SAN JOSE CAMPUS

CHARTER

(A Santa Clara County Board of Education
Public Charter School)

Original Charter Submitted to East Side Union High School District on November 14, 2002
Denied by East Side Union High School District on March 13, 2003
Submitted to the Santa Clara County Board of Education on June 5, 2003
Approved by Santa Clara Board of Education on September 3, 2003 as revised
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INTRODUCTION

Leadership Public Schools ("Leadership" or "LPS"), a nonprofit corporation, was founded in 2001 by experienced educators and entrepreneurs to create quality public schools and help improve local public school districts.

Committed to excellence and equity, Leadership Public Schools’ mission is to serve diverse and traditionally underserved urban students, their teachers and the public by:

- Improving the academic achievement of all students,
- Closing the achievement gap of educationally disadvantaged students,
- Fostering student leadership and dedication to public service,
- Supporting effective educators, and
- Catalyzing change in local public schools by sharing successful practices.

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Leadership Public Schools hereby petitions the Santa Clara County Board of Education (“County Board”) to grant this 9th-12th grade charter for its San Jose Campus (the “School”) for a term to be determined by the chartering agency.

The Charter Schools Act states:

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

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g).

The School will make important contributions to the legislative goals outlined above. By granting this charter petition, the County Board will help fulfill the intent of the Charter Schools Act while providing students in the county with an additional quality educational option.

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

ELEMENT A: EDUCATIONAL PROGRAM

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

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

1. Population to Be Served by the School

There is no way in the world you can be educated for the twenty-first century if you only hang out with people who look like you.

Charles Willie, Professor
Harvard Graduate School of Education

The School will be located in the geographic boundary of East Side Union High School District ("ESUHSD") and the grades served will be among those served by ESUHSD. The School seeks to educate students in grades 9-12 that reflect the incredible diversity of San Jose. ESUHSD is one of the largest urban school districts in the Bay Area. According to demographic data compiled by the California Department of Education, ESUHSD enrolled 23,665 students in 2001-2002. Of these students, African Americans constitute 4.6% of the districts students, American Indians or Alaska Natives 0.4%, Asians 27.3%, Filipinos 10.1%, Hispanics or Latino/as 40.5%, Pacific Islanders 0.9% and Whites 16.0%.
Leadership’s highest priority is improving the academic achievement of traditionally underserved students and closing the achievement gap. Leadership’s educational program is based on the educational needs of the following student profile:

- Students who are underachieving in core academic subjects and whose performance does not match their potential;
- Students whose academic needs call for a small school environment with personalized attention;
- Students whose academic needs are not being met in a traditional large school environment; and
- Students whose diversity reflects the community.

This includes traditionally underserved students of color, low-income students, English Language Learners, and students with Special Education needs. Leadership High School in San Francisco, a separate nonprofit charter school founded in 1996 by Leadership Public School’s Director, has proven that our school design enables this population to excel in a college-bound environment. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the strengths of our students, their parents, and their local communities, rather than any perceived deficits. Leadership is dedicated to providing high need students in urban communities an educational option that can meet their unique needs.

2. **21st Century Educated Person**

The School aims to provide an excellent education and develop effective community leaders. We believe a well educated person and community leader in the 21st century will be technologically fluent, self-motivated, committed to being a lifelong learner, and able to demonstrate the Leadership school-wide outcomes of Critical Thinking, Communication, Personal Responsibility and Social Responsibility. She will be able to address complex community issues and communicate capably across such traditional divides as race, gender, class, and sexual orientation. And, she will do this with both a healthy sense of self and empathy for others.

As Ernest Boyer states in *Toward a Coherent Curriculum*, being educated in the 21st century also means the following:

It means developing one’s own aptitudes and interests and discovering the diversity that makes us unique. And it means becoming permanently empowered with language proficiency, general knowledge, social confidence, and moral awareness. It also means discovering the connectedness of things. It means respecting the miracle of life and responding sensitively to the aesthetic. Being truly educated means putting learning in the historical perspective, understanding groups and institutions, having reverence for the natural world, and affirming the dignity of work. And, above all, being an educated person means being
guided by values and beliefs and connecting the lessons of the classroom to the realities of life.

With this in mind, Leadership is continuing to refine an innovative and rigorous academic program that is based on effective teaching practices, recent research and the best curriculum available. The School’s graduation requirements, discussed below, currently emphasize the traditional University of California subjects of Math, Science, English, History, Foreign Language and Art, but present them in new ways that make them more responsive to the backgrounds and lives of our students. Our courses, also described below, are designed to prepare students for both life and the world of work, as well as to encourage them to think critically and creatively. We hope the students will have some fun too.

3. **How Learning Best Occurs: Small School Design**

We believe the students we seek to serve learn best in a small school setting. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. The School plans to have grade 9-12 academic communities or “houses” of approximately 450 students or less. Based on research, best practices, and the lessons learned from seven years of experience at Leadership High School in San Francisco, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment.

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

- **High expectations**: rigorous college preparatory academics for all;
- **Personalization**: personal attention, academic support and multicultural sensitivity;
- **Technology** used as a tool for pedagogy, administration, and evaluation;
- A unique 4-year high school leadership development program for all students (the only school wide program of its kind in the country);
- A talented staff (rigorously selected for subject matter expertise, collegiality and experience with urban youth) supported by our award-winning professional development program; and
- Strong parent and community involvement.

