposes of this Corporation are to organize and operate The Los Angeles Leadership Academy, a public charter school.

iii) Agent for Service of Process.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Roger Lowenstein
213 S. El Camino Drive
Beverly Hills, California 90212
iv) Limitation on Activities.

No substantial part of the activities of this Corporation shall consist of lobbying or propaganda, or otherwise attempting to influence legislation except as provided in Section 501(h) of the Code. The Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. This Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code, or by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

v) No Members.

This Corporation shall have no members.

vi) Irrevocable Dedication.

The property of this Corporation is irrevocably dedicated to the purposes set forth in Article 2, and no part of the net earnings of this Corporation shall ever inure to the benefit of, or be distributable to, any director, officer or 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 one or more nonprofit funds, foundations, or corporations which are organized and operated exclusively for charitable or educational purposes, and which have established their tax exempt status under Section 501(c)(3) of the Code.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation as Incorporator of the Corporation on this 16th day of May, 2001.

_________________________________________
ANNE COHEN
INCORPORATOR
Appendix F: By Laws

AMENDED AND RESTATED

BYLAWS

OF

THE LOS ANGELES LEADERSHIP ACADEMY
A California Nonprofit Public Benefit Corporation

1. OFFICES; MEMBERS.

1.1 Principal Executive Office.

The principal executive office of The Los Angeles Leadership Academy (the "corporation") is hereby fixed and located in the County of Los Angeles. The Board of Directors of the corporation (the "Board" or the "Board of Directors") is hereby granted full power and authority to change the principal executive office from one location to another.

1.2 Other Offices.

Branch or subordinate offices may at any time be established by the Board of Directors at any place or places.

1.3 Members; Directors.

The corporation has no members. The directors of the corporation shall be those persons designated as such in accordance with these Bylaws, who shall serve as the directors of the corporation, within the meaning of the California Nonprofit Public Benefit Corporation Law.

2. DIRECTORS.

2.1 Powers.

Subject to the provisions of the Articles of Incorporation of the corporation (the "Articles"), of these Bylaws, and of the California Nonprofit Corporation Law, the business and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors. Without prejudice to such general powers, but
subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers, in addition to the other powers enumerated in these Bylaws:

2.1.1 To select and remove all the officers, agents, and employees of the corporation, prescribe such powers and duties for them as may not be inconsistent with law, or with the Articles or these Bylaws, fix their compensation, and require from them security for faithful service.

2.1.2 To conduct, manage, and control the affairs and business of the corporation and to make such rules and regulations therefor not inconsistent with law, or with the Articles or these Bylaws, as they may deem best.

2.2 Number and Election of Directors.

2.2.1 The authorized number of directors shall be not less than seven (7) individual nor more than twenty-one (21) individuals. The exact number of directors, the individuals to serve as directors, and their term of office shall be determined from time to time by the Board.

2.2.2 Directors shall be elected to serve in one (1) of three (3) groups. One-third \(\frac{1}{3}\) of the individuals initially elected shall serve in the first group and shall serve for a term of one (1) year. One-third \(\frac{1}{3}\) of the individuals initially elected shall serve in the second group and shall serve for a term of two (2) years. One-third \(\frac{1}{3}\) of the individuals initially elected shall serve in the third group and shall serve for a term of three (3) years. Subsequent terms of each group shall be for three (3) years in length.

2.2.3 Each director shall have one (1) vote, and no director shall have more than one (1) vote.

2.3 Resignations; Removal; Vacancies.

2.3.1 Any director may resign effective upon written notice to the Chairman of the Board, if any, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

2.3.2 Any director may be removed from office without cause by a majority of the directors then in office.

2.3.3 Vacancies in the membership of the Board of Directors existing other than by the lapse of a director's term of office, including those existing
as a result of removal of a director, may be filled at any time by a majority of the remaining directors, though less than a quorum, or by a sole remaining director, and each director so elected shall hold office for the remaining term of office of the person whom such director succeeded.

2.3.4 A vacancy or vacancies in the Board of Directors shall be deemed to exist in case of the death, resignation, legally declared incompetency, resignation, or removal of any director, or if the authorized number of directors is increased, or if the directors fail, at any regular or special meeting of the directors at which any director or directors are elected, to elect the full authorized number of directors to be voted for at that meeting, or if a director has been declared of unsound mind by an order of court or convicted of a felony in the United States, or has been found by final order or judgment of any court to have breached a duty under Article 3 of the California Nonprofit Public Benefit Corporation Law.

2.3.5 No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

2.4 Place of Meeting.

Regular or special meetings of the Board of Directors shall be held at any place designated from time to time by the Board of Directors within the jurisdictional boundaries of the Los Angeles Unified School District ("LAUSD"). Whenever a place other than the principal office is fixed by the Board of Directors as the place at which future meetings are to be held, written notice thereof shall be sent not less than five (5) days before the next regular meeting to all directors who were absent from the meeting at which such place was fixed. In the absence of such designation regular meetings shall be held at the principal executive office of the corporation.