**a. High Expectations: Rigorous Academics for All Students**

High academic expectations for all students include high academic standards, rigorous graduation requirements, thoughtful curricula, and effective pedagogy designed to make students think critically. The support required to enable students to meet these academic expectations is discussed later.

**Academic Standards.** Outstanding schools are dedicated to helping all students succeed in a rigorous academic program, and meet or exceed state and local standards. Leadership, as a
public charter school, must take the required standardized tests that follow California state standards. As a result, the School adopts the California state standards as our curriculum framework and adds the four school-wide outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility. Departments may adopt additional standards from time to time as well.

There is no second non-college preparatory track at the School. All students are expected to meet the School’s standards and graduation requirements, although some may take additional time to meet them and others, such as English language learners and Special Education students, may need additional support. This extra support for English language learners and Special Education students is discussed later.

Graduation Requirements. The School’s current graduation requirements, subject to further revision and improvement in the future, meet or exceed the University of California “A-G” admissions course requirements:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>UC REQUIREMENT</th>
<th>LEADERSHIP REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Four Years</td>
<td>Four Years</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Two Years</td>
<td>Two Years (including US History)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three Years</td>
<td>Three Years (Four years recommended)</td>
</tr>
<tr>
<td>Lab Science</td>
<td>Two Years</td>
<td>Two Years (Three years recommended)</td>
</tr>
<tr>
<td>Non-English Language</td>
<td>Two Years</td>
<td>Two Years Spanish (Three years recommended)</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>One Year</td>
<td>One Year</td>
</tr>
<tr>
<td>College Preparatory Electives</td>
<td>Two Years</td>
<td>Met by Leadership and other courses recommended above.</td>
</tr>
<tr>
<td>Leadership</td>
<td>None</td>
<td>Two Years (or integration into classes)</td>
</tr>
<tr>
<td>Community Service</td>
<td>None</td>
<td>35 hours per year</td>
</tr>
<tr>
<td>Technology</td>
<td>None</td>
<td>Proficiency</td>
</tr>
<tr>
<td>PE</td>
<td>None</td>
<td>One Year or Waiver</td>
</tr>
</tbody>
</table>

This list of graduation requirements should not be confused with course offerings. The School offers more courses than those required for graduation. The School also requires students to demonstrate their performance though graduation portfolios and exhibitions. Students may fulfill course requirements though coursework at the School or through approved on-line coursework or approved coursework at a local college or community college.

Academic Department and Course Descriptions. Our academic departments, course descriptions and curricula are designed to meet the needs of our students and prepare them for quality universities and the world of work. They are based on research, the California state standards referred to above, and the University of California approved courses developed at Leadership High School in San Francisco. The Western Association of Schools and Colleges (WASC) awarded Leadership High School in San Francisco the highest accreditation level for its academic program and the San Francisco Board of Education unanimously approved the charter for a second term of five years. A detailed description of the School’s proposed Academic Department and Course Descriptions are attached as Appendix B.

Research-Based Instructional Strategies. Effective instructional strategies enable students to
think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure all students learn effectively. These may include, among others:

- Cooperative learning (working in groups),
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards a solution),
- Socratic questioning (detailed oral questioning of students),
- Lectures (traditional teacher-centered learning appropriate for certain types of information), and
- Experiential learning (group experiences such as Mock trials, Week Without Walls).

The School’s professional development program and award-winning peer coaching program, described later, will be designed to support the effectiveness of these instructional strategies.

b. **Personalization: Academic Support and Multicultural Sensitivity**

Personal attention to individual students, sensitivity to their backgrounds, and a multicultural curriculum are cornerstones of the School. Research demonstrates that most students learn best in a nurturing, supporting environment where they are known, treated as individuals, and their backgrounds are honored. This emphasis on personalization was recently recognized by the California Department of Education with a two year Dissemination Grant awarded to Leadership High School in San Francisco. This personalization design is intended to promote sustained student relationships with adults and to support all learners, including English language learners and Special Education students, and includes the following elements:

- **Small Learning Community:** The School will have Academic communities or “houses” of students with no more than 450 students.
- **Small Classes:** The School aims to have a student-teacher ratio of no more than 25 to 1, and a maximum class size of 30 students.
- **Advisories:** Each student is assigned an advisor to support their education, understand their needs and issues, and encourage them to succeed. Advisors meet with their group of students four times per week and ideally stay with students through their four years at the School. Advisories will have a low student-teacher ratio of 15:1.
- **Academic Support Program:** Students performing below what we consider an acceptable level must participate in our Academic Support Program. This offers them tutoring, which is available before, during, and after school. To avoid any stigma, this program is open to all students.
- **Academic Literacy Class:** For those students who need additional literacy support, the School will consider creating an academic literacy class to meet these needs. This includes but is not limited to English language learners.
- **Counseling Programs:** The School will have a high ratio of counselors to students and a strong college counseling program, to address early any barriers to learning and to emphasize the expectation of college attendance and of setting ambitious life goals.
Learning Style Analysis: All students are assessed for learning styles and literacy levels. Teachers, counselors, and tutors use the results to tailor their teaching styles.

Multiculturally Appropriate Curriculum and Instruction: A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and to develop an understanding of multiple perspectives.

English Language Learner Support: To meet the needs of English language learners in additional ways, Leadership has added a number of bilingual teaching strategies to its core curriculum, including building on students’ culture, language and experience (referred to above); practicing English cooperative problem solving groups; allowing community language norms in some informal learning situations; reducing the number of academic courses taken at one time to enable success, but not lowering ultimate graduation requirements (e.g. it may take the student longer to graduate); and using computer and peer tutors to enhance language.