2.5 Annual Regular Meetings.

The annual meeting of the Board of Directors shall be held on such date at such time as may be fixed by the Board of Directors; provided, however, that should such day fall upon a legal holiday observed by the corporation at its principal executive office, then any such annual regular meeting of the Board of Directors shall be held at the same time and place on the first Monday following thereafter which is a full business day. Such regular meeting shall be held for the purpose of organization, election of directors and officers, and the transaction of their business. In addition, the Board of Directors shall hold such other regular meetings as the Board of Directors shall establish from time to time.
2.6 Special Meetings.

2.6.1 Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the Chairman of the Board, if any, the President, or by not less than a majority of the directors.

2.6.2 Special meetings of the Board of Directors shall be held upon at least twenty-four (24) hours written notice by e-mail or other similar means of communication. Any such notice shall be (i) addressed or delivered to (a) each director at such director’s address as it is shown upon the records of the corporation or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held, and (b) all media outlets that have requested notification of such meetings, and (ii) posted at least twenty-four (24) hours prior to such meeting in a location freely accessible to the public.

2.6.3 Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mails, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by the person giving the notice by electronic means to the recipient.

2.6.4 The notice shall state the time and place for, and business to be conducted at, the meeting.

2.7 Compliance with the Brown Act.

Regular and special meetings of the Board of Directors shall comply with the applicable provisions of the Ralph M. Brown Act, California Government Code §§ 54950, et seq., as amended from time to time (the “Brown Act”), including, without limitation, the timely posting of a notice of and an agenda for such meetings in compliance with the Brown Act.

2.8 Quorum.

A quorum shall consist of five (5) directors, except to adjourn as hereinafter provided. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number be required by the Articles or the provisions of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (a) appointment of committees and (b) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.
2.9 Waiver of Notice.

The transactions of any meeting of the Board of Directors duly called and held in accordance with the Brown Act are as valid as though held at a meeting duly held after regular call and notice if a quorum is present and if, either before or after the meeting, each of the directors not present signs a written waiver of notice, a consent to holding such meeting or an approval of the minutes thereof. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

2.10 Adjournment.

A majority of the directors present, whether or not a quorum is present, may adjourn any directors’ meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment. Notice of any adjournment shall be provided in accordance with the applicable provisions of the Brown Act.

2.81 Teleconference Meetings.

Members of the Board of Directors may participate in a meeting through use of conference telephone or similar communications equipment. Teleconference meetings shall comply with the applicable provisions of the Brown Act, including, without limitation, the timely posting of a notice of and an agenda for such meetings at the teleconference locations, which shall be identified in the notice and agenda for the meeting, and public accessibility to such locations in compliance with the Brown Act.

2.9 Fees and Compensation.

Directors and members of committees may receive such reimbursement for expenses incurred on behalf of the corporation as may be fixed or determined by the Board of Directors in accordance with applicable law, including §1090 of the California Government Code.

2.10 Rights of Inspection.

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney. Without the consent of the Board of Directors, no corporate books, records, or documents shall be used by any director for any purpose not reasonably related to the person's interest as a director. Without limiting the generality of the foregoing, without the consent of the Board of Directors, no corporate books, records, or documents shall be:
2.10.1 Used for any purpose which the user does not reasonably and in good faith believe will benefit the corporation;

2.10.2 Used for any commercial purpose or purposes in competition with the corporation;

2.10.3 Sold to or purchased by any person.

2.11 Committees.

The Board of Directors may create one (1) or more committees, each consisting of two (2) or more directors, to serve at the pleasure of the Board of Directors, and delegate to such committees any of the authority of the Board of Directors except with respect to:

2.11.1 The approval of any action for which the Nonprofit Public Benefit Corporation Law of California requires the approval of members of corporations organized under such law which have members;

2.11.2 The filling of vacancies on the Board of Directors or on any committee which has the authority of the Board of Directors;

2.11.3 The amendment or repeal of Bylaws or the adoption of new Bylaws;

2.11.4 The amendment or repeal of any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

2.11.5 The appointment of committees of the Board of Directors or the members thereof; or

2.11.6 The expending of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

Any such committee must be appointed by resolution adopted by a majority of the number of directors then in office and may be designated an Executive Committee or by such other name as the Board of Directors shall specify. The Board of Directors shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board of Directors or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board of Directors. Minutes shall be kept of each meeting of each committee.

Meetings of committees of the Board of Directors created in accordance with this section 2.14 shall comply with the applicable provisions of the Brown Act, including, without
limitation, the timely posting of a notice of and an agenda for such committee meetings in compliance with the Brown Act.

2.15 Additional Committees; Advisory Board

The Board of Directors shall have such additional committees to serve in an advisory capacity as may from time to time be designated by resolution of the Board of Directors. The Board shall also have the authority to designate an Advisory Board by resolution of the Board of Directors. Such additional committees and Advisory Board may consist entirely or in part of persons who are not members of the Board of Directors. Such additional committees and Advisory Board shall act in an advisory capacity only and shall not exercise the authority of the Board of Directors. Such additional committees shall be clearly titled as “advisory” committees. The Board of Directors shall have the power to appoint and remove members of such additional committees and members of the Advisory Board as may from time to time be necessary, by a vote of the majority of the directors then in office. Members of such additional committees and members of the Advisory Board shall not have the power to bind the corporation, nor shall they be held personally liable for the debts, liabilities, or other obligations of the corporation.

3. OFFICERS

3.1 Officers.

The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board of Directors, a chairman of the board, a treasurer, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed in accordance with the provisions of section 3.2 hereof. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either president or chairman of the board.

3.2 Subordinate Officers.

The Board of Directors may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board of Directors may from time to time determine.

3.3 Election.

The officers of the corporation and such officers as may be elected or appointed in accordance with the provisions of section 3.2 or 3.5 hereof shall be chosen by the Board of Directors or as directed by the Board.

3.4 Removal and Resignation.
3.4.1 Any officer may be removed, either with or without cause, by the Board of Directors at any time, or, except in the case of an officer chosen by the Board of Directors, by any officer upon whom such power of removal may be conferred by the Board of Directors. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment of the officer.

3.4.2 Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at a later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

3.5 Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause may be filled at any time by the Board of Directors. An officer so elected shall hold office for the remaining term of office of the person whom such officer succeeded.

3.6 Chairman of the Board.

The Chairman of the Board, if there is such an officer, shall, if present, preside at all meetings of the Board of Directors and exercise and perform such other powers and duties as may be from time to time assigned by the Board of Directors.

3.7 President.

Subject to such powers, if any, as may be given by the Board of Directors to the Chairman of the Board, if there is such an officer, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board of Directors, general supervision, direction, and control of the business and officers of the corporation. The President shall, in the absence of the Chairman of the Board, or if there is none, preside at all meetings of the Board of Directors. The President has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board of Directors.

3.8 Vice-President.

In the absence or disability of the President, Vice-Presidents in order of their rank as fixed by the Board of Directors or, if not ranked, the Vice-President designated by the Board of Directors, shall perform all the duties of the President, and when so acting shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors.

3.9 Secretary.
3.9.1 The Secretary shall keep or cause to be kept, at the principal executive office and such other place as the Board of Directors may order, a book of minutes of all meetings and actions of the Board of Directors, and its committees, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, and names of those present at Board of Directors and committee meetings, and proceedings thereof.

3.9.2 The Secretary or person designated thereby shall give, or cause to be given, notice of all the meetings of the Board of Directors and of any committees thereof required by these Bylaws or by law to be given. In addition, the Secretary shall keep the seal of the corporation in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors.

3.10 Chief Financial Officer.

3.10.1 The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation.

3.10.2 The Chief Financial Officer shall cause all moneys and other valuables to be deposited in the name and to the credit of the corporation with such depositaries as may be designated by the Board of Directors, shall render to the President and directors, whenever they request it, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors.

3.10.3 If required by the Board of Directors, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of such office and for restoration to the corporation of all its books, papers, vouchers, money and other property of every kind in such officer's possession or under such officer's control on such officer's death, resignation, retirement or removal from office.

4. OTHER PROVISIONS

4.1 Inspection of Bylaws.

The corporation shall keep in its principal executive office in California the original or a copy of the Articles and Bylaws as amended to date which shall be open to inspection by directors at all reasonable times during office hours.
4.2 Maintenance of Other Corporate Records.

The accounting books, records and minutes of proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at any place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the corporation.

4.3 Endorsement of Documents; Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, share certificate, conveyance, or other instrument in writing and any assignment or endorsements thereof executed or entered into between this corporation and any other person, when signed by any one of the Chairman of the Board, the President, or any Vice President and by any one of the Secretary, any Assistant Secretary, the Treasurer, or any Assistant Treasurer of this corporation, shall be valid and binding on this corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board of Directors and, unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

4.4 Representation of Shares of Other Corporations.

The President or any other officers authorized by the Board of Directors or the President are each authorized to vote, represent and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any other person authorized so to do by proxy or power of attorney duly executed by said officer.

4.5 Construction and Definitions.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws, and the corporation and the Board will comply with all state and federal laws applicable to public schools imposing nonprofit integrity standards.

5. INDEMNIFICATION.

5.1 Indemnification.

The corporation shall have the power to indemnify its “agents,” as defined in Section 5238 of the California Nonprofit Public Benefit Corporation Law, to the full extent permitted by Section 5238 and applicable law.
5.2 Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent covering liability 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 this Article; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

6. AMENDMENT.

These Bylaws may be amended or repealed by the approval of a majority of the directors then in office.