Special Education Support: This is discussed in its own section below. Leadership supports all Special Education students in compliance with state and federal laws. The School is committed to providing the services needed for its special needs students.

Parent Outreach: This is discussed in more detail later as one of the six pillars. Parent involvement is important for getting to know each student better and in supporting their academic efforts.

c. Technology Used as A Tool

Our technology program enables students to search, assess, manipulate and publish information effectively in order to succeed in the 21st century. Access to computers and technology training is especially important for our economically disadvantaged students. We will ensure that all of our students master the basic computer skills needed in today’s labor market – familiarity with basic operating systems, office productivity tools, and the Internet. Students then apply these skills in the classroom, where they use technology as a tool for research, production, and communication – just as they do in everyday life. Beyond this, interested students will have ample opportunities to learn advanced skills in HTML, graphics, networking, and programming.

d. Leadership Development

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

Jerome T. Murphy, Dean
Harvard Graduate School of Education

Leadership Program
Our innovative Leadership Program is designed to fill society’s need for well-educated individuals who have both the desire and the ability to help themselves and their community. The four-year Leadership Program is designed to inculcate the knowledge, skills, and attitudes that are necessary to exercise leadership effectively. The 9th grade leadership program focuses on personal leadership. The 10th grade leadership program focuses on school leadership, and the 11th
and 12th grades emphasize community leadership.

The current centerpiece of our leadership program is a two year class designed to teach students the knowledge, skills and attitudes that are necessary to exercise leadership effectively. The program starts with the much studied and copied freshman Leadership Retreat that provides new students with the chance to get to know their fellow students from many different middle schools, bond with teachers, gain confidence and internalize the school’s mission. Starting with this retreat, the program first helps students be aware of their own strengths, weaknesses, goals and aspirations. Only after they know themselves are they able to effectively reach out to others. The material in these classes may be delivered in other ways in the future, for example, in the Advisory program.

Second, the leadership program teaches students practical presentation, meeting facilitation, and action planning skills. This enables students to communicate clearly, and to organize themselves efficiently.

Third, the program focuses on working with diverse people. This may include, among other things, group development theory, diversity training, conflict resolution, and experiential exercises. An effective leader needs to be able to build bridges.

Fourth, the leadership program is coordinated with the larger school curriculum, employing the distinct perspectives of our English, History, Math, Science, Technology, Foreign Language and Advisory courses to enlarge our view of leadership.

Finally, in order to gain further insight into the exercise of leadership, we will examine significant theories of leadership. This may include, among other things, situational leadership, facilitative leadership, distinctions between authority and leadership, historical analysis and a number of other areas.

Other Leadership Program Components
As the program develops and evolves, there will be numerous other opportunities at the School to grow and learn about the exercise of leadership. The School will consider the implementation of junior and senior leadership projects. In addition, students will be encouraged to help assist in the administration of many school programs, including our self-selected Ambassador program, student recruiting, and all-school meetings. Other leadership programs and experiences may include, among other things, community service, leadership speaker series, Week Without Walls, retreats with outdoor education components to develop teamwork, and various clubs. Week Without Walls is a week in which we suspend our normal schedule and each teacher and a small number of students participate in courses of focused study. Many of the courses are focused on our school-wide outcomes of leadership.

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

e. Knowledgeable and Skilled Staff Supported by Professional Development

The best teachers are models of passionate learners.

Dennis Collins, President
The James Irvine Foundation

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

A description of the School’s required teaching qualifications, hiring process and professional development is described in more detail in Element E, as required by California Education Section 47605.

The required teaching qualifications emphasize academic expertise in a chosen field, experience with diverse youth in a classroom, and collegiality. From experience, we have learned that the latter quality, collegiality, is particularly important in new, small schools as the community builds a supportive culture. The School’s hiring process is painstaking and involves all constituencies. Among other things, all teaching candidates must teach a sample class evaluated by students and community members. Finally, our award winning professional development program includes, among other things, peer coaching, data analysis, joint planning, time for collaboration, training in effective instructional strategies, and a focus on teaching and learning, not administrivia. This program is designed to support the challenging work of enabling all students to achieve while also closing the achievement gap of traditionally underserved students.

f. Parent and Community Involvement

Our experience, supported by research, is that parental involvement is one of the most important factors contributing to student success. Accordingly, Leadership makes every effort to involve parents and the community in each of our schools. The model, as developed at Leadership High School, features four elements:

- Outreach meetings to parents, held in their own neighborhoods.
- Working with parents on how to support their children academically.
- Participation in school-decision making through a parent organization, a School Advisory Council, and a teacher interview committee.

Leadership schools are an integral part of their communities. Participating in and bettering one’s
community is a core element of our Leadership Program and philosophy. All of our students are expected to engage in public service activities and involve themselves in their communities.

The School’s efforts to involve parents are delineated in more detail in Element D, as required by California Education Code Section 47605.

**ELEMENT B: MEASURABLE PUPIL OUTCOMES**

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

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

The School’s educational program aims to graduate students who are academically prepared for college, responsible citizens and effective community leaders. To this end, students must demonstrate:

2. Proficiency in reading and writing.
3. A high ranking on the California Academic Performance Similar Schools Index by the fifth year of the charter using the East Side Union High School District rankings as a norm.
5. A low dropout rate using the East Side Union High School District rate as a norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation, and did not enroll in another school or institution of learning.