7. NON-DISCRIMINATION POLICIES. The corporation shall comply with the non-discrimination policies of LAUSD applicable to the corporation as in effect from time to time.
CERTIFICATE OF SECRETARY

The undersigned Secretary of THE LOS ANGELES LEADERSHIP ACADEMY, a California nonprofit public benefit corporation, hereby certifies that the Board of Directors has adopted bylaws regulating the conduct and affairs of this corporation, a copy of which bylaws are attached to and precede this certificate.

DATED: ________________

_________________________________
Justin Weissman, Secretary
## Appendix G: Five-year Budget

### Los Angeles Leadership Academy
**MULTI-YEAR BUDGET**

Updated 8/23/11

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<tr>
<td><strong>Total Enrollment</strong></td>
<td>364</td>
<td>335</td>
<td>333</td>
<td>333</td>
<td>325</td>
</tr>
<tr>
<td><strong>Total ADA</strong></td>
<td>417</td>
<td>506</td>
<td></td>
<td>503</td>
<td>503</td>
</tr>
</tbody>
</table>

### INCOME

#### 8011-8026 - Revenue Limit Sources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8011 - Supplements Hours</td>
<td>$8,808</td>
<td>$6,690</td>
<td>$6,690</td>
<td>$6,690</td>
<td>$6,690</td>
</tr>
<tr>
<td>8012 - Charter School General Purpose - State Aid</td>
<td>2,107,834</td>
<td>2,067,120</td>
<td>2,057,120</td>
<td>2,057,120</td>
<td>2,057,120</td>
</tr>
<tr>
<td><strong>Total 8011-8015 - Revenue Limit Sources</strong></td>
<td>2,116,641</td>
<td>2,133,722</td>
<td>2,153,722</td>
<td>2,153,722</td>
<td>2,153,722</td>
</tr>
</tbody>
</table>

#### 8100-8199 - Other Federal Income

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8120 - Child Nutrition (Federal)</td>
<td>374,836</td>
<td>368,064</td>
<td>368,064</td>
<td>368,064</td>
<td>368,064</td>
</tr>
<tr>
<td>8121 - Title I, A Basic Low Income</td>
<td>188,844</td>
<td>204,034</td>
<td>204,034</td>
<td>204,034</td>
<td>204,034</td>
</tr>
<tr>
<td>8122 - Title I, A Innovative Education</td>
<td>93,024</td>
<td>102,795</td>
<td>102,795</td>
<td>102,795</td>
<td>102,795</td>
</tr>
<tr>
<td>8123 - Title II, A Teacher Quality</td>
<td>9,337</td>
<td>5,639</td>
<td>5,639</td>
<td>5,639</td>
<td>5,639</td>
</tr>
<tr>
<td>8124 - Title III, Limited English (LEP)</td>
<td>1,216</td>
<td>1,150</td>
<td>1,150</td>
<td>1,150</td>
<td>1,150</td>
</tr>
<tr>
<td>8125 - Title I, A Innovative Education</td>
<td>1,316</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>8126 - Title II, A Teacher Quality</td>
<td>1,316</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total 8100-8199 - Other Federal Income</strong></td>
<td>489,521</td>
<td>562,292</td>
<td>594,148</td>
<td>618,305</td>
<td>636,305</td>
</tr>
</tbody>
</table>

#### 8200-8299 - Other State Income

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8231 - State Lottery - Revenue</td>
<td>263,498</td>
<td>257,036</td>
<td>257,036</td>
<td>257,036</td>
<td>257,036</td>
</tr>
<tr>
<td>8250 - Charter Sch Categorical - Blk Gr/DIA</td>
<td>320,807</td>
<td>345,036</td>
<td>345,036</td>
<td>345,036</td>
<td>345,036</td>
</tr>
<tr>
<td>8250 - Child Nutrition (State)</td>
<td>33,627</td>
<td>34,954</td>
<td>34,954</td>
<td>34,954</td>
<td>34,954</td>
</tr>
<tr>
<td>8255 - Private Lottery - Revenue</td>
<td>50,258</td>
<td>63,460</td>
<td>63,460</td>
<td>63,460</td>
<td>63,460</td>
</tr>
<tr>
<td>8256 - Bond Revenue</td>
<td>279,031</td>
<td>203,395</td>
<td>203,395</td>
<td>203,395</td>
<td>203,395</td>
</tr>
<tr>
<td>8260 - ASLS (MS After School)</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
</tr>
<tr>
<td>8281 - CTE and Music Block Grant</td>
<td>5,546</td>
<td>6,546</td>
<td>6,546</td>
<td>6,546</td>
<td>6,546</td>
</tr>
<tr>
<td>8291 - CAVS/GEDR</td>
<td>5,738</td>
<td>12,020</td>
<td>12,020</td>
<td>12,020</td>
<td>12,020</td>
</tr>
<tr>
<td>8529 - Other State Revenue</td>
<td>11,930</td>
<td>22,000</td>
<td>22,000</td>
<td>22,000</td>
<td>22,000</td>
</tr>
<tr>
<td><strong>Total 8200-8299 - Other State Income</strong></td>
<td>1,141,144</td>
<td>1,210,305</td>
<td>1,265,054</td>
<td>1,265,054</td>
<td>1,265,054</td>
</tr>
</tbody>
</table>