All students will be assessed in these areas, including Special Education Students, English Language Learners and students who are underperforming. Students are allowed additional semesters to meet all of the established individual outcomes. Additional support where feasible will be provided to students that need help in meeting the established standards. Special Education students will receive all legally required accommodations and those required in their Individual Education Plans (“IEPs”).
It is expected that the School’s charter will be renewed if the School can demonstrate that it has met or made significant progress on these Measurable Pupil Outcomes.

**ELEMENT C: ASSESSMENT OF MEASURABLE PUPIL OUTCOMES**

*The method by which pupil progress in meeting those pupil outcomes is to be measured. California Education Code 47605(b)(5)(C)*

Leadership Public School’s academic program is standards-based and data driven. The California state content and performance standards and multiple sources of data form the basis of the School’s teaching and evaluation. The Measurable Pupil Outcomes listed in Element B will be measured using the following assumptions and in the following ways.

<table>
<thead>
<tr>
<th>Pupil Outcome Goals</th>
<th>Assessment</th>
</tr>
</thead>
</table>
*Benchmark:* All graduates will be at least proficient in School Outcomes. |
| 2. A proficiency in reading and writing.                                             | Standardized tests and Integrated Writing Assessments.  
*Benchmark:* At least 50% of the students will be proficient in reading and writing by the term of the charter. |
| 3. A satisfactory ranking on the California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the East Side Union High School District rankings as a norm. | Compare the School’s California Academic Performance Index Similar School’s rank to the East Side Union High School District’s rankings.  
*Benchmark:* The school will receive at least a 5 on the API Similar School’s Rank by the term of the charter. |
*Benchmark:* The school will have at least a 90% attendance rate by the term of the charter. |
| 5. A low dropout rate using the East Side Union High School District rate as a norm.  | Compare the School’s dropout rate as defined in Pupil Outcome Goals to East Side Union High School District’s high school dropout rate.  
*Benchmark:* The school will have less than a 10% dropout rate by the term of the charter. |

If requested by the SCCOE, Leadership will provide an annual report with regard to these measurable outcome goals.

**ELEMENT D: LEGAL ISSUES, GOVERNANCE AND PARENTAL**
IN INVOLVEMENT

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

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

Legal. The School shall be a public school operated by a duly constituted California Public Benefit Corporation and governed in accordance with applicable California Corporations Code sections. This nonprofit corporation will continue its existence notwithstanding any withdrawal of charter status.

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

The School will comply with all applicable federal, state and local laws. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability and other insurance.

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

Governance. As provided for in the California Corporations Code, the School will be governed by a Board of Directors (hereafter referred to as Leadership Public Schools’ Board of Directors or Board of Trustees) whose members have a legal fiduciary responsibility for the well-being of the organization.

This Board of Trustees will be composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members may have, among other things, experience in education, business, technology, facilities, leadership development and organizational development. We will also seek to have at least one parent from a Leadership Public School on the Board. The chartering agency may appoint a representative to the Board of Trustees. A list of initial board members and advisors is included in the supplemental information package.

The method of board member election, terms and replacement are all addressed in detail in the current Leadership Public Schools’ Board of Trustee Bylaws provided to the County Board. These Bylaws are not a part of this charter. Disputes and/or disagreements among board members will be resolved by majority vote except where indicated otherwise in the bylaws. As a nonprofit corporation, the Board will follow all applicable conflict of laws as provided in the California Corporations Code.
The Board of Trustees will be responsible for:

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

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

**Parental Involvement**

Leadership recognizes that students learn best when parents are engaged in their education. Almost all current research indicates that parental involvement is the single most important ingredient to student success after socioeconomic status. Accordingly, the School will reach out to parents and involve them with the school in a meaningful way. This may include Parent Newsletters, Parent Association meetings, parent-teacher conferences, volunteer opportunities, fundraising, action research, staff evaluations, interviewing and involvement on the School Advisory Council (“SAC”), among other things.

The School Advisory Council is comprised of all School constituencies, including parents, students, teachers and administrators. The SAC will participate in proposing school policies, interviewing teaching and staff candidates, sharing in the efforts to improve the school and engaging the support of the community. The SAC may make recommendations about issues related to the School and participate in reviewing parental and community concerns. The Principal is responsible for reporting all SAC recommendations to the Leadership Board of Trustees.

Leadership is committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns with the School throughout the school year. In addition, Leadership has established a formal complaint process to address parental concerns about any particular employee.

**ELEMENT E: EMPLOYEE QUALIFICATIONS**

The qualifications to be met by individuals to be employed by the school.
Leadership will recruit professional, effective and qualified personnel to serve in administrative, instructional support, and non-instructional support capacities. All of the School’s employees play a key role in creating a positive School culture and effective learning environment. The School will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including credential requirements in the Charter Schools Act.

**Administrator and Support Staff Qualifications**

Administrators at the School should possess leadership abilities, a comprehensive educational vision that is consistent with school’s mission and educational program, experience in curriculum development and assessment, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business and legal experience.

The minimum criteria for administration candidates include having: a B.A. degree or its equivalent with a Masters or PhD preferred for the Principal and other instructional leaders; evidence of relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school.

The school does not require credentials for other non-teaching staff but does require a counseling degree (e.g. MFCC or MSW) for the school’s counselor.

**Teacher Qualifications**

The School plans to hire the finest teachers available who are committed to our mission and vision. The most important qualifications for teachers are: (1) expertise in his or her subject matter (2) a demonstrable effectiveness in teaching diverse youth, (3) being collegial and a team player, (4) a willingness to take responsibility for the school as a whole, and (5) possessing a teacher credential as required by law.

Pursuant to Education Code 47605(c)(1), teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

Although we expect our teachers to have additional qualifications, the minimum criteria for consideration include having: a B.A. degree or its equivalent, preferably in a school subject area (i.e. mathematics, literature, history, etc.); evidence of educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); evidence of successful classroom teaching experience; positive references from the most recent place of employment, college or graduate
school; and teaching certification as required by law.

**Teacher Hiring**

As developed with great success at Leadership High School in San Francisco, Leadership’s teacher hiring process includes every potential teacher teaching a sample class that is evaluated by students and administrators, and an interview by team comprised of all constituencies (teachers, students, parents and administrators). Standard questions are used in all interviews so scores of applicants can be compared.

**Professional Development**

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

- 5 days of summer training to become fluent with our culture and program.
- 5 days of staff development interspersed throughout the academic year.
- 5 days of training at the end of the school year, to evaluate school progress and set goals for the upcoming year.

There are weekly meetings focusing on teaching and learning and time set aside for teacher collaboration. In addition, Leadership will use the award winning peer coaching process developed at Leadership High School in San Francisco whereby teachers help each other improve their practice as professionals.

**ELEMENT F: HEALTH AND SAFETY PROCEDURES**

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

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

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

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

Leadership is committed to providing a safe school environment and has provided the County Board with a draft School Safety Plan that addresses earthquakes, fire, floods, shootings, and electricity loss.

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

**ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE OF DISTRICT**

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

_California Education Code 47605(b)(5)(G)._  

Leadership will strive to ensure that the student population at the school represents the population of the Santa Clara County Office of Education (“SCCOE”). The outreach and monitoring efforts will include, among other things:

- Discussions and distribution of application materials to the SCCOE central office, middle schools, K-8 schools, charter schools, small autonomous schools, District high school fairs, and other events and areas where diverse student families might be reached.
- Continued outreach through community presentations (The School will maintain a record of the number and location of these community presentations).
- Collaboration with community based organizations to support outreach efforts.
- Use of brochures, newsletters, TV/Radio public service announcements, print and non-print media for outreach communications.
- Distribution of materials in languages other than English when feasible. The School would appreciate the use of translators when possible and/or a list approved translators.
- Working with the School and the SCCOE to have an accurate accounting of the ethnic, racial, and socio-economic diversity of the School and the county.

**ELEMENT H: ENROLLMENT REQUIREMENTS**

_Admission requirements, if applicable._  
_California Education Code 47605(b)(5)(D)._  

Leadership High School is committed to maintaining a diverse student body. In order to attain
our vision of a racially and economically diverse student population, including traditionally underserved students, we use a several part enrollment process designed to reach out to inner-city families and enable the school to have a balanced and diverse student body.

First, as indicated in Element G above, we will exert considerable effort recruiting students from inner-city middle schools and community student programs. As a County Board public charter school, the County Board shall make information about the School available at its enrollment office, and in its open enrollment processes, if requested by the School.

Second, if the number of students interested in attending the School exceeds the School’s capacity, we will use an enrollment lottery as required by law. The lottery will be administered by the County Board if mutually agreeable, a certified public accounting firm, another independent entity, or a mutually agreeable individual or entity. Siblings of students and children of staff may be given priority as allowed by law.

Students may enter this lottery by satisfying the following requirements intended to create informed applicants who want to attend the school and are committed to the school program: (1) attendance at a group information session; (2) completing a written application; and (3) having each parent and/or guardian sign the application which includes a commitment to support the school with a minimum amount of hours (alternative arrangements will be made if an adult is unavailable). These requirements will be adapted as necessary to accommodate those with exceptional needs or for whom English is not a primary language.

The school will work with County Superintendent staff to develop plans and procedures to cooperatively meet the needs of Special Education (see Special Education section below) and English Language Learner students. This will include appropriate processes to identify and meet the needs of students and to work with County Superintendent fiscal and program staff to determine eligibility for categorical funding programs and to ensure compliance with applicable state and federal law.

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

**ELEMENT I: ANNUAL AUDIT AND FISCAL ISSUES**

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

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

An annual independent financial audit will be conducted by a certified public accountant and will
use generally accepted accounting principles. The Treasurer and/or Chief Financial Officer of Leadership Public Schools will be responsible for contracting and overseeing the independent audit, and Leadership will provide the audit to the County Superintendent’s Chief Financial Officer by December 15 of the following school year. Leadership’s Treasurer and/or Chief Financial Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and the School will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Leadership may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding direct from the state. These funds may include, but are not limited to, Average Daily Attendance (ADA); the California State Lottery; state summer school funding; categorical block and non-block grants; parcel taxes; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources and funding for programs. The County Superintendent agrees to assist the School in seeking non-block grant categorical funds or other grants when requested to the extent the School’s students or staff would qualify, and may charge a mutually agreeable amount reflecting actual costs of the application and oversight. This may not necessarily equal the indirect cost rate as the County Superintendent would only be helping to obtain the funds, not implement the programs funded. Any funds due to the School that flow through the SCCOE shall be forwarded to Leadership in a timely fashion. When applicable, the School may seek equitable distribution of local sales taxes and other similar SCCOE funding sources.