#### 8300-8399 - Other Income-Local

|-------------------------------------|---------|---------|------------------|------------------|------------------|

9/6/2011
## Appendix H: Discipline Matrix

**LOS ANGELES LEADERSHIP ACADEMY**  
**Discipline Procedures**

The following discipline guidelines will be used at the discretion of the school administration when decisions are made regarding individual incidents. These guidelines pertain to incidents which occur at school, going to or from school, and during or while going to or coming from a school sponsored activity.

<table>
<thead>
<tr>
<th>Education Code</th>
<th>Type of Incident</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>48500 (a) (1)</td>
<td>Threatened to injure another</td>
<td>A recommendation for expulsion is possible for any fights, depending upon the severity of circumstances.</td>
</tr>
<tr>
<td></td>
<td>Attempted to injure another</td>
<td>1st Offense: 1 to 5 day suspension, parent conference, police notification possible.</td>
</tr>
<tr>
<td></td>
<td>Caused serious injury to another</td>
<td>Subsequent Offenses: 1 to 5 day suspension, parent conference, possible recommendation for expulsion, police notification possible.</td>
</tr>
<tr>
<td></td>
<td>Involved in a fight</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Code</th>
<th>Type of Incident</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>48500 (a) (2)</td>
<td>Possessed, sold, or otherwise furnished any firearm, knife, explosive or another dangerous object.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possessed a dangerous object/blade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Furnished/sold dangerous object/blade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Branched a knife</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possessed a gun</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Code</th>
<th>Type of Incident</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>48500 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an incitant of any kind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possessed an alcoholic beverage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possessed marijuana or other drug</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used or been under the influence of an alcoholic beverage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used or been under the influence of marijuana or other drug</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sold an alcoholic beverage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sold marijuana or other drug</td>
<td>1st Offense: 1 to 5 day suspension, referral to counselor, police notification, possible recommendation for expulsion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subsequent Offenses: 5 day suspension, possible recommendation for expulsion, police notification, referral to counselor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Code</th>
<th>Type of Incident</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>48500 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in chapter 2 of the Health and Safety Code, an alcoholic beverage, an incitant of any kind, and then either sold, delivered, or otherwise furnished materials and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or incitant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sold or furnished a material represented as a controlled substance, alcoholic beverage or incitant.</td>
<td></td>
</tr>
</tbody>
</table>

Page 1
<table>
<thead>
<tr>
<th>Code</th>
<th>Offense Description</th>
<th>Possible Sanctions</th>
</tr>
</thead>
</table>
| 48900 (a) | Caused or attempted to cause damage to school property or private property | • Restitution  
• Parent Conference  
• 1 to 5 days suspension  
• Possible recommendation for expulsion |
| 48900 (g) | Steal or attempted to steal school property or private property. | • Restitution  
• Parent Conference  
• 1 to 5 days suspension  
• Police Report |
| 48900 (k) | Possessed or used tobacco or tobacco product such as cigarettes, cigar, snuff or chew. | • Rice and Shine Crib  
• Parent notified by mail  
• Intervention  
• Subsequent Incidents  
• Suspend 1-3 days  
• Behavior Contract  
• Parent Conference |
| 48900 (j) | Committed an obscene act or engaged in habitual profanity or vulgarity. | • 1st Offense  
• Suspend 1-3 days  
• Behavior Contract  
• Parent Conference  
• Subsequent Offenses  
• Suspend 3 to 5 days  
• Parent Conference  
• Behavior Contract  
• Possible recommendation for expulsion |
| 48900 (l) | Unlawful possession or selling of drug paraphernalia. | • 1st Offense  
• Suspend 3 to 5 days  
• Parent Conference  
• Behavior Contract  
• Possible recommendation for expulsion |
# LOS ANGELES LEADERSHIP ACADEMY
## Discipline Procedures