Leadership and the County Board agree to negotiate in good faith on an annual basis to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the parties. The County Superintendent agrees to allow Leadership to separately purchase administrative or other goods or services from County Superintendent or other vendors. The specific terms and cost of administrative or other goods and services purchased from County Superintendent shall be contained in the Memorandum of Understanding. This Memorandum of Understanding will accomplish the following, among other things:

- Enable the School, SCCOE, and the Special Education Local Planning Area (“SELPA”) to jointly and cooperatively address the needs of special needs students and share in the costs and revenues associated with serving such students. This would not preclude the School from becoming an independent Local Educational Agency (“LEA”) for Special Education purposes in the future or from participating in possible future charter school Joint Power Authorities (“JPA’s”) or SELPA’s created to serve Special Education students.
- Address funds transfer and fiscal overview procedures.
- Transfer of course credits for the School’s classes to schools within the county.
- Indicate the County Superintendent services and opportunities that will require a fee, and
- Enable the efficient and fair resolution of disagreements or disputes between the County Board and Leadership.
The County Board shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of this charter for a fee representing documented actual costs that will not exceed one percent of the average daily attendance funds of the school provided to the school pursuant to the Charter Schools Act, unless it provides a substantially free facility in which case under the Charter School Act the County Board can charge up to three percent of the average daily attendance funds representing documented actual costs of supervisory oversight. The School and the County Board will negotiate in good faith a Memorandum of Understanding that delineates, among other things, the services provided by County Superintendent and the costs for these services.

**ELEMENT J: PUPIL SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled.*

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

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

The School has developed draft suspension and expulsion procedures. The School will notify County Superintendent of any expulsions. The School and County Superintendent will cooperate and in good faith proceed to ensure the appropriate placement of the student in an SCCOE school if desired by the student. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law. The School will also comply with all applicable laws with regard to suspensions and/or expulsions of special education students. The School has provided the County Board with a copy of our draft suspension and expulsion procedures.

**ELEMENT K: RETIREMENT SYSTEM**

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

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

Employees of Leadership may participate in the federal Social Security system and will have access to other retirement plans according to the policies established by the Leadership Board of Trustees. Leadership retains the option to elect to allow eligible school faculty and staff to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) in the future. The County Superintendent will cooperate if needed to facilitate participation in these retirement systems.
At the school’s option, all employees of Leadership who qualify for membership may participate in STRS (including teachers and other certificated employees) and/or PERS (including the Secretary and other classified staff) and shall be covered under the appropriate system. The Payroll/Benefits manager of Leadership will work with the SCCOE to ensure that appropriate arrangements for the allowable coverage have been made.

All employees who are not members of STRS or PERS, or another qualified retirement plan must contribute to the federal social security system to the extent required by federal law. PERS is not exempt from social security contributions.

Leadership will make all employer contributions as required by STRS, PERS and the federal social security laws. Leadership will also make contributions for workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

ELEMENT L: ATTENDANCE ALTERNATIVES

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

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

Students who opt not to attend the School may attend other district schools if they reside within the district, or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the district or county of residence.

ELEMENT M: RIGHT TO RETURN AS DISTRICT EMPLOYEE

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

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

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

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

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

**ELEMENT O: EXCLUSIVE EMPLOYER**

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

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

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

**SPECIAL EDUCATION AND SECTION 504 STUDENTS**

Notwithstanding Section 47651, all state and federal funding for Special Education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the Special Education local plan area that includes the charter school.

California Education Code 47642.

See also Element G, Annual Audit and Fiscal Issues. Leadership agrees to work with SCCOE to ensure that students with exceptional needs are served. These services will be conducted in accordance with the applicable laws to ensure that the SCCOE Special Education Department provides appropriate services for the School’s exceptional needs students in compliance with the California Master Plan for Special Education and any applicable federal law. These cooperative arrangements include, but are not limited to the following:

- Open communications between Leadership and SCCOE to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with all applicable laws.
• Unless requested by the School and/or indicated elsewhere in the charter or Memorandum of Understanding, the relationship for Special Education and Section 504 students shall be identical with other public schools in SCCOE. In other words, the school will function as a public school of the local education agency that granted the charter and related services pursuant to Education Code Section 47641. This would not preclude the School from becoming an independent Local Educational Agency (“LEA”) for Special Education purposes in the future, or from participating in possible future charter school Joint Power Authorities (“JPA’s”) or SELPA’s created to serve Special Education students.

• Subject to SCCOE and SELPA policies regarding the appropriate staffing formula for full time equivalent Special Education staff (e.g., a resource specialist), the School may hire its own Special Education staff and obtain reimbursement for the authorized staff positions from SCCOE.

• Delivery of the services at the site of the School unless it is mutually agreed or there is a legitimate educational reason for providing the service elsewhere or the service is provided otherwise in the IEP.

• The Special Education funds and encroachment charge, if any, generated by the School shall support the provision of Special Education, Section 504 and other related services by the School and SCCOE.

**CHARTER RELATED ISSUES**

* A charter may be granted pursuant to Sections 47605 ... for a period not to exceed five years. A charter granted by a school district governing board, a county board of education or the State Board of Education, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

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

**Term of Charter**

The term of this charter shall commence on July 1 of the year the School commences operations and continue for a period of three years.

**Amendment and/or Renewal of Charter**

Any amendments to the School’s charter shall only be made by mutual agreement of Leadership’s Board of Trustees and the *County Board*. Leadership may present a petition to renew or materially amend the charter at any time, and the *County Board* agrees to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education code Section 47605 or its successors. The new charter requirement for teacher and/or parent signatures is not required for renewal of a charter.
Revocation of Charter

A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following:   (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

California Education Code 47605(b)(1)(4) and 47606(c).