<table>
<thead>
<tr>
<th>48900 (k) Disrupted school activities or willfully defied the valid authority of school staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disruptive school behavior in class/compuls.</td>
</tr>
<tr>
<td>2. Overt defiant behavior toward school staff member.</td>
</tr>
<tr>
<td>3. Passive defiant behavior toward school staff member.</td>
</tr>
<tr>
<td>4. Forged or altered school documents.</td>
</tr>
<tr>
<td>5. Off campus without permission.</td>
</tr>
<tr>
<td>6. Played tampered with fire alarm.</td>
</tr>
<tr>
<td>7. Possessed matches/lighter.</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• RISE and SHINE Club</td>
</tr>
<tr>
<td>• 1-3 days suspension</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• Behavior Contract</td>
</tr>
<tr>
<td>• Class suspension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48900 (l) Knowingly received stolen school property or private property.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possessed stolen property.</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• Resignation</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• 1 to 5 day suspension</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
<tr>
<td>• Possible expulsion recommendation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48900 (m) Possessed an imitation firearm that has similar physical features to a real firearm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possessed a look-a-like gun.</td>
</tr>
<tr>
<td>2. Brandished a look-a-like gun.</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Recommend for expulsion</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48900 (n) Committed or attempted to commit a sexual assault or sexual battery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Threatened to sexually abuse another person.</td>
</tr>
<tr>
<td>2. Sexually abused another person.</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Recommend for expulsion</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48900 (o) Harassed, threatened or intimidated a pupil, complaining witness or witness in a school disciplinary proceeding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Harassed, threatened or intimidated a student for the purpose of preventing them from being a witness.</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Recommend for expulsion</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48900 (q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possessed the prescription drug Soma.</td>
</tr>
<tr>
<td>2. Used or been under the influence of prescription drug, Soma.</td>
</tr>
<tr>
<td>3. Sold the prescription drug Soma.</td>
</tr>
<tr>
<td>4. Sold or furnished a material representation as the prescription drug Soma.</td>
</tr>
<tr>
<td>1st Offense:</td>
</tr>
<tr>
<td>• Suspend 3-5 days</td>
</tr>
<tr>
<td>• Behavior Contract</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
<tr>
<td>• Possible recommendation for expulsion.</td>
</tr>
<tr>
<td>Subsequent Offense:</td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Behavior Contract</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
<tr>
<td>• Possible recommendation for expulsion.</td>
</tr>
<tr>
<td>48000 (c) Engaged in, or attempted to engage in, hazing as defined in Educ Code 22050</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1. Attempted to engage in hazing</td>
</tr>
<tr>
<td>2. Engage in hazing</td>
</tr>
<tr>
<td><strong>1st Offense</strong></td>
</tr>
<tr>
<td>• Rise and Shine Club</td>
</tr>
<tr>
<td>• Suspend 1-3 days</td>
</tr>
<tr>
<td>• Behavior Contract/STUDENT CIVIC COMMITTEE/Counseling</td>
</tr>
<tr>
<td><strong>Subsequent Offense</strong></td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Possible recommendation for expulsion</td>
</tr>
<tr>
<td><strong>48000 (d) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined by subdivisions (f) and (g) of Section 22561, directed specifically towards a pupil or school personnel.</strong></td>
</tr>
<tr>
<td>1. Committed/engaged in an act of bullying</td>
</tr>
<tr>
<td>2. Committed/engaged in bullying by means of an electronic act</td>
</tr>
<tr>
<td>3. Committed/engaged in an act of unprovoked aggression, often directed repeatedly toward another individual or group of individuals</td>
</tr>
<tr>
<td><strong>1st Offense</strong></td>
</tr>
<tr>
<td>• Rise and Shine Club/Parent Contact &amp; Conference</td>
</tr>
<tr>
<td>• Behavior Contract/STUDENT CIVIC COMMITTEE/Counseling</td>
</tr>
<tr>
<td>• Suspend 1-3 days</td>
</tr>
<tr>
<td><strong>2nd Offense</strong></td>
</tr>
<tr>
<td>• Suspend 3-5 days/Parent conference</td>
</tr>
<tr>
<td>• Possible recommendation of expulsion</td>
</tr>
<tr>
<td><strong>3rd Offense</strong></td>
</tr>
<tr>
<td>• Expulsion</td>
</tr>
<tr>
<td><strong>48000 (e) Aided or abetted, as defined in Section 31 of the Penal Code, the afflication or attempted physical injury to another person.</strong></td>
</tr>
<tr>
<td>1. Aided or abetted infliction of injury</td>
</tr>
<tr>
<td><strong>1st Offense</strong></td>
</tr>
<tr>
<td>• Suspend 3-5 days</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• Behavior Contract/STUDENT CIVIC COMMITTEE/Counseling</td>
</tr>
<tr>
<td><strong>Subsequent Offense</strong></td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Possible recommendation of expulsion</td>
</tr>
<tr>
<td>• Police Report</td>
</tr>
<tr>
<td><strong>48900.2 Committed an act of sexual harassment that is severe or pervasive and created an intimidating, hostile or offensive educational environment.</strong></td>
</tr>
<tr>
<td>1. Engaged in sexual harassment: unwelcome sexual advances; verbal, visual or physical contact of a sexual nature.</td>
</tr>
<tr>
<td>2. Engaged in sexual harassment that is severe or pervasive.</td>
</tr>
<tr>
<td><strong>1st Offense</strong></td>
</tr>
<tr>
<td>• Suspend 1-3 days</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• Behavior Contract/STUDENT CIVIC COMMITTEE/Counseling</td>
</tr>
<tr>
<td><strong>Subsequent Offense</strong></td>
</tr>
<tr>
<td>• Suspend 5 days</td>
</tr>
<tr>
<td>• Possible recommendation of expulsion</td>
</tr>
<tr>
<td>• Police Report</td>
</tr>
<tr>
<td>Code</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>48900.3</td>
</tr>
<tr>
<td>48900.4</td>
</tr>
<tr>
<td>48900.7</td>
</tr>
<tr>
<td>Type of Incident</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Bicycles - Must be brought to and locked in bike rack in rear parking lot through side gate (opened by assistant principal)</td>
</tr>
<tr>
<td>Cell Phones</td>
</tr>
<tr>
<td>Cheating/Plagiarism</td>
</tr>
<tr>
<td>Computer Misuse</td>
</tr>
<tr>
<td>Dress Code</td>
</tr>
<tr>
<td>Discipline Procedures</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Failure to Attend/Serve Teacher Detention and/or Rise and Shine Club</strong></td>
</tr>
<tr>
<td>1st Offense:</td>
</tr>
<tr>
<td>• Original detention/Rise and Shine Club assignment must be served, additional detention/Rise and Shine Club assigned, parent contact.</td>
</tr>
<tr>
<td>2nd Offense:</td>
</tr>
<tr>
<td>• Parent conference</td>
</tr>
<tr>
<td>• Behavior Contract/Student Civic Committee/Counseling</td>
</tr>
<tr>
<td>Further Offenses:</td>
</tr>
<tr>
<td>• Possible suspension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gambling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify Administration or safety immediately</td>
</tr>
<tr>
<td>1st Offense:</td>
</tr>
<tr>
<td>• Rise and Shine Club, parent contact</td>
</tr>
<tr>
<td>• Behavior Contract/Student Civic Committee/Counseling</td>
</tr>
<tr>
<td>2nd Offense:</td>
</tr>
<tr>
<td>• Suspension 1 to 3 days, parent conference</td>
</tr>
<tr>
<td>Further Offenses:</td>
</tr>
<tr>
<td>• Suspension 1 to 5 days, possible expulsion recommendation, parent conference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gang Activity/Tagging Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate notification to Administrator and/or Safety</td>
</tr>
<tr>
<td>• Rise and Shine Club</td>
</tr>
<tr>
<td>• 1 to 5 day suspension</td>
</tr>
<tr>
<td>• Parent contact/conference</td>
</tr>
<tr>
<td>• Behavior Contract/Student Civic Committee/Counseling</td>
</tr>
<tr>
<td>• Police report</td>
</tr>
<tr>
<td>• Possible expulsion recommendation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inciting a Riot/Encouraging Campus Unrest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate notification to Administrator and/or Safety</td>
</tr>
<tr>
<td>• 1 to 5 day suspension</td>
</tr>
<tr>
<td>• Expulsion recommendation</td>
</tr>
<tr>
<td>• Parent conference</td>
</tr>
<tr>
<td>• Police contact</td>
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</table>