Leadership and the County Board agree to act in good faith with regard to the continuation of the Charter.
This charter may only be revoked for the reasons specified in the Charter Schools Act. If grounds for revocation are alleged, Leadership will be given sufficient written notice and opportunity to respond and remediate any violation unless the situation presents an immediate and substantial threat to the health and safety of the School community.


Assembly Bill 1994, introduced in the 2001-2002 session was recently signed into law. Although the effective dates of some of the terms are unclear, here are the acknowledgements and processes required in anticipation of this law applying.

- **Change in Facilities.** The School acknowledges that a change in school site is a material change in the charter under A.B 1994. However, the County Board acknowledges that the School does not currently have a facility and that its initial site of operations will not constitute a material change in the charter. Since Leadership is contemplating a temporary site for the first 2-3 years, with a move to a permanent school site thereafter, the County Board will not deny a change of site unreasonably.

- **Close-Out Process.** If the School closes for any reason, the County Board, parents and students will be provided sufficient written notice. The School shall provide the student records to the County Board or other appropriate organization enrolling the students in a timely fashion. The School shall provide the County Board a timely final audit and explanation of the School’s handling of assets and liabilities prepared by a certified public accountant.
• **September 30 Start-Date.** The School acknowledges that it must commence operations by September 30 each year that it is in operation in order to be eligible to receive that year’s ADA-based state general purpose revenue.

• **Parent Notification Regarding Course Eligibility for College and Credit Transferability.** As discussed in detail in Element A, the School’s graduation requirements are based on the University of California “A-G” requirements. Accordingly, all graduates will be eligible to apply to the University of California and California State University campuses.

Because courses required for admission to the University of California shall be approved by the University of California and the school will be accredited by the Western Association of Schools and Colleges. Accordingly, it is expected that SCCOE, other districts, and other private institutions should give our courses full credit. However, final acceptance of the School courses for credit and/or graduation requirements is determined by the other institutions. The School will work in good faith with the SCCOE and other institutions to arrange for full course credit for the School’s courses. With respect to students transferring into the School, students still must meet the School’s graduation requirements even if these are higher than the previous school. Students can apply for waivers from the School on a case by case basis.

Parents will be notified of these and other matters during Parent Association Meetings, parent conferences, and in the Student Handbook, letters, emails, parent newsletters and on the School website.
APPENDIX A
TO
LEADERSHIP PUBLIC SCHOOLS: SAN JOSE CAMPUS
CHARTER

Petition with Required Number of Teacher Signatures

I am a teacher who is “meaningfully interested” in teaching at the Leadership Public Schools’ charter school. I authorize the Leadership Public Schools Board of Trustees and Director to make any changes necessary to the charter to obtain approval by the Board of Education.

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Leadership Public Schools estimates that it will employ five teachers during the School’s first year of operation. I hereby certify that this petition meets the requirements of Education Code Section 47605 which requires a number of teacher signatures who are meaningfully interested in teaching at the school equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

Mark Kushner, Director
Leadership Public Schools
Academic Department and Course Descriptions

The following subject, course, and curriculum descriptions will be revised and improved from time to time.

SOCIAL SCIENCE/HISTORY

Curriculum in the social sciences is framed by the "History Alive/TCI" series. This series is aligned with the California state content and performance standards and is rich with slides, recordings, primary documents and more. Other text supports will likely include: "History of U.S." by Joy Hakeem, "What is Evidence" by Chris Hinton, "Eyewitness to History" by John Carey, a series on social justice issues from the "Facing History Facing Ourselves," and a series on conflicts around the world from the Cambridge University Press.

Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students will be expected to learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Specific courses will include the following, subject to revision and improvement over time.

World Studies (9th grade) will likely combine English with World History. The class guides students to find relationships between English and History. Students are pushed to make connections with what they read, what they learn, and what they experience. World Studies focuses on critical thinking and literacy development and approaches units thematically. Students show their learning through culminating projects and public exhibitions, like mock trials and presentations for the community.

Beginning with African civilization and moving thematically to the present, students will participate in a variety of activities that show the interrelationship between world history, world cultures, and literature. This course in World History and Literature will be based on the California state frameworks in social studies and English. This course focuses on modern world history and literature, with a special emphasis on literacy, performance-based assessment, and culminating unit projects.

U. S. History (11th grade) will take a thematic, integrated approach to studying the history of the
United States. The themes are organized around the four School-wide Outcomes (Critical Thinking, Communication, Personal Responsibility and Social Responsibility), through culminating projects, papers, formal presentations and exhibitions. The course is divided into units, each examining themes such as immigration, racism, role of technology in shaping American history and identity, U. S. foreign policy, gender and sexual identity, and studying history through the arts.

**LANGUAGE ARTS**

Curriculum in the language arts is framed by "Reading for Understanding" (based on the simple premise that once students learn to read, they must then read to learn and that there are specific skills required in reading to learn). Texts draw from the great books, both classics and contemporary, and are intentionally multicultural in their span. Readings may include works by Sandra Cisneros, Richard Wright, James Baldwin, Isabel Allende, Julia Alvarez, Jamaica Kincaid, Toni Morrison, Chinua Achebe, Nadine Gordimer, Willa Cather, William Shakespeare, Ernest Hemingway, and Richard Rodriguez.

Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose, including oral reports and debates, written letters and essays. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form. Specific courses will likely include the following, subject to revision and improvement over time.