<table>
<thead>
<tr>
<th>Indecent Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate notification to Administrator and/or Safety</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• Rise and Shine Club</td>
</tr>
<tr>
<td>• 1 to 5 day suspension</td>
</tr>
<tr>
<td>• Possible expulsion recommendation</td>
</tr>
<tr>
<td>• Parent conference</td>
</tr>
<tr>
<td>• Behavior Contract/Student Civic Committee/Counseling</td>
</tr>
<tr>
<td>• Police contact</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Truancy</th>
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<tr>
<td>Notification to parent(s)</td>
</tr>
<tr>
<td>Immediate notification to Administrator</td>
</tr>
<tr>
<td>Possible Consequences:</td>
</tr>
<tr>
<td>• 1-5 Days Suspension</td>
</tr>
<tr>
<td>• Parent Conference</td>
</tr>
<tr>
<td>• Counseling Services</td>
</tr>
</tbody>
</table>
## LOS ANGELES LEADERSHIP ACADEMY
### Discipline Procedures

<table>
<thead>
<tr>
<th>Code</th>
<th>的行为</th>
<th>处罚</th>
<th>备注</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>吃喝行为</td>
<td>立即通知管理员或安全人员</td>
<td>受到警告，家长联系，物品归还给学生</td>
</tr>
<tr>
<td>210</td>
<td>不适当行为</td>
<td>立即通知安全人员</td>
<td>1次行为：禁止学生与老师等进行不适当行为</td>
</tr>
<tr>
<td>250</td>
<td>背后行为</td>
<td>立即通知家长</td>
<td>2次行为：报告给学生和家长，行为合同，行为委员会，辅导</td>
</tr>
<tr>
<td>310</td>
<td>外地行为</td>
<td>立即通知安全人员</td>
<td>3次行为：5到7天停学</td>
</tr>
<tr>
<td>210</td>
<td>故意破坏</td>
<td>立即通知学校行政人员</td>
<td>进入教室或厕所，禁止使用</td>
</tr>
<tr>
<td>210</td>
<td>背后行为</td>
<td>立即通知家长</td>
<td>1次行为：禁止学生与老师等进行不适当行为</td>
</tr>
<tr>
<td>210</td>
<td>背后行为</td>
<td>立即通知安全人员</td>
<td>2次行为：报告给学生和家长，行为合同，行为委员会，辅导</td>
</tr>
<tr>
<td>210</td>
<td>背后行为</td>
<td>立即通知安全人员</td>
<td>3次行为：5到7天停学</td>
</tr>
<tr>
<td>210</td>
<td>背后行为</td>
<td>立即通知家长</td>
<td>1次行为：禁止学生与老师等进行不适当行为</td>
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<td>210</td>
<td>背后行为</td>
<td>立即通知安全人员</td>
<td>2次行为：报告给学生和家长，行为合同，行为委员会，辅导</td>
</tr>
<tr>
<td>210</td>
<td>背后行为</td>
<td>立即通知学校行政人员</td>
<td>3次行为：5到7天停学</td>
</tr>
</tbody>
</table>

Page 8
| Possession of controlled substances, illegal drugs, drug paraphernalia, alcohol, or tobacco with the intent to sell/smoke to another person | Immediately notify administration or security staff | 1st Offense:  
- 1-5 day suspension  
- Expulsion recommendation/consideration  
- Police notification  
- Parent conference  
Subsequent Offenses:  
- Expulsion  
- Police notification |
| Verbal Altercations (Non-Threatening and Non-Harming) | Teacher will handle according to classroom discipline policy. Actions may include warnings, parent contact, and detention with the teacher before/after school or at lunch. More serious or ongoing issues will be referred to administration. | Possible consequences:  
- Detention with Teacher  
- Rise and Shine Club  
- Parent conference  
- Suspension  
- Change of student schedule  
- Possible expulsion recommendation |
| Other infractions not addressed above | Administration will determine appropriate consequence |
# Appendix I: Discipline Ladder of Consequences

Los Angeles Leadership Academy Behavioral Plan  
updated 8/2011

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviors</th>
<th>Possible Consequences</th>
<th>Advisory Involvement</th>
</tr>
</thead>
</table>
| A     | -Excessive talking  
   -not on task/not following directions  
   -unprepared for class/no materials  
   -disruptive  
   -tardy  
   -banned items (gum, etc.)  
   -inappropriate language  
   -horseplay/unsafe behavior  
   -out of uniform | -in-class/teacher consequence  
   -teacher/staff notifies administration  
   -pattern--teacher/staff notifies parents  
   --chronic: moves to level B  
   Consequences: detention, conference, recorded | -Teacher keeps Advisor apprised of issues  
   •When there is a pattern, Advisor(1) logs or files note with AP to create a record and (2) problem-solves with student on the issue |
| B     | Excessive Level A Behaviors  
Consequences Enacted at First Incident for:  
-disrespect /defiance (to peers or adults)  
-Second incident of having banned item (gum, etc)  
-inappropriate touching (such as shoving, horseplay, play fighting, public display of affection)  
-Cheating  
-Lying  
-In unsupervised area, Out of bounds  
-truancy/cutting class  
-repeat offense | Teacher/ staff contacts AP  
- AP contacts parents  
- logs incident  
Standard response (can vary depending on circumstance)  
-detenion(s)  
-in-school suspension, pre-probation  
-home suspension  
-repeat offense moves to category C | With SSC as resource:  
-Advisor meets with student to discuss interventions  
-Advisor facilitates peer support  
-Advisor calls parent  
-Advisor works with teacher/staff/peer to resolve problem  
AP sets up meeting with student, Advisor, administration, parents, and affected staff. Creates weekly check in contract. |
| C     | Excessive Level B Behaviors  
Consequences Enacted at First Incident for:  
-Harassment  
-Theft  
-Destruction of property  
-Truancy  
-Violation of Academic Policy | -AP sets up meeting with student and parent  
-Home or In-School Suspension  
-repeat offenses (probation)  
-AP logs incident | AP sets up conference with student, parent, administration, Advisor. Creates weekly check-in and contract. Support may include:  
-counseling  
-home visits  
-peer support  
-conflict resolution |
| D     | -controlled substance (alcohol, drugs)  
-fighting  
-assault  
-harassment/threats  
-chronic truancy  
-extortion  
-repeat offenses | -AP sets up conference; logs incident  
-Home Suspension  
-Administration initiates SARB process  
- probation  
-possible opportunity transfer | AP sets up conference with student, parent, administration, Advisor. Creates weekly check-in and contract. Support may include:  
-counseling  
-home visits  
-peer support  
-conflict resolution  
-drug counseling  
-harassment seminar |
| E     | -Weapons  
-Sexual Assault  
-Assault  
-Selling controlled substance  
-other major Ed Code Violations | -immediate expulsion (or opportunity transfer)  
-AP logs incident  
-Meeting with Principal |  |