*World Studies* (9th grade) is an integrated Language Arts and Social Science/History course. It will likely begin with African civilization and moving thematically to the present. Students will participate in a variety of activities that show the interrelationship between world history, world cultures, and literature. This course in World History and Literature will be based on the California state frameworks in social studies and English. This course focuses on modern world history and literature, with a special emphasis on literacy, performance-based assessment, and culminating unit projects.

*Western Literature* (10th Grade) will focus on the literature of the western world.

*American Literature* (11th Grade) will use literature, poetry and non-fiction to gain insights into the development of an American identity, culture and the complex issues that arise from that. American Literature focuses on analysis, critical reading, extensive writing and self-expression. The themes are approached thematically and students demonstrate mastery of our four School-wide Outcomes (Critical Thinking, Communication, Personal Responsibility, and Social Responsibility), through culminating projects, papers, formal presentations and exhibitions.

*English Literature* (12th Grade) will prepare students for college-level English courses and, as such, places a strong emphasis on reading a variety of literary genres, including classical and/or contemporary works.
MATHEMATICS

The curricular content for math in the secondary grades will either be the Interactive Math Project” (IMP) used at Leadership High School in San Francisco, or "College Preparatory Math" (CPM).

Both IMP and CPM focus on developing students' conceptual understanding, not simply rote drilling, by engaging them in real-life themes and projects. Several software products will be used to support students' self-paced skill building. These may include "Accelerated Math" and "Star Math."

Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.

SCIENCE

The "Glencoe Interactive" series, "Conceptual Physics," "ChemCom: Chemistry in the Community," and "Campbell's Biology" will shape the curriculum, subject to review of other texts as well.

Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.

*Biolog*y will cover a wide range of topics on the study of life ranging from the cell and genetics to invertebrate animals and human systems. During the year, students will explore the field of biology in an inquiry-based environment. Lab activities are frequent as students are challenged to explore, to design and carry out experiments, and to understand difficult concepts through creative and interactive activities.

*Physics* will introduce and explores the topics of mechanics, thermodynamics, optics, waves, and electromagnetism. This course uses algebra, trigonometry, and geometry to solve complex problems in physics.

*Chemistry* will focus on providing students with chemistry content, skills, and lab expertise. After completing either Integrated or Honors Chemistry, students should be prepared to take a first level university course in chemistry or other basic sciences. In order to provide students
with many authentic and relevant connections to chemistry, there is a heavy focus on laboratory work, and solving chemistry problems connected to the real world.

**SPANISH/ NON-ENGLISH LANGUAGE**

The curriculum for teaching a non-English language (in this School, Spanish) will be "communicative" or "communication based" for non-fluent or non-active Spanish speakers. This approach de-emphasizes grammar and emphasizes immersing students in real world use of the language. Texts may include "Buen Viaje," "Paso a Paso," "Somos Asi," "Convocacion de Palabras," and "Conexiones." This selection of texts allows for teaching Spanish to both Spanish speakers and Spanish learners. Texts are supported by videos, CD-ROMs, songs, rhymes, and visuals related to the subject. Native Spanish speakers will have advanced classes geared to their needs.

Students will be expected to work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students will be expected to work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures.

**ART**

The Arts engender and teach wonder, creativity and critical thinking.

*Fine Arts I* is a year long survey course, alternating introductory studio art assignments and portfolios with written assignments and exams. Assignments are designed to build a strong core of knowledge and appreciation both making art and placing art in a historical critical context. The goal is to apply one’s artistic, creative/critical thinking skills to the world at large, both visually and verbally.

By the time they complete the course, students are expected to demonstrate their knowledge and skills in the use of the basic materials, techniques and intellectual methods of visual art, including such items as drawing, painting, collage, sculpting and photography. They should have the ability to define and solve artistic problems with insight, reason, and technical proficiency.

*Advanced Art* is a 2nd year course, intended to offer greater challenges and flexibility beyond 1st year Fine Arts I. It is modeled on the structures and expectations of an AP Studio Art course. While Fine Arts I is an introductory course for artists with a huge range of skill levels and enthusiasm, this course is structured for extremely motivated, self-disciplined, enthusiastic artists, ready to take on a college-level course. It is rigorous, particularly in regards to technical quality, deadlines, and professionalism.
CO-CURRICULAR ACTIVITIES

Aside from academic course offerings, Leadership believes that co-curricular activities and athletics are important to an effective education.

*Week Without Walls.* This extremely popular program is a week in which we suspend our normal schedule and each teacher and a small number of students participate in courses of focused study. In the past, courses at Leadership High School in San Francisco have included such offerings as novel writing, cutting a music CD, photography, cultural cooking, camping and job shadowing. Many of the courses are designed to meet the school-wide outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility.

*Other Activities.* It is expected that many other activities, events and clubs will be initiated and implemented by students with the support of our leadership program skills. In addition, depending on student interest and budgetary constraints, co-curricular activities may also include backpacking trips, ethnic clubs, sports clubs and other student-initiated activities. At Leadership High School in San Francisco, clubs included, for example, African American Heritage Club, Gener-asian Soy Sauce, La Raza, Yearbook, Debate, Snowboarding, Anime Film, Techies, etc.

*Athletics.* For many students, interscholastic athletics are an essential part of school and character education. In addition to the School’s Physical Education offerings, and depending on student interest and budgetary constraints, we plan to offer the following varsity sports: boys and girls basketball, boys and girls soccer, girls volleyball and boys baseball. We may consider adding additional sports